

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1431 E. Campbell, Phoenix, AZ 85014

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
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. Richard K. Ramos
 Schedule : 07:10 AM to 04:00 PM
 Grades : 4-8
 2005 Enrollment : 760
 Web Address : www.ms38.org
 Phone Number : (602) 664-7500
 Fax Number : (602) 664-7599
 E-mail : rramos@ms38.org

Mission

At Madison Park School, we foster an environment of excellence, nurture self-confidence, and promote pride in our school and community. Our educational focus is to meet the needs of our diverse population by maximizing the potential of each student.

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 At Madison Park School, we continue to work toward increasing student achievement in reading, language, and mathematics on standardized testing.
- ü We are working with the students and parents to increase student attendance at Madison Park School.
- ü We are working toward increasing parent and community involvement by scheduling school programs and events when community members will have the opportunity to attend such as nights and weekends.
- ü We work to foster a school environment that is welcoming and accepting of the diverse population being served at Madison Park school. We celebrate the cultural diversity at the annual Festival of Cultures held in the Spring.

Enrollment

October 1, 2004 School Year Student Enrollment : 763
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 80

Instructional Programs

- ü Literacy
- ü TERC Investigations
- ü Connected Math Project
- ü Special Education/Resource
- ü AEP/Highly Gifted District Magnet-REACH
- ü ELL Services
- ü Technology Lab/Robotic Engineering
- ü PE/Sports/Fitness

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We will provide a safe/healthy learning environment; a highly dedicated and well-trained teaching staff; a rich curriculum with high academic standards and extra-curricular activities; a positive climate which fosters student self-esteem.

Parents

Parents are partners in the teaching and learning experience. It is our expectation that parents will be supportive of the school's academic and extra-curricular activities. We will work with parents so they understand and support the guidelines and procedures.

Transportation Policy

We provide bus transportation for students as a convenience to both parents and students. The bus drivers have the authority to enforce the bus codes of conduct. Drivers will drop-off students at the regularly assigned bus stops only.

School Honors

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

Award/Honor	Year
ü Walmart Teacher of the Year	2004
ü Who's Who Among American Teachers	2004
ü Milken Family Foundation TAP School	2001
ü ASU Professional Development School Satellite Campus	2000

