

**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

1526 West Missouri Ave, Phoenix, AZ 85015

Osborn Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

**AZ LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

2004-05 Performing  
2003-04 Performing  
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

**School Overview**

Principal/Administrator : Ms. Karen Engelman  
Schedule : 07:30 AM to 04:30 PM  
Grades : Pre-K-6  
2005 Enrollment : 818  
Web Address : www.osbornnet.org  
Phone Number : (602) 707-2600  
Fax Number : (602) 707-2640  
E-mail : kengelma@osbornnet.org

**Mission**

Our mission is to recognize and develop the unique potential of each individual by assuring they learn the skills, acquire the knowledge, and develop attitudes and behaviors necessary for productive living in a changing, multicultural/global society.

**No Child Left Behind**

**Adequate Yearly Progress (b)**

2004-05 Met  
2003-04 Met  
2002-03 Met

**School Improvement Status (b)**

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

**School / Academic Goals**

- ü Continue to increase the percentage of students meeting or exceeding the standards on the AIMS tests in reading, writing, and mathematics.
- ü Continue to decrease the number of students falling far below the standards on the AIMS tests in reading, writing and mathematics.
- ü Continue to increase the number of students making adequate yearly progress as evidenced by AIMS reading and mathematics data.
- ü Increase student attendance rate.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 778  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 100

Instructional Programs

- Standards-based Instructional Programs
- Full-day Kindergarten
- Special Education Preschool
- Music/Band/Art/PE
- Gifted and Special Education Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We as a staff at Solano have set high expectations for our students in areas of academic achievement, lifeskills, and discipline. Our curriculum and classroom instruction are aligned to the Arizona Academic Standards at all grade levels.

Parents

The Solano staff expects parents to have students attend school regularly, support students in completing homework, support school rules, communicate regularly with the school and attend parent conferences and meetings.

