

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5048 E. Oak St, Phoenix, AZ 85008

Balsz 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 LEARNS¹

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 : Mr. Rick Stephen
 Schedule : 07:15 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 817
 Web Address :
 Phone Number : (602) 629-6800
 Fax Number : (602) 629-6804
 E-mail : rstephen@balsz.k12.az.us

Mission

The mission of Orangedale Elementary is to provide a creative, challenging, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning.

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 Implement a schoolwide process to raise math, reading and writing achievement for all students K-8.
- ü Provide high quality professional development to support instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 732
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü ESL
- Ü Gifted
- Ü Computers
- Ü Art
- Ü P.E.
- Ü Music/Band

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The school will provide a safe and nurturing learning environment; ensuring no classes will be disturbed by disruptive behavior; providing a positive learning environment which challenges students to achieve to their full potential.

Parents

Parental responsibilities include keeping an open line of communication with teacher and school; supporting the value of education with their children; attending conferences; making sure attendance is timely and regular; being involved in the PTO.

Transportation Policy

We provide transportation for students with disabilities. Students in Kindergarten through third grade who live more than one-half mile and students in grades four through eight who live more than one mile from school are transported.

School Honors

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

Award/Honor	Year
Ü Milken Award Winner	2000
Ü Rodel Exemplary Teacher Award Winner	2005
Ü Block Watch Grant - Wake-Up Club	2004
Ü Neighborhood Fight Back Grant	2001