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	157	607	78906	100	100	99	502	514	498	12	8	13	26	16	19	42	48	48	20	28	20
All Students (Prior Year)	145	544	76019	100	98	100	484	513	499	17	9	14	51	31	39	14	17	14	18	44	33
Female	80	299	38644	100	100	99	500	516	500	12	7	12	25	15	19	47	51	49	16	28	19
Male	77	308	40236	100	100	99	504	512	497	12	10	15	28	18	19	37	45	46	23	28	20
African American	NC	38	4087	NC	100	99	NC	484	481	NC	10	20	NC	23	24	NC	37	45	NC	30	11
Hispanic	88	183	31938	100	100	99	491	495	481	13	13	19	37	28	25	37	41	46	13	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	19	36	4593	100	100	100	489	497	467	12	9	26	18	15	29	65	64	39	6	12	6
White	40	339	36483	98	100	99	529	528	517	14	5	7	8	10	13	43	50	51	35	35	30
Students with Disabilities	30	82	10664	100	100	100	457	454	430	40	29	42	32	35	27	20	28	26	8	8	5
Students without Disabilities	127	525	68310	100	100	98	512	524	509	6	5	9	25	13	18	47	51	51	22	31	22
Limited English Proficient Students	45	77	12573	100	100	100	475	467	454	18	16	27	47	41	30	27	38	38	8	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	118	288	38679	98	96	96	490	489	483	14	13	20	31	28	25	42	48	45	13	11	10
Non-Economically Disadvantaged	39	319	40295	100	100	100	540	535	513	6	4	7	12	6	13	41	48	50	41	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	157	607	78908	100	0	99	475	497	484	18	7	10	29	18	23	47	62	58	6	13	9
All Students (Prior Year)	146	549	76020	100	99	100	495	509	503	35	17	25	21	21	23	36	46	40	8	16	12
Female	80	299	38648	100	0	99	477	503	489	16	6	8	23	14	22	56	64	61	4	15	10
Male	77	308	40233	100	0	99	472	491	479	20	8	12	35	22	25	37	60	55	8	10	8
African American	NC	38	4092	NC	0	99	NC	481	473	NC	10	12	NC	13	28	NC	63	54	NC	13	5
Hispanic	88	183	31940	100	0	99	462	474	465	23	16	16	32	28	32	42	49	49	3	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	19	36	4569	100	0	100	462	475	457	18	9	18	35	30	39	47	58	41	0	3	2
White	40	339	36502	98	0	99	500	512	502	8	2	4	24	12	14	54	69	67	14	17	15
Students with Disabilities	30	82	10665	100	0	100	438	451	423	44	20	30	40	35	36	16	41	31	0	4	2
Students without Disabilities	127	525	68312	100	0	98	483	504	493	12	5	7	27	15	21	54	66	62	7	14	10
Limited English Proficient Students	45	77	12556	100	0	100	446	443	436	33	27	24	41	37	40	25	35	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	118	288	38662	98	0	96	461	472	468	23	14	16	33	27	32	44	58	49	0	2	3
Non-Economically Disadvantaged	39	319	40315	100	0	100	517	518	498	3	1	5	18	11	15	56	66	66	24	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	157	607	78750	100	100	99	489	515	500	7	5	6	41	24	29	50	66	63	2	5	2
All Students (Prior Year)	146	546	75673	100	99	100	516	556	530	9	6	12	34	19	25	57	70	58	0	5	4
Female	80	299	38586	100	100	99	494	529	515	10	3	4	30	17	22	59	72	71	1	7	3
Male	77	308	40135	100	100	99	484	501	486	5	6	8	52	30	35	40	60	56	3	3	1
African American	NC	38	4081	NC	100	99	NC	505	488	NC	3	8	NC	27	32	NC	60	59	NC	10	2
Hispanic	88	183	31841	100	100	99	475	487	483	10	8	8	41	33	36	49	57	55	0	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	19	36	4586	100	100	100	489	501	481	6	3	8	53	39	37	35	55	54	6	3	1
White	40	339	36440	98	100	99	512	530	516	3	3	3	38	18	22	54	73	71	5	7	4
Students with Disabilities	30	82	10622	100	100	100	430	445	415	24	15	21	60	52	50	16	32	28	0	1	1
Students without Disabilities	127	525	68196	100	100	98	502	526	513	4	3	3	36	19	25	58	72	69	3	6	3
Limited English Proficient Students	45	77	12504	100	100	100	448	449	451	16	15	12	55	42	44	29	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	118	288	38558	98	96	96	473	488	485	10	7	8	45	34	37	45	57	54	0	1	1
Non-Economically Disadvantaged	39	319	40260	100	100	100	539	537	514	0	2	3	26	15	21	65	74	72	9	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	123	524	78250	100	100	99	567	568	548	21	15	21	12	11	18	40	52	48	27	21	13
All Students (Prior Year)	127	547	75001	100	100	99	464	485	468	39	26	37	38	33	36	15	23	16	9	18	10
Female	64	265	38071	100	100	99	576	571	549	15	12	20	15	11	19	40	56	49	31	21	12
Male	58	258	40126	100	100	99	556	566	547	29	19	23	10	10	17	39	49	46	22	22	14
African American	11	28	4058	100	97	99	536	514	523	33	28	32	22	20	22	11	36	41	33	16	5
Hispanic	58	158	29129	100	100	99	555	549	527	20	22	32	14	17	23	51	51	40	14	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	18	28	4996	100	93	100	557	545	518	33	32	36	13	12	25	27	40	36	27	16	4
White	32	299	38320	91	100	99	599	584	568	10	10	12	7	7	14	41	57	55	41	26	19
Students with Disabilities	19	77	9329	100	100	100	473	472	454	82	66	64	6	13	18	12	20	16	0	1	2
Students without Disabilities	104	447	68996	100	100	99	585	585	561	9	7	16	14	10	18	45	58	52	32	25	14
Limited English Proficient Students	12	34	10133	100	100	100	522	483	488	35	36	45	22	30	25	39	32	28	4	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	76	210	33388	97	98	94	554	545	530	25	29	32	15	14	22	40	46	40	21	12	5
Non-Economically Disadvantaged	47	314	44937	100	100	100	591	583	561	14	7	13	8	9	15	41	57	54	38	27	18