Transportation Policy

Our major goal is to ensure the safe transport of students to and from school. Failure to follow the rules and the directions will result in specific penalties, including removal of the privilege of riding the bus on a temporary or permanent basis.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Rodel Exemplary Teacher Finalist	2004
• Project GOAL: Grade One - Phoenix Public Libraries	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	456	79306	99	100	99	439	427	445	11	15	10	21	22	18	54	51	51	13	13	20
All Students (Prior Year)	105	423	75509	100	100	100	508	504	521	21	22	13	24	24	23	28	31	33	27	23	31
Female	44	234	38691	100	100	99	444	430	446	12	12	10	15	21	18	61	56	52	12	10	20
Male	47	222	40583	98	100	99	435	424	445	11	18	11	27	23	18	49	45	50	14	15	21
African American	11	49	4041	92	98	99	413	427	426	22	28	17	11	18	23	67	43	50	0	13	10
Hispanic	50	278	32869	96	100	99	442	427	429	13	14	15	21	23	25	54	52	51	13	11	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	14	59	4264	100	100	100	431	434	419	0	11	19	25	24	30	75	57	45	0	9	6
White	14	63	36197	100	100	99	459	417	463	8	17	5	25	19	11	33	42	53	33	23	31
Students with Disabilities	17	77	10321	94	100	100	410	349	389	36	52	30	14	20	27	50	25	34	0	3	9
Students without Disabilities	74	379	69060	100	99	98	447	442	454	5	8	7	23	22	17	55	56	54	16	14	22
Limited English Proficient Students	22	144	15509	96	100	100	437	411	406	12	16	20	27	26	30	50	49	45	12	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	84	397	39415	97	98	96	438	434	431	11	15	15	23	23	25	55	51	50	12	11	10
Non-Economically Disadvantaged	NC	59	39966	NC	100	100	NC	384	459	NC	17	6	NC	15	12	NC	48	52	NC	21	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	456	79395	99	0	99	427	414	446	16	20	9	39	39	25	40	38	55	6	3	11
All Students (Prior Year)	104	424	75492	100	100	100	508	502	519	22	25	12	8	15	16	53	48	47	18	12	24
Female	44	234	38743	100	0	100	432	420	451	12	19	7	36	35	24	45	42	57	6	4	12
Male	47	222	40618	98	0	99	423	408	440	19	22	11	41	43	27	35	34	53	5	2	9
African American	11	49	4052	92	0	100	416	429	434	33	23	11	22	33	29	44	38	54	0	8	6
Hispanic	50	278	32915	96	0	99	425	410	426	15	21	15	41	41	35	38	36	47	5	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	14	59	4271	100	0	100	423	419	420	13	24	15	38	37	42	50	39	41	0	0	2
White	14	63	36221	100	0	99	450	412	465	0	10	4	50	40	15	33	42	63	17	8	17
Students with Disabilities	17	77	10331	94	0	100	392	342	388	43	43	25	36	40	37	21	17	34	0	0	4
Students without Disabilities	74	379	69139	100	0	99	436	428	454	9	16	7	39	39	24	45	42	58	7	4	11
Limited English Proficient Students	22	144	15545	96	0	100	408	391	399	23	26	21	46	46	42	31	28	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	84	397	39484	97	0	96	425	419	429	17	22	14	38	40	35	41	36	47	5	3	4
Non-Economically Disadvantaged	NC	59	39986	NC	0	100	NC	378	461	NC	10	4	NC	33	16	NC	52	63	NC	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	452	78869	98	100	99	430	412	442	4	9	6	30	31	21	64	56	63	1	4	10
All Students (Prior Year)	105	424	75053	100	100	99	555	555	597	9	11	7	19	21	12	71	63	72	1	5	9
Female	43	233	38536	98	100	99	438	427	458	3	8	4	28	24	15	69	65	67	0	4	14
Male	47	219	40302	98	100	99	423	397	428	5	11	8	32	37	26	59	48	60	3	3	7
African American	11	48	4015	92	96	99	421	428	430	0	8	8	56	31	24	44	59	61	0	3	7
Hispanic	49	275	32606	94	99	98	426	407	426	8	10	8	24	31	27	66	56	60	3	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	14	58	4245	100	100	100	454	420	423	0	11	9	13	22	26	88	64	61	0	2	4
White	14	64	36078	100	100	99	434	408	459	0	6	4	42	39	16	58	49	66	0	6	14
Students with Disabilities	17	78	10246	94	100	100	375	299	367	21	34	18	50	46	39	29	18	40	0	2	4
Students without Disabilities	73	374	68697	99	98	98	444	435	454	0	4	4	25	27	18	73	64	67	2	4	11
Limited English Proficient Students	22	141	15339	96	100	100	418	398	399	8	9	11	27	34	31	62	53	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	83	392	39106	95	97	95	430	418	427	5	10	8	32	32	28	62	56	59	2	3	5
Non-Economically Disadvantaged	NC	60	39837	NC	100	100	NC	372	457	NC	8	4	NC	24	14	NC	61	67	NC	6	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	393	78906	100	100	99	494	482	498	21	17	13	16	25	19	47	44	48	16	14	20
All Students (Prior Year)	97	385	76019	100	100	100	503	486	499	11	21	14	48	42	39	5	12	14	35	25	33
Female	51	205	38644	100	100	99	495	483	500	20	16	12	17	27	19	46	43	49	17	14	19
Male	43	188	40236	100	100	99	494	481	497	21	18	15	15	23	19	48	46	46	15	13	20
African American	14	52	4087	100	100	99	480	482	481	22	20	20	11	26	24	56	43	45	11	11	11
Hispanic	51	247	31938	100	100	99	492	482	481	26	16	19	15	27	25	44	45	46	15	12	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	14	37	4593	100	100	100	481	469	467	13	23	26	38	23	29	50	42	39	0	12	6
White	14	48	36483	100	100	99	530	489	517	0	13	7	9	21	13	55	49	51	36	18	30
Students with Disabilities	16	70	10664	100	100	100	444	406	430	54	41	42	23	37	27	23	19	26	0	3	5
Students without Disabilities	78	323	68310	100	100	98	506	499	509	13	11	9	15	22	18	53	50	51	20	16	22
Limited English Proficient Students	NC	114	12573	NC	100	100	NC	465	454	NC	18	27	NC	27	30	NC	45	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	79	346	38679	100	99	96	491	490	483	21	17	20	18	26	25	49	45	45	12	13	10
Non-Economically Disadvantaged	15	47	40295	100	100	100	511	419	513	18	17	7	9	22	13	36	42	50	36	19	30