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	79	436	79306	96	99	99	442	426	445	7	16	10	14	20	18	66	55	51	14	9	20
All Students (Prior Year)	77	401	75509	100	99	100	508	507	521	13	17	13	32	27	23	32	34	33	23	22	31
Female	41	230	38691	95	99	99	451	424	446	7	16	10	7	22	18	75	54	52	11	8	20
Male	38	206	40583	97	99	99	434	427	445	6	15	11	19	18	18	58	57	50	16	10	21
African American	11	42	4041	100	100	99	457	428	426	0	23	17	0	12	23	100	58	50	0	8	10
Hispanic	44	315	32869	98	99	99	445	426	429	8	16	15	15	22	25	64	54	51	13	9	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	10	33	4264	100	100	100	474	441	419	0	18	19	20	6	30	60	71	45	20	6	6
White	13	38	36197	81	90	99	396	424	463	11	10	5	11	13	11	67	60	53	11	17	31
Students with Disabilities	NC	44	10321	NC	100	100	NC	314	389	NC	38	30	NC	36	27	NC	23	34	NC	3	9
Students without Disabilities	74	392	69060	95	98	98	452	440	454	5	13	7	11	18	17	69	59	54	15	10	22
Limited English Proficient Students	15	174	15509	100	100	100	404	404	406	17	18	20	22	27	30	56	51	45	6	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	76	422	39415	93	96	96	450	437	431	7	15	15	12	19	25	67	56	50	14	9	10
Non-Economically Disadvantaged	NC	14	39966	NC	0	100	NC	82	459	NC	27	6	NC	45	12	NC	27	52	NC	0	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	79	438	79395	96	0	99	437	418	446	5	13	9	27	36	25	64	47	55	3	3	11
All Students (Prior Year)	77	400	75492	100	99	100	510	504	519	19	23	12	28	24	16	32	39	47	21	15	24
Female	41	230	38743	95	0	100	452	422	451	4	12	7	25	39	24	68	45	57	4	4	12
Male	38	208	40618	97	0	99	424	414	440	6	15	11	29	33	27	61	50	53	3	2	9
African American	11	42	4052	100	0	100	440	426	434	20	15	11	20	27	29	40	54	54	20	4	6
Hispanic	44	317	32915	98	0	99	442	417	426	5	15	15	28	38	35	67	44	47	0	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	10	33	4271	100	0	100	452	437	420	0	0	15	40	41	42	40	53	41	20	6	2
White	13	38	36221	81	0	99	400	426	465	0	0	4	22	23	15	78	70	63	0	7	17
Students with Disabilities	NC	45	10331	NC	0	100	NC	316	388	NC	23	25	NC	36	37	NC	41	34	NC	0	4
Students without Disabilities	74	393	69139	95	0	99	446	431	454	5	12	7	25	36	24	65	48	58	4	3	11
Limited English Proficient Students	15	174	15545	100	0	100	393	389	399	17	23	21	39	46	42	44	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	76	424	39484	93	0	96	444	429	429	5	13	14	28	37	35	63	47	47	4	3	4
Non-Economically Disadvantaged	NC	14	39986	NC	0	100	NC	87	461	NC	27	4	NC	18	16	NC	55	63	NC	0	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	82	438	78869	100	99	99	437	418	442	8	9	6	13	22	21	74	64	63	5	5	10
All Students (Prior Year)	77	400	75053	100	99	99	568	567	597	9	9	7	21	16	12	68	71	72	2	4	9
Female	43	230	38536	100	99	99	467	430	458	7	6	4	7	23	15	76	65	67	10	6	14
Male	39	208	40302	100	100	99	410	405	428	9	12	8	19	22	26	72	63	60	0	3	7
African American	11	41	4015	100	98	99	450	408	430	0	12	8	40	38	24	40	46	61	20	4	7
Hispanic	45	316	32606	100	99	98	427	416	426	13	10	8	15	22	27	73	64	60	0	4	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	10	33	4245	100	100	100	465	452	423	0	0	9	0	24	26	100	76	61	0	0	4
White	15	40	36078	94	95	99	448	430	459	0	6	4	0	13	16	90	71	66	10	10	14
Students with Disabilities	NC	44	10246	NC	100	100	NC	270	367	NC	31	18	NC	26	39	NC	41	40	NC	3	4
Students without Disabilities	77	394	68697	99	98	98	448	436	454	7	6	4	14	22	18	74	67	67	5	5	11
Limited English Proficient Students	16	173	15339	100	100	100	373	384	399	16	13	11	32	30	31	47	56	54	5	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	79	424	39106	96	96	95	443	429	427	8	9	8	14	23	28	73	64	59	5	5	5
Non-Economically Disadvantaged	NC	14	39837	NC	0	100	NC	91	457	NC	18	4	NC	9	14	NC	73	67	NC	0	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	71	378	78906	97	99	99	492	476	498	10	18	13	19	25	19	63	49	48	8	8	20
All Students (Prior Year)	76	372	76019	100	98	100	504	485	499	9	17	14	27	47	39	36	17	14	27	19	33
Female	33	176	38644	97	98	99	489	471	500	11	17	12	15	25	19	70	51	49	4	7	19
Male	38	201	40236	97	99	99	495	480	497	9	19	15	22	25	19	56	47	46	13	9	20
African American	12	44	4087	92	98	99	476	458	481	22	29	20	11	19	24	67	45	45	0	6	11
Hispanic	46	285	31938	98	98	99	490	474	481	10	19	19	24	26	25	56	47	46	10	8	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	493	467	NC	0	26	NC	36	29	NC	64	39	NC	0	6
White	12	28	36483	100	100	99	519	510	517	0	0	7	0	18	13	88	71	51	13	12	30
Students with Disabilities	17	54	10664	100	100	100	466	403	430	33	48	42	25	20	27	33	30	26	8	2	5
Students without Disabilities	54	324	68310	95	97	98	499	488	509	4	13	9	17	26	18	70	52	51	9	9	22
Limited English Proficient Students	15	128	12573	100	100	100	478	450	454	11	29	27	32	32	30	58	37	38	0	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	71	370	38679	99	97	96	492	484	483	10	18	20	19	25	25	63	49	45	8	8	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	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	71	378	78908	97	0	99	478	455	484	12	19	10	24	33	23	59	45	58	5	2	9
All Students (Prior Year)	76	373	76020	100	99	100	504	496	503	11	33	25	34	23	23	43	37	40	11	8	12
Female	33	176	38648	97	0	99	477	453	489	7	18	8	30	32	22	59	47	61	4	2	10
Male	38	201	40233	97	0	99	479	457	479	16	20	12	19	34	25	59	43	55	6	2	8
African American	12	44	4092	92	0	99	461	435	473	22	35	12	22	23	28	56	42	54	0	0	5
Hispanic	46	285	31940	98	0	99	476	454	465	12	19	16	27	36	32	59	43	49	2	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	462	457	NC	9	18	NC	55	39	NC	36	41	NC	0	2
White	12	28	36502	100	0	99	508	497	502	0	0	4	0	6	14	75	76	67	25	18	15
Students with Disabilities	17	54	10665	100	0	100	465	401	423	17	30	30	33	36	36	42	30	31	8	5	2
Students without Disabilities	54	324	68312	95	0	98	481	465	493	11	18	7	21	33	21	64	48	62	4	2	10
Limited English Proficient Students	15	128	12556	100	0	100	459	428	436	21	31	24	26	41	40	53	27	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	71	370	38662	99	0	96	478	463	468	12	19	16	24	33	32	59	45	49	5	2	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	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	72	381	78750	99	99	99	512	486	500	2	6	6	25	36	29	70	58	63	3	1	2
All Students (Prior Year)	75	370	75673	99	98	100	578	524	530	5	15	12	16	30	25	70	52	58	9	3	4
Female	34	176	38586	100	98	99	522	498	515	0	2	4	21	29	22	75	68	71	4	1	3
Male	38	204	40135	97	100	99	503	476	486	3	9	8	28	41	35	66	49	56	3	1	1
African American	12	44	4081	92	98	99	473	451	488	11	13	8	33	45	32	56	42	59	0	0	2
Hispanic	47	287	31841	100	99	99	514	487	483	0	6	8	24	35	36	76	59	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	16	4586	NC	100	100	NC	501	481	NC	0	8	NC	36	37	NC	64	54	NC	0	1
White	12	28	36440	100	100	99	541	524	516	0	0	3	25	24	22	50	65	71	25	12	4
Students with Disabilities	17	55	10622	100	100	100	491	407	415	0	13	21	50	58	50	42	27	28	8	2	1
Students without Disabilities	55	326	68196	96	98	98	517	500	513	2	4	3	19	32	25	77	63	69	2	0	3
Limited English Proficient Students	15	128	12504	100	100	100	503	456	451	0	9	12	32	51	44	68	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	72	373	38558	100	98	96	512	494	485	2	6	8	25	35	37	70	58	54	3	1	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

