

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5525 N 16th Street, Phoenix, AZ 85016

Madison 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	Highly Performing
2003-04	Highly Performing
2002-03	Performing

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

### 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 Overview

Principal/Administrator : Ms. Ann Roberts  
 Schedule : 07:00 AM to 10:00 PM  
 Grades : 5-8  
 2005 Enrollment : 903  
 Web Address : www.msd38.k12.az.us  
 Phone Number : (602) 664-7100  
 Fax Number : (602) 664-7199  
 E-mail : aroberts@msd38.org

### Mission

Our mission is to provide, in cooperation with parents and community, a safe, orderly learning environment. We aspire to develop and foster a passion for learning, explore capabilities and interests and to reach the full potential of all students.

### School / Academic Goals

- ü By the end of the 2005-2006 school year, all students will make at least one year's growth in reading and mathematics as determined by chosen benchmarks and assessments.
- ü Foster a climate of high expectations that ensures the success of all students.
- ü Increase and strengthen communication with the school community in order to improve student success and academic achievement

### Enrollment

October 1, 2004 School Year Student Enrollment : 893  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 153

Instructional Programs

- Ü Standards Based
- Ü Ongoing Assessment
- Ü Ongoing Professional Development
- Ü Middle School Approach
- Ü Integrated Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

Madison Number One is a learning community, characterized by high expectations for student achievement; a responsibility shared by all of the stakeholders. We strive to create exciting and significant educational activities and experiences. Our school has developed a committee to study diversity issues in our community. Parents will play a significant role in creating programs to meet the needs of our diverse population.

Parents

Parents are encouraged to work closely with their child and teacher to maximize the learning efforts. Parents are expected to conference with their children's teachers on a regular basis, via telephone, e-mail and notes in student planners.

