

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1209 East Indian School Road, Phoenix, AZ 85014

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 Plus
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Dr. Claudia Johannesson  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 607  
 Web Address : osbornnet.org  
 Phone Number : (602) 707-2700  
 Fax Number : (602) 707-2740  
 E-mail : cjohanne@osbornnet.org

### Mission

We develop and implement structures and programming that will meet the needs of our diverse population so as to support their successful participation in a changing, multicultural, and 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 We will continue to increase the percentage of students meeting or exceeding the state standards, and to decrease the number of students falling far below the state standards as measured on the AIMS tests in reading, writing, and mathematics.
- ü All students will memorize and master "math facts" appropriate to grade level.
- ü All students who enter Longview by October 1st, 2006 will move one level on the social score of the SELP test.

### Enrollment

October 1, 2004 School Year Student Enrollment : 584  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 210

Instructional Programs

- ü Dual Language/Sheltered English Immer.
- ü Intentional Teaching of AZ Standards
- ü Extended Day Tutoring/Enrichment
- ü Gifted Instruction and Special Education
- ü Research based reading intervention prog

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide qualified, prepared staff for student instructional purposes. Provide a safe, healthy environment conducive for learning. Set and maintain high academic standards for all students. Communicate learning or lack of to all parents. Communicate schedules, events, student expectations in terms of achievement and behavior. Provide parent programming to increase the effectiveness of parenting skills so as to provide more student support.

Parents

Get students to school on time. Be involved in academic support at home. Communicate with school - e.g., attend all parent/teacher conferences. Support the idea of the importance of education and encourage students to do their best. Communicate with school on a consistent basis - not just when there are problems.

Transportation Policy

Transportation is provided for students who live at least one mile away from school, on the other side of a major street, or near any hazardous crossing. Transportation is also available for all special education students.

School Honors

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

Award/Honor	Year
ü Teacher of the Year - Sam's Club	2003
ü Student Artwork Chosen for Drug-free Calendar	2003
ü Block Watch Grant Recipient	2004
ü Kaboom playground project application accepted	2005