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

8th 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	69	305	78250	99	100	99	519	536	548	23	29	21	23	19	18	46	43	48	7	9	13
All Students (Prior Year)	68	306	75001	99	100	99	462	470	468	33	33	37	49	40	36	16	17	16	2	10	10
Female	29	137	38071	100	100	99	505	537	549	28	25	20	36	23	19	32	46	49	4	6	12
Male	40	168	40126	98	99	99	530	535	547	19	33	23	13	15	17	58	40	46	10	12	14
African American	12	37	4058	100	95	99	467	500	523	30	35	32	10	17	22	60	43	41	0	4	5
Hispanic	33	216	29129	97	99	99	527	536	527	21	31	32	28	20	23	45	41	40	7	9	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	16	4996	NC	100	100	NC	549	518	NC	20	36	NC	27	25	NC	47	36	NC	7	4
White	18	33	38320	100	97	99	551	559	568	17	17	12	8	8	14	58	58	55	17	17	19
Students with Disabilities	11	41	9329	92	98	100	362	442	454	78	84	64	22	14	18	0	3	16	0	0	2
Students without Disabilities	58	264	68996	100	100	99	549	552	561	13	20	16	23	19	18	55	50	52	9	11	14
Limited English Proficient Students	NC	90	10133	NC	100	100	NC	500	488	NC	47	45	NC	25	25	NC	27	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	67	301	33388	96	98	94	538	540	530	22	29	32	22	18	22	48	43	40	7	9	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