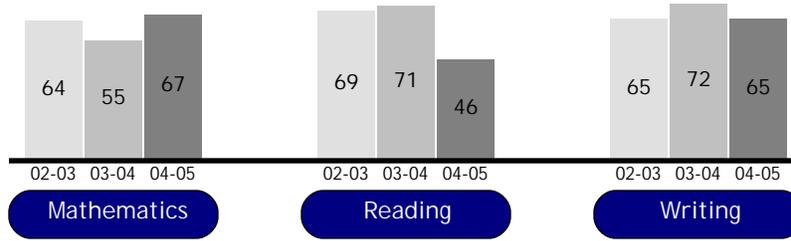
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	393	78908	100	0	99	477	459	484	15	15	10	25	35	23	54	48	58	6	3	9
All Students (Prior Year)	97	385	76020	100	100	100	501	493	503	29	42	25	29	24	23	30	28	40	11	6	12
Female	51	205	38648	100	0	99	478	462	489	11	14	8	29	32	22	54	50	61	6	4	10
Male	43	188	40233	100	0	99	475	455	479	18	17	12	21	37	25	55	45	55	6	1	8
African American	14	52	4092	100	0	99	468	467	473	33	23	12	0	23	28	56	51	54	11	3	5
Hispanic	51	247	31940	100	0	99	471	458	465	15	14	16	28	39	32	54	46	49	3	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	14	37	4569	100	0	100	463	446	457	13	19	18	50	35	39	38	42	41	0	4	2
White	14	48	36502	100	0	99	521	470	502	0	15	4	9	26	14	73	54	67	18	5	15
Students with Disabilities	16	70	10665	100	0	100	445	396	423	54	36	30	15	41	36	31	24	31	0	0	2
Students without Disabilities	78	323	68312	100	0	98	484	473	493	5	11	7	27	33	21	60	53	62	7	3	10
Limited English Proficient Students	NC	114	12556	NC	0	100	NC	439	436	NC	16	24	NC	43	40	NC	39	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	79	346	38662	100	0	96	472	466	468	16	16	16	26	36	32	54	47	49	4	2	3
Non-Economically Disadvantaged	15	47	40315	100	0	100	500	403	498	9	14	5	18	25	15	55	56	66	18	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	391	78750	100	100	99	469	460	500	12	11	6	38	44	29	50	45	63	0	0	2
All Students (Prior Year)	96	383	75673	100	100	100	505	489	530	16	20	12	29	32	25	51	46	58	4	2	4
Female	51	204	38586	100	100	99	486	476	515	11	8	4	29	36	22	60	57	71	0	0	3
Male	42	187	40135	98	100	99	450	443	486	12	14	8	48	52	35	39	34	56	0	1	1
African American	14	52	4081	100	100	99	454	481	488	22	9	8	22	31	32	56	57	59	0	3	2
Hispanic	50	245	31841	98	99	99	473	459	483	10	12	8	38	44	36	51	44	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	14	37	4586	100	100	100	433	447	481	13	12	8	75	54	37	13	35	54	0	0	1
White	14	48	36440	100	100	99	510	459	516	0	5	3	27	51	22	73	44	71	0	0	4
Students with Disabilities	16	70	10622	100	100	100	414	370	415	38	31	21	46	53	50	15	17	28	0	0	1
Students without Disabilities	77	321	68196	99	99	98	482	481	513	5	6	3	36	42	25	58	52	69	0	0	3
Limited English Proficient Students	NC	114	12504	NC	100	100	NC	436	451	NC	14	12	NC	43	44	NC	43	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	78	344	38558	99	98	96	462	467	485	12	11	8	42	45	37	46	44	54	0	0	1
Non-Economically Disadvantaged	15	47	40260	100	100	100	500	404	514	9	6	3	18	36	21	73	58	72	0	0	4