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	86	456	79306	100	100	99	446	427	445	6	15	10	17	22	18	65	51	51	12	13	20
All Students (Prior Year)	74	423	75509	100	100	100	513	504	521	16	22	13	22	24	23	43	31	33	19	23	31
Female	49	234	38691	100	100	99	450	430	446	3	12	10	17	21	18	69	56	52	11	10	20
Male	37	222	40583	100	100	99	442	424	445	10	18	11	16	23	18	61	45	50	13	15	21
African American	NC	49	4041	NC	98	99	NC	427	426	NC	28	17	NC	18	23	NC	43	50	NC	13	10
Hispanic	54	278	32869	100	100	99	454	427	429	3	14	15	15	23	25	65	52	51	18	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	16	59	4264	100	100	100	434	434	419	14	11	19	14	24	30	71	57	45	0	9	6
White	10	63	36197	91	100	99	427	417	463	13	17	5	25	19	11	63	42	53	0	23	31
Students with Disabilities	13	77	10321	100	100	100	415	349	389	29	52	30	29	20	27	29	25	34	14	3	9
Students without Disabilities	73	379	69060	100	99	98	450	442	454	3	8	7	15	22	17	69	56	54	12	14	22
Limited English Proficient Students	21	144	15509	100	100	100	442	411	406	4	16	20	19	26	30	67	49	45	11	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	82	397	39415	99	98	96	446	434	431	6	15	15	16	23	25	66	51	50	13	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	86	456	79395	100	0	99	420	414	446	20	20	9	47	39	25	29	38	55	5	3	11
All Students (Prior Year)	74	424	75492	100	100	100	505	502	519	19	25	12	16	15	16	51	48	47	14	12	24
Female	49	234	38743	100	0	100	429	420	451	17	19	7	40	35	24	37	42	57	6	4	12
Male	37	222	40618	100	0	99	409	408	440	23	22	11	55	43	27	19	34	53	3	2	9
African American	NC	49	4052	NC	0	100	NC	429	434	NC	23	11	NC	33	29	NC	38	54	NC	8	6
Hispanic	54	278	32915	100	0	99	422	410	426	15	21	15	50	41	35	30	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	16	59	4271	100	0	100	411	419	420	36	24	15	36	37	42	29	39	41	0	0	2
White	10	63	36221	91	0	99	410	412	465	25	10	4	50	40	15	25	42	63	0	8	17
Students with Disabilities	13	77	10331	100	0	100	386	342	388	43	43	25	57	40	37	0	17	34	0	0	4
Students without Disabilities	73	379	69139	100	0	99	424	428	454	17	16	7	46	39	24	32	42	58	5	4	11
Limited English Proficient Students	21	144	15545	100	0	100	409	391	399	22	26	21	52	46	42	26	28	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	82	397	39484	99	0	96	419	419	429	20	22	14	47	40	35	28	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	86	452	78869	100	100	99	418	412	442	5	9	6	39	31	21	53	56	63	3	4	10
All Students (Prior Year)	74	424	75053	100	100	99	587	555	597	5	11	7	22	21	12	65	63	72	8	5	9
Female	49	233	38536	100	100	99	449	427	458	0	8	4	26	24	15	69	65	67	6	4	14
Male	37	219	40302	100	100	99	383	397	428	10	11	8	55	37	26	35	48	60	0	3	7
African American	NC	48	4015	NC	96	99	NC	428	430	NC	8	8	NC	31	24	NC	59	61	NC	3	7
Hispanic	54	275	32606	100	99	98	416	407	426	3	10	8	43	31	27	53	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	16	58	4245	100	100	100	414	420	423	14	11	9	29	22	26	50	64	61	7	2	4
White	10	64	36078	91	100	99	415	408	459	0	6	4	63	39	16	38	49	66	0	6	14
Students with Disabilities	13	78	10246	100	100	100	313	299	367	43	34	18	43	46	39	14	18	40	0	2	4
Students without Disabilities	73	374	68697	100	98	98	430	435	454	0	4	4	39	27	18	58	64	67	3	4	11
Limited English Proficient Students	21	141	15339	100	100	100	414	398	399	4	9	11	41	34	31	52	53	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	82	392	39106	99	97	95	418	418	427	5	10	8	39	32	28	53	56	59	3	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	60	393	78906	100	100	99	474	482	498	31	17	13	29	25	19	29	44	48	12	14	20
All Students (Prior Year)	80	385	76019	100	100	100	471	486	499	30	21	14	41	42	39	16	12	14	13	25	33
Female	32	205	38644	100	100	99	472	483	500	31	16	12	31	27	19	27	43	49	12	14	19
Male	28	188	40236	100	100	99	476	481	497	30	18	15	26	23	19	30	46	46	13	13	20
African American	NC	52	4087	NC	100	99	NC	482	481	NC	20	20	NC	26	24	NC	43	45	NC	11	11
Hispanic	43	247	31938	100	100	99	477	482	481	22	16	19	33	27	25	33	45	46	11	12	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	37	4593	NC	100	100	NC	469	467	NC	23	26	NC	23	29	NC	42	39	NC	12	6
White	NC	48	36483	NC	100	99	NC	489	517	NC	13	7	NC	21	13	NC	49	51	NC	18	30
Students with Disabilities	11	70	10664	100	100	100	443	406	430	45	41	42	45	37	27	9	19	26	0	3	5
Students without Disabilities	49	323	68310	100	100	98	483	499	509	26	11	9	24	22	18	34	50	51	16	16	22
Limited English Proficient Students	28	114	12573	100	100	100	474	465	454	28	18	27	24	27	30	40	45	38	8	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	58	346	38679	100	99	96	476	490	483	30	17	20	28	26	25	30	45	45	13	13	10
Non-Economically Disadvantaged	NC	47	40295	NC	100	100	NC	419	513	NC	17	7	NC	22	13	NC	42	50	NC	19	30