Transportation Policy

Transportation of students is available. Walking distances to school and to bus stops will be governed by major thoroughfares, safety factors and the population density. Students with special needs are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
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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	239	607	78906	100	100	99	508	514	498	9	8	13	13	16	19	57	48	48	21	28	20
All Students (Prior Year)	210	544	76019	97	98	100	510	513	499	9	9	14	29	31	39	21	17	14	42	44	33
Female	114	299	38644	98	100	99	505	516	500	7	7	12	13	15	19	62	51	49	17	28	19
Male	125	308	40236	100	100	99	510	512	497	11	10	15	14	18	19	52	45	46	23	28	20
African American	24	38	4087	100	100	99	473	484	481	14	10	20	19	23	24	43	37	45	24	30	11
Hispanic	69	183	31938	99	100	99	504	495	481	17	13	19	19	28	25	45	41	46	19	17	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	525	536	NC	0	5	NC	11	8	NC	67	45	NC	22	42
American Indian/Alaskan Native	14	36	4593	100	100	100	508	497	467	8	9	26	15	15	29	54	64	39	23	12	6
White	128	339	36483	100	100	99	515	528	517	5	5	7	9	10	13	65	50	51	20	35	30
Students with Disabilities	27	82	10664	100	100	100	452	454	430	31	29	42	27	35	27	35	28	26	8	8	5
Students without Disabilities	212	525	68310	99	100	98	516	524	509	6	5	9	11	13	18	60	51	51	22	31	22
Limited English Proficient Students	27	77	12573	100	100	100	460	467	454	19	16	27	30	41	30	52	38	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	121	288	38679	92	96	96	492	489	483	13	13	20	21	28	25	51	48	45	14	11	10
Non-Economically Disadvantaged	118	319	40295	100	100	100	524	535	513	5	4	7	6	6	13	63	48	50	27	42	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	239	607	78908	100	0	99	492	497	484	4	7	10	19	18	23	71	62	58	6	13	9
All Students (Prior Year)	214	549	76020	99	99	100	509	509	503	13	17	25	27	21	23	46	46	40	13	16	12
Female	114	299	38648	98	0	99	496	503	489	3	6	8	15	14	22	72	64	61	9	15	10
Male	125	308	40233	100	0	99	489	491	479	5	8	12	22	22	25	69	60	55	4	10	8
African American	24	38	4092	100	0	99	463	481	473	10	10	12	19	13	28	67	63	54	5	13	5
Hispanic	69	183	31940	99	0	99	483	474	465	11	16	16	28	28	32	51	49	49	9	7	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	494	507	NC	0	4	NC	22	13	NC	78	65	NC	0	18
American Indian/Alaskan Native	14	36	4569	100	0	100	493	475	457	0	9	18	23	30	39	69	58	41	8	3	2
White	128	339	36502	100	0	99	502	512	502	1	2	4	13	12	14	81	69	67	5	17	15
Students with Disabilities	27	82	10665	100	0	100	458	451	423	4	20	30	31	35	36	65	41	31	0	4	2
Students without Disabilities	212	525	68312	99	0	98	497	504	493	4	5	7	17	15	21	72	66	62	7	14	10
Limited English Proficient Students	27	77	12556	100	0	100	444	443	436	19	27	24	33	37	40	48	35	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	121	288	38662	92	0	96	480	472	468	7	14	16	23	27	32	67	58	49	3	2	3
Non-Economically Disadvantaged	118	319	40315	100	0	100	505	518	498	2	1	5	14	11	15	74	66	66	10	22	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	239	607	78750	100	100	99	503	515	500	6	5	6	22	24	29	70	66	63	2	5	2
All Students (Prior Year)	212	546	75673	98	99	100	554	556	530	8	6	12	18	19	25	70	70	58	4	5	4
Female	114	299	38586	98	100	99	521	529	515	2	3	4	16	17	22	80	72	71	2	7	3
Male	125	308	40135	100	100	99	488	501	486	10	6	8	26	30	35	62	60	56	2	3	1
African American	24	38	4081	100	100	99	487	505	488	5	3	8	33	27	32	52	60	59	10	10	2
Hispanic	69	183	31841	99	100	99	496	487	483	9	8	8	19	33	36	70	57	55	2	2	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	535	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	14	36	4586	100	100	100	512	501	481	0	3	8	23	39	37	77	55	54	0	3	1
White	128	339	36440	100	100	99	508	530	516	6	3	3	19	18	22	74	73	71	1	7	4
Students with Disabilities	27	82	10622	100	100	100	442	445	415	15	15	21	46	52	50	35	32	28	4	1	1
Students without Disabilities	212	525	68196	99	100	98	512	526	513	5	3	3	18	19	25	75	72	69	2	6	3
Limited English Proficient Students	27	77	12504	100	100	100	451	449	451	19	15	12	15	42	44	67	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	121	288	38558	92	96	96	493	488	485	8	7	8	25	34	37	66	57	54	1	1	1
Non-Economically Disadvantaged	118	319	40260	100	100	100	513	537	514	5	2	3	18	15	21	74	74	72	3	8	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	206	524	78250	100	100	99	566	568	548	16	15	21	14	11	18	53	52	48	17	21	13
All Students (Prior Year)	240	547	75001	100	100	99	474	485	468	33	26	37	34	33	36	21	23	16	12	18	10
Female	101	265	38071	100	100	99	564	571	549	15	12	20	15	11	19	58	56	49	12	21	12
Male	105	258	40126	100	100	99	568	566	547	17	19	23	14	10	17	48	49	46	21	22	14
African American	12	28	4058	86	97	99	535	514	523	27	28	32	18	20	22	45	36	41	9	16	5
Hispanic	72	158	29129	100	100	99	546	549	527	25	22	32	20	17	23	49	51	40	6	11	6
Asian/Pacific Islander	NC	11	1747	NC	100	100	NC	609	589	NC	10	9	NC	0	9	NC	30	50	NC	60	32
American Indian/Alaskan Native	NC	28	4996	NC	93	100	NC	545	518	NC	32	36	NC	12	25	NC	40	36	NC	16	4
White	113	299	38320	100	100	99	585	584	568	8	10	12	10	7	14	55	57	55	27	26	19
Students with Disabilities	26	77	9329	100	100	100	488	472	454	71	66	64	13	13	18	13	20	16	4	1	2
Students without Disabilities	180	447	68996	99	100	99	578	585	561	8	7	16	14	10	18	59	58	52	19	25	14
Limited English Proficient Students	15	34	10133	100	100	100	515	483	488	35	36	45	35	30	25	29	32	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	99	210	33388	97	98	94	539	545	530	29	29	32	16	14	22	48	46	40	6	12	5
Non-Economically Disadvantaged	107	314	44937	100	100	100	589	583	561	4	7	13	12	9	15	57	57	54	27	27	18