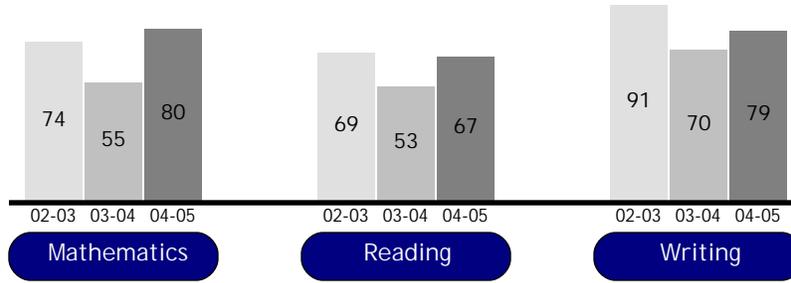
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	306	78302	99	0	99	486	489	512	16	22	11	27	31	25	54	45	57	4	2	7
All Students (Prior Year)	67	302	74918	97	98	99	481	479	497	41	43	32	16	20	19	37	32	35	6	5	15
Female	29	137	38082	100	0	99	480	496	518	20	15	8	28	32	24	48	50	61	4	3	7
Male	40	169	40166	98	0	99	490	483	507	13	27	14	26	31	26	58	41	54	3	1	6
African American	12	37	4064	100	0	100	437	461	498	10	22	14	40	39	29	50	39	54	0	0	3
Hispanic	33	216	29152	97	0	99	490	488	492	17	23	17	24	33	34	55	42	46	3	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	16	4993	NC	0	100	NC	503	484	NC	7	19	NC	27	38	NC	67	42	NC	0	1
White	18	34	38347	100	0	99	514	519	531	17	16	5	25	16	17	50	60	68	8	8	10
Students with Disabilities	11	42	9353	92	0	100	343	417	429	44	55	40	56	42	38	0	3	22	0	0	1
Students without Disabilities	58	264	69024	100	0	99	513	502	524	11	16	7	21	29	23	64	53	62	4	2	7
Limited English Proficient Students	NC	90	10140	NC	0	100	NC	456	451	NC	40	28	NC	39	43	NC	22	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	67	301	33398	96	0	94	504	494	495	17	22	18	24	31	35	56	46	46	4	2	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

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	68	305	78094	97	100	99	513	520	545	5	8	3	25	26	18	69	66	77	0	0	2
All Students (Prior Year)	65	299	74503	94	97	99	488	494	491	8	11	9	35	32	32	53	49	51	4	8	8
Female	28	136	38025	97	99	99	512	535	558	8	6	2	21	17	13	71	76	82	0	1	2
Male	40	169	40013	98	100	99	513	507	534	3	9	5	29	34	23	68	57	71	0	0	1
African American	11	36	4037	92	92	99	477	490	532	22	18	4	11	18	22	67	64	73	0	0	1
Hispanic	33	216	29068	97	99	99	516	520	523	3	7	5	28	29	27	69	64	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	16	4981	NC	100	100	NC	555	526	NC	0	4	NC	20	25	NC	73	70	NC	7	0
White	18	34	38265	100	100	99	527	528	564	0	8	2	25	16	11	75	76	84	0	0	3
Students with Disabilities	11	42	9275	92	100	100	363	416	444	22	26	14	56	58	46	22	16	39	0	0	1
Students without Disabilities	57	263	68892	98	100	98	542	539	559	2	4	2	20	20	14	78	75	82	0	0	2
Limited English Proficient Students	NC	89	10084	NC	99	100	NC	476	474	NC	14	10	NC	43	39	NC	42	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	66	300	33296	94	98	94	532	525	527	4	7	5	25	26	27	72	67	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