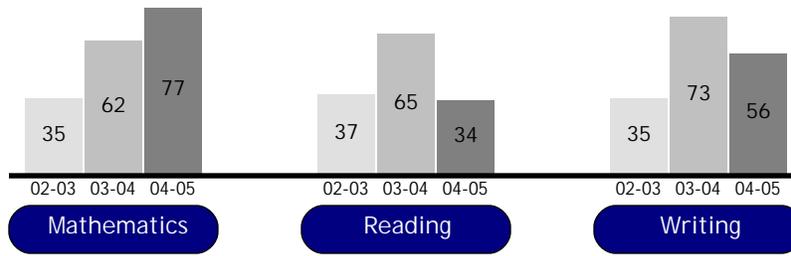
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	393	78908	100	0	99	456	459	484	24	15	10	33	35	23	43	48	58	0	3	9
All Students (Prior Year)	80	385	76020	100	100	100	490	493	503	44	42	25	20	24	23	31	28	40	5	6	12
Female	32	205	38648	100	0	99	459	462	489	27	14	8	27	32	22	46	50	61	0	4	10
Male	28	188	40233	100	0	99	453	455	479	22	17	12	39	37	25	39	45	55	0	1	8
African American	NC	52	4092	NC	0	99	NC	467	473	NC	23	12	NC	23	28	NC	51	54	NC	3	5
Hispanic	43	247	31940	100	0	99	459	458	465	14	14	16	42	39	32	44	46	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	37	4569	NC	0	100	NC	446	457	NC	19	18	NC	35	39	NC	42	41	NC	4	2
White	NC	48	36502	NC	0	99	NC	470	502	NC	15	4	NC	26	14	NC	54	67	NC	5	15
Students with Disabilities	11	70	10665	100	0	100	430	396	423	27	36	30	64	41	36	9	24	31	0	0	2
Students without Disabilities	49	323	68312	100	0	98	464	473	493	24	11	7	24	33	21	53	53	62	0	3	10
Limited English Proficient Students	28	114	12556	100	0	100	454	439	436	16	16	24	44	43	40	40	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	58	346	38662	100	0	96	458	466	468	23	16	16	32	36	32	45	47	49	0	2	3
Non-Economically Disadvantaged	NC	47	40315	NC	0	100	NC	403	498	NC	14	5	NC	25	15	NC	56	66	NC	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	59	391	78750	98	100	99	464	460	500	14	11	6	45	44	29	41	45	63	0	0	2
All Students (Prior Year)	80	383	75673	100	100	100	481	489	530	25	20	12	36	32	25	36	46	58	3	2	4
Female	31	204	38586	97	100	99	484	476	515	8	8	4	42	36	22	50	57	71	0	0	3
Male	28	187	40135	100	100	99	443	443	486	22	14	8	48	52	35	30	34	56	0	1	1
African American	NC	52	4081	NC	100	99	NC	481	488	NC	9	8	NC	31	32	NC	57	59	NC	3	2
Hispanic	42	245	31841	98	99	99	466	459	483	14	12	8	44	44	36	42	44	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	37	4586	NC	100	100	NC	447	481	NC	12	8	NC	54	37	NC	35	54	NC	0	1
White	NC	48	36440	NC	100	99	NC	459	516	NC	5	3	NC	51	22	NC	44	71	NC	0	4
Students with Disabilities	11	70	10622	100	100	100	387	370	415	45	31	21	55	53	50	0	17	28	0	0	1
Students without Disabilities	48	321	68196	98	99	98	487	481	513	5	6	3	42	42	25	53	52	69	0	0	3
Limited English Proficient Students	28	114	12504	100	100	100	469	436	451	12	14	12	40	43	44	48	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	57	344	38558	100	98	96	463	467	485	15	11	8	45	45	37	40	44	54	0	0	1
Non-Economically Disadvantaged	NC	47	40260	NC	100	100	NC	404	514	NC	6	3	NC	36	21	NC	58	72	NC	0	4