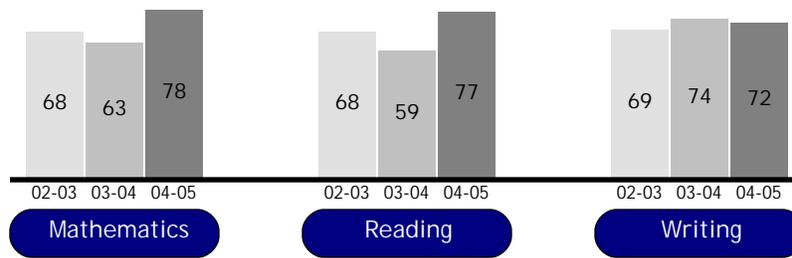
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	525	78302	100	0	99	536	530	512	8	8	11	19	18	25	58	62	57	15	11	7
All Students (Prior Year)	240	547	74918	100	100	99	515	519	497	21	17	32	15	15	19	39	42	35	25	26	15
Female	101	265	38082	100	0	99	539	535	518	7	6	8	18	17	24	63	66	61	12	12	7
Male	105	259	40166	100	0	99	534	525	507	9	10	14	20	20	26	54	59	54	17	11	6
African American	12	28	4064	86	0	100	531	492	498	0	12	14	36	28	29	55	56	54	9	4	3
Hispanic	72	157	29152	100	0	99	517	511	492	12	12	17	28	27	34	54	57	46	6	4	2
Asian/Pacific Islander	NC	11	1746	NC	0	100	NC	565	542	NC	0	5	NC	10	13	NC	70	66	NC	20	16
American Indian/Alaskan Native	NC	28	4993	NC	0	100	NC	497	484	NC	28	19	NC	20	38	NC	44	42	NC	8	1
White	113	301	38347	100	0	99	553	545	531	4	4	5	11	13	17	63	67	68	21	16	10
Students with Disabilities	26	78	9353	100	0	100	471	446	429	33	34	40	42	43	38	25	23	22	0	0	1
Students without Disabilities	180	447	69024	99	0	99	546	545	524	4	3	7	16	14	23	64	69	62	17	13	7
Limited English Proficient Students	15	34	10140	100	0	100	485	444	451	18	26	28	47	43	43	35	32	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	99	210	33398	97	0	94	513	507	495	14	16	18	27	29	35	48	48	46	11	7	2
Non-Economically Disadvantaged	107	315	44979	100	0	100	556	545	525	2	3	6	12	12	18	67	71	66	18	14	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	206	523	78094	100	100	99	558	557	545	4	3	3	13	16	18	81	78	77	2	3	2
All Students (Prior Year)	239	547	74503	100	100	99	534	532	491	7	5	9	20	24	32	56	54	51	18	17	8
Female	101	264	38025	100	99	99	568	567	558	2	2	2	9	12	13	87	83	82	2	3	2
Male	105	258	40013	100	100	99	549	546	534	5	4	5	17	21	23	76	73	71	2	2	1
African American	12	28	4037	86	97	99	556	514	532	0	4	4	18	28	22	82	64	73	0	4	1
Hispanic	72	158	29068	100	100	99	546	541	523	6	4	5	15	23	27	77	70	67	2	3	1
Asian/Pacific Islander	NC	11	1743	NC	100	100	NC	601	577	NC	0	2	NC	10	9	NC	70	82	NC	20	8
American Indian/Alaskan Native	NC	28	4981	NC	93	100	NC	507	526	NC	8	4	NC	44	25	NC	48	70	NC	0	0
White	113	298	38265	100	100	99	571	571	564	2	2	2	9	10	11	86	86	84	3	2	3
Students with Disabilities	26	77	9275	100	100	100	480	466	444	17	11	14	38	43	46	46	46	39	0	0	1
Students without Disabilities	180	446	68892	99	100	98	570	572	559	2	1	2	9	12	14	86	84	82	3	3	2
Limited English Proficient Students	15	34	10084	100	100	100	502	458	474	12	9	10	29	51	39	59	40	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	99	209	33296	97	98	94	533	533	527	7	5	5	21	27	27	71	66	67	1	2	0
Non-Economically Disadvantaged	107	314	44871	100	100	100	579	571	559	1	1	2	6	10	12	90	85	84	3	3	3