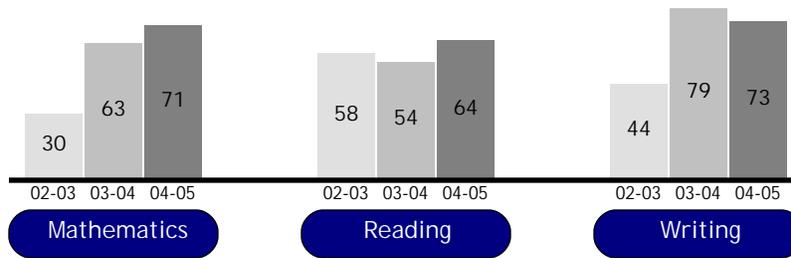
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

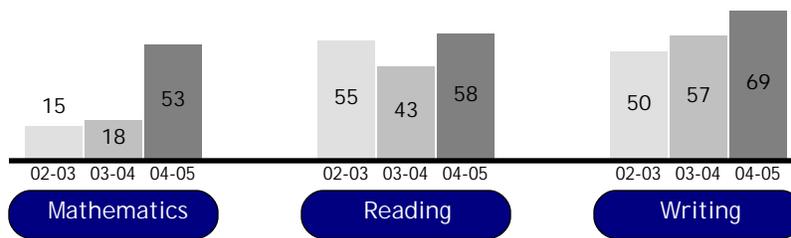
3rd Grade Proficiency



5th Grade Proficiency



8th 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	48	38	50	96	55	NA	58	97	39	33	47
	Language	98	36	26	43	100	38	32	50	97	44	38	47
	Mathematics	96	55	49	57	100	55	55	64	98	41	39	50
3	Reading	91	39	33	47	100	39	NA	55	95	42	33	44
	Language	96	50	39	54	100	48	51	61	95	43	36	44
	Mathematics	99	52	46	54	100	49	56	61	95	47	44	51
4	Reading	96	46	36	52	99	55	NA	56	99	44	36	48
	Language	93	47	34	48	100	58	47	52	99	44	38	49
	Mathematics	96	68	48	57	100	71	57	61	99	46	44	53
5	Reading	94	45	38	50	100	62	NA	55	97	44	39	50
	Language	95	47	39	46	100	59	45	49	97	42	38	50
	Mathematics	94	58	50	57	100	79	64	63	97	44	41	49
6	Reading	97	41	35	53	100	39	NA	56	95	49	43	51
	Language	100	32	29	45	100	35	40	48	95	42	40	47
	Mathematics	98	57	45	62	100	64	60	66	95	55	48	52
7	Reading	91	41	33	51	92	49	NA	54	95	47	39	50
	Language	95	45	41	54	95	59	47	58	95	51	45	52
	Mathematics	97	51	50	58	95	67	60	62	95	49	43	50
8	Reading	93	43	35	53	99	47	NA	55	96	46	38	51
	Language	99	42	34	49	99	47	43	52	96	42	40	50
	Mathematics	94	51	48	58	99	58	65	61	96	51	46	53

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/

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Budget
- Ü Instructional Strategies
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	8	0	0
10 or more years	3	14	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 Fine Arts/Media Center
- Ü Music/Band Room
- Ü Computer Lab
- Ü Gym

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü After School Sports/Cheerleading
- Ü Year Book
- Ü National Junior Honor Society
- Ü Band
- Ü Wake-Up Club

Social Services

- Ü Breakfast Program
- Ü Century Club (day care)
- Ü Lunch Program
- Ü After School Program-Phoenix Parks & Rec
- Ü Counseling Services

ü Increased achievement on standardized test scores.

ü Provided continuous staff development particularly in the areas of reading, math, and writing using the current Arizona Academic Standards and the Six Trait Writing Rubric.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	66	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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 have a school resource officer on campus. He is involved in instructional programs, attendance and security. Our SRO sponsors a Wake-Up Club which promotes positive student-community involvement. Other programs include CASA and Junior Achievement.

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	Rick Stephen	(602) 629-6800
Transportation Policy	Doyel Chancey	(602) 629-6481
Community Resources	Rick Stephen	(602) 629-6800
School Nutrition Programs	Shawn Stevenson	(602) 629-6400
Parent Organization	Rick Stephen	(602) 629-6800
Student Health/Nurse	Tracy Adams	(602) 629-6811

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 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.

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.

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