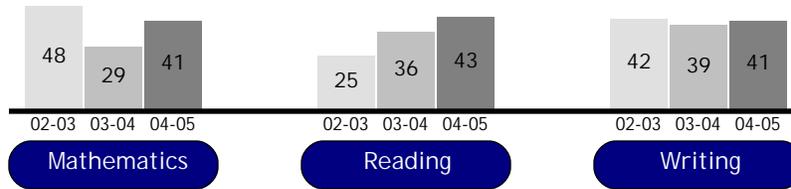
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	24	29	50	100	23	NA	58	99	26	32	47
	Language	97	16	18	43	100	16	21	50	99	20	30	47
	Mathematics	98	34	40	57	100	36	53	64	99	27	37	50
3	Reading	98	16	27	47	100	35	NA	55	100	28	30	44
	Language	98	26	34	54	100	38	43	61	100	24	28	44
	Mathematics	98	23	40	54	100	42	49	61	100	37	37	51
4	Reading	99	24	27	52	100	26	NA	56	99	37	36	48
	Language	100	24	28	48	100	28	33	52	99	39	37	49
	Mathematics	100	29	37	57	100	31	44	61	99	44	44	53
5	Reading	99	31	31	50	100	36	NA	55	100	34	38	50
	Language	99	29	28	46	100	31	31	49	100	35	38	50
	Mathematics	100	44	48	57	100	44	49	63	100	36	41	49
6	Reading	98	26	34	53	100	40	NA	56	100	48	44	51
	Language	100	20	24	45	100	35	33	48	100	38	37	47
	Mathematics	100	51	57	62	100	60	58	66	100	45	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)
- 2 Non-certified Employee(s)
- 10 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Instruction/Professional development
- Ü School Safety Issues
- Ü Budget
- Ü Community/Parent Involvement
- Ü School Structures/Schedules

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	2	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia/Computer Center
- Ü Auditorium
- Ü Library
- Ü Science lab

Extracurricular Activities

- Ü Extended day and Summer Enrichment
- Ü Technology Exploration
- Ü Yearbook/Journalism Club
- Ü Intramural Sports
- Ü Interest clubs - ex. Rocket Club

Social Services

- Ü Osborn Health Partnership
- Ü Probation Officer
- Ü Pre-school, Head Start
- Ü On-site counseling
- Ü Crisis intervention team
- Ü Parent liaison
- Ü Olweus Bullying Prevention Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Results of the 3rd grade 2005 AIMS scores showed 10% more Category 1 students scored in the Meets and Exceeds categories in Math than in 2004. The number in Meets and Exceeds went from 64% in 2004 to 74% in 2005.
- ü The 2005 AIMS scores showed 3.17% fewer 3rd grade Category 1 students in the Falls Far Below category in Math when comparing to 2004 data. Also, in Writing, 3rd grade Category 1 students showed 4% fewer students in the Falls Far Below category.
- ü Results of the 2005 AIMS scores showed 9% more 5th graders in the Meets and Exceeds categories in Math than in 2004.
- ü Results of the 2005 AIMS scores showed 11% more 5th graders in the Meets and Exceeds categories in Reading when compared to 2004. There were also 5% more 5th graders in the Meets and Exceeds categories in 2005 than in 2004.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	68	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	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

We are currently training our staff in a new bullying prevention program entitled Olweus. Because of our involvement with a state positive behavioral initiatives grant, we now have consistent building routines and procedures that are clearly stated by our STAR (Safety, Teamwork, Achievement, and Respect) program. We now use positive incentives for desired outcomes - e.g. getting to school on time, regular attendance, orderly classroom environments, etc.

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) :

1
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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	Claudia Johannesson	(602) 707-2710
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Sindi Westberg	(602) 707-2002
School Nutrition Programs	Sheri Ottersen	(602) 707-2020
Parent Organization	Roxanne Platero	(602) 707-2746
Student Health/Nurse	Gina Vairo	(602) 707-2715

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.