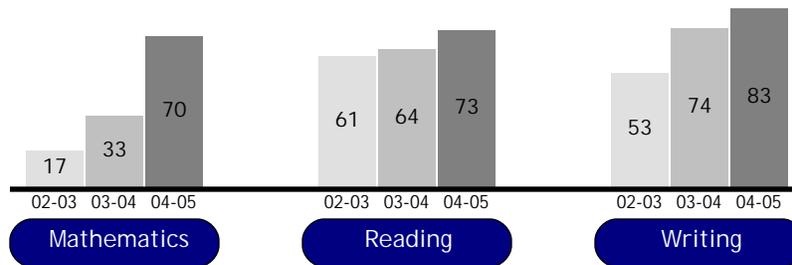
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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
5	Reading	100	62	59	50	99	60	NA	55	99	54	55	50
	Language	100	54	56	46	100	49	52	49	99	55	57	50
	Mathematics	100	68	67	57	100	64	69	63	99	54	57	49
6	Reading	99	64	65	53	99	62	NA	56	98	55	54	51
	Language	99	54	58	45	100	54	57	48	98	48	49	47
	Mathematics	99	73	74	62	100	72	75	66	98	52	54	52
7	Reading	97	65	65	51	100	63	NA	54	100	58	57	50
	Language	98	69	70	54	100	68	73	58	100	60	57	52
	Mathematics	98	60	67	58	100	69	74	62	100	56	58	50
8	Reading	97	63	63	53	100	63	NA	55	100	56	57	51
	Language	99	57	61	49	100	62	68	52	100	56	57	50
	Mathematics	98	61	66	58	98	62	74	61	100	59	61	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/](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

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

Council Duties

- Ü Communication/Community Involvement
- Ü School Improvement Goals
- Ü Schedule and Curricular Offerings
- Ü Parent Participation
- Ü School Budget
- Ü Developing a School Wide Vision

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	6	4	0	0
7 to 9 years	2	5	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology: 7 Computers/Classrm, 2 Labs
- Ü Auditorium
- Ü Science Labs (Grades 5/6 and 7/8)
- Ü Gymnasium

Extracurricular Activities

- Ü Wind Symphony/Jazz Bands
- Ü After school Clubs
- Ü After School Sports and Intramurals
- Ü Peer Tutoring
- Ü National Junior Honor Society
- Ü Active/Successful Student Council

Social Services

- Ü Lunch Program
- Ü School Counselor
- Ü Breakfast Program
- Ü Afterschool Academic Support Program
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Project Citizen received a Superior rating. Madison Number One 6th grade class was chosen for outstanding work in creating a proposal which studied truancy. The team received a superior rating and finished third in the state competition.
  
- ü Madison #1 formed one of the few middle school theatre groups, Madison International Thespian Society, which has national affiliation.
  
- ü The Madison #1 Site Council has developed a diversity committee that is currently being facilitated by Dr. Ron Glass from ASU. The committee, made up of parents, teachers, students and board members is developing a long range diversity plan.

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>	13	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	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

Madison Number One has a School Resource Officer who works closely with the staff to ensure a safe and orderly environment, which is a school wide goal. Our Site Council has made recommendations that have resulted in a safer school environment.

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

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	Ann Roberts	(602) 664-7100
Transportation Policy	Joe Martin	(602) 664-7702
Community Resources	Diane Selby	(888) 664-7956
School Nutrition Programs	Kristin Soulsby	(602) 664-7910
Parent Organization	Maureen Hainlen	(602) 664-7100
Student Health/Nurse	Carol Ayraud	(602) 664-7120

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 900 Copies = \$343.00

\*\* 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.