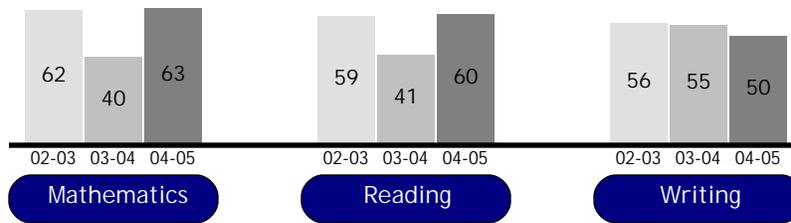
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	32	29	50	93	38	NA	58	100	31	32	47
	Language	98	23	18	43	100	30	21	50	100	29	30	47
	Mathematics	95	49	40	57	98	61	53	64	100	41	37	50
3	Reading	97	41	27	47	100	50	NA	55	99	31	30	44
	Language	96	51	34	54	100	53	43	61	99	29	28	44
	Mathematics	99	61	40	54	100	60	49	61	99	38	37	51
4	Reading	85	35	27	52	95	46	NA	56	100	42	36	48
	Language	93	35	28	48	100	42	33	52	100	43	37	49
	Mathematics	97	47	37	57	100	56	44	61	100	48	44	53
5	Reading	88	44	31	50	100	36	NA	55	100	42	38	50
	Language	95	35	28	46	100	40	31	49	100	45	38	50
	Mathematics	100	64	48	57	100	64	49	63	100	44	41	49
6	Reading	95	35	34	53	96	47	NA	56	99	44	44	51
	Language	95	25	24	45	100	43	33	48	99	39	37	47
	Mathematics	96	60	57	62	100	62	58	66	99	46	45	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety and Attendance Issues
- Ü Schoolwide Discipline Process
- Ü Title I Budget
- Ü Student Achievement and Assessment
- Ü Parent Involvement & Community Relations
- Ü Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	7.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	8	4	0	0
7 to 9 years	7	8	0	0
10 or more years	7	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab w/ 30 stations
- Ü Library/Media Center
- Ü Art Room
- Ü Band Room

Extracurricular Activities

- Ü Boys/Girls Basketball (Grades 4-6)
- Ü Boys/Girls Soccer (Grades 4-6)
- Ü Boys/Girls Wrestling (Grades 4-6)
- Ü Boys/Girls Volleyball (Grades 4-6)
- Ü Girls Softball (Grades 4-6)
- Ü Student Council (Grades 4 - 6)

Social Services

- Ü Before/After School Care
- Ü Osborn Health Partnership Clinic
- Ü On-Site Counseling Services
- Ü Phoenix Parks & Recreation
- Ü Probation Officer
- Ü Parent Liaison
- Ü Headstart Preschool

ü Four Solano Teachers completed their reading endorsement through a partnership with ASU West.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	24	12	12	17
Transfers In Rate <sup>6</sup>	71	28	28	37
Stability Rate <sup>7</sup>	75	87	87	82
Promotion Rate <sup>8</sup>	89	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Access to the campus is through the office only during school hours. Visitors are required to sign-in and wear a badge. All personnel wear a district badge. We practice emergency drills such as fire, bus evacuation, and lockdown procedures.

Solano has a schoolwide discipline process, which includes a Responsible Thinking Classroom. We also have services such as an on-site counselor, nurse, Psychologist, and Probation Officer available.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Engelman	(602) 707-2610
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Carmen Esparza	(602) 707-8675
School Nutrition Programs	Melissa Lazzell	(602) 707-2630
Parent Organization	Debra Margadant	(602) 707-2600
Student Health/Nurse	Scarlett Baeza	(602) 707-2615

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.