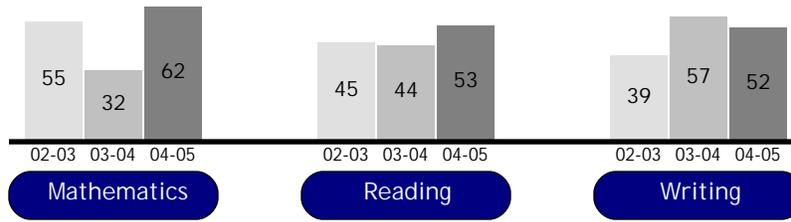
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	525	78302	100	0	99	511	530	512	17	8	11	24	18	25	52	62	57	7	11	7
All Students (Prior Year)	127	547	74918	100	100	99	495	519	497	30	17	32	21	15	19	43	42	35	6	26	15
Female	64	265	38082	100	0	99	524	535	518	11	6	8	24	17	24	56	66	61	9	12	7
Male	58	259	40166	100	0	99	496	525	507	24	10	14	24	20	26	47	59	54	4	11	6
African American	11	28	4064	100	0	100	488	492	498	33	12	14	22	28	29	44	56	54	0	4	3
Hispanic	58	157	29152	100	0	99	502	511	492	12	12	17	37	27	34	49	57	46	2	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	18	28	4993	100	0	100	498	497	484	33	28	19	13	20	38	47	44	42	7	8	1
White	32	301	38347	91	0	99	538	545	531	14	4	5	7	13	17	62	67	68	17	16	10
Students with Disabilities	19	78	9353	100	0	100	438	446	429	71	34	40	24	43	38	6	23	22	0	0	1
Students without Disabilities	104	447	69024	100	0	99	525	545	524	7	3	7	24	14	23	61	69	62	8	13	7
Limited English Proficient Students	12	34	10140	100	0	100	468	444	451	30	26	28	48	43	43	22	32	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	76	210	33398	97	0	94	497	507	495	21	16	18	29	29	35	47	48	46	3	7	2
Non-Economically Disadvantaged	47	315	44979	100	0	100	535	545	525	11	3	6	14	12	18	62	71	66	14	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	123	523	78094	100	100	99	543	557	545	4	3	3	29	16	18	62	78	77	6	3	2
All Students (Prior Year)	128	547	74503	100	100	99	481	532	491	10	5	9	43	24	32	39	54	51	7	17	8
Female	64	264	38025	100	99	99	554	567	558	4	2	2	22	12	13	67	83	82	7	3	2
Male	58	258	40013	100	100	99	529	546	534	4	4	5	37	21	23	55	73	71	4	2	1
African American	11	28	4037	100	97	99	513	514	532	11	4	4	33	28	22	44	64	73	11	4	1
Hispanic	58	158	29068	100	100	99	535	541	523	2	4	5	33	23	27	61	70	67	4	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	18	28	4981	100	93	100	522	507	526	7	8	4	40	44	25	53	48	70	0	0	0
White	32	298	38265	91	100	99	574	571	564	3	2	2	14	10	11	76	86	84	7	2	3
Students with Disabilities	19	77	9275	100	100	100	440	466	444	18	11	14	71	43	46	12	46	39	0	0	1
Students without Disabilities	104	446	68892	100	100	98	563	572	559	1	1	2	20	12	14	72	84	82	7	3	2
Limited English Proficient Students	12	34	10084	100	100	100	481	458	474	9	9	10	61	51	39	30	40	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	76	209	33296	97	98	94	529	533	527	3	5	5	35	27	27	59	66	67	3	2	0
Non-Economically Disadvantaged	47	314	44871	100	100	100	569	571	559	5	1	2	16	10	12	68	85	84	11	3	3

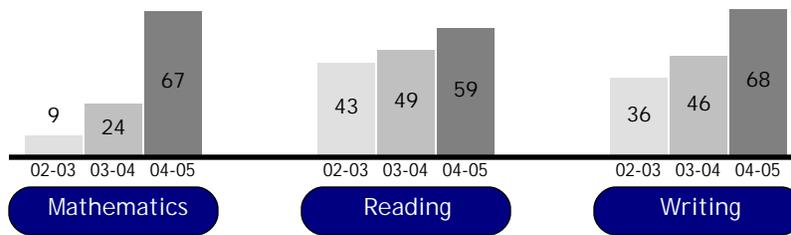
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
4	Reading	100	38	62	52	91	51	NA	56	100	45	54	48
	Language	100	41	59	48	100	48	62	52	100	45	55	49
	Mathematics	100	52	70	57	100	60	76	61	100	53	61	53
5	Reading	100	36	59	50	97	40	NA	55	100	42	55	50
	Language	98	38	56	46	100	34	52	49	100	45	57	50
	Mathematics	99	49	67	57	100	56	69	63	100	47	57	49
6	Reading	98	49	65	53	96	44	NA	56	98	40	54	51
	Language	100	43	58	45	99	40	57	48	98	35	49	47
	Mathematics	99	59	74	62	99	60	75	66	97	44	54	52
7	Reading	99	41	65	51	93	59	NA	54	100	42	57	50
	Language	98	48	70	54	100	64	73	58	100	40	57	52
	Mathematics	97	48	67	58	100	67	74	62	100	50	58	50
8	Reading	94	40	63	53	100	51	NA	55	100	48	57	51
	Language	99	40	61	49	99	47	68	52	100	47	57	50
	Mathematics	96	49	66	58	100	61	74	61	100	56	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/

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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Goals
- Ü Budget
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	11	5	0	0
7 to 9 years	7	2	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü High Tech Lab
- Ü Sports Gymnasium
- Ü Library
- Ü Literacy Book Room

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Indian Education
- Ü Arizona Quest for Kids' Scholar Program
- Ü ASU Professional Development School
- Ü Video Club
- Ü Yearbook Club
- Ü Sports Program

Social Services

- Ü Madison Xtreme Zone-after school program
- Ü Counseling Services
- Ü Health Services
- Ü Adult Education/Literacy Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü In 2004-05, sixty-eight percent of our eighth grade students met or exceeded the standard in mathematics on the AIMS-DPA test instrument.
- ü During the 2004-05 school year, forty-three percent of our eighth grade students qualified for honors algebra at the high school level.
- ü Our partnership with the City of Phoenix impacted our average daily attendance. Tardies and unexcused absences were significantly lower, resulting in an increased academic awareness by our students.
- ü After reviewing our AIMS-DPA scores, it was determined that we made Adequate Yearly Progress for the 2004-2005 school year.

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	13	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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 Student Uniform Policy that helps maintain a focus on academics and unify our student population. It provides for a safer campus. All district employees are required to wear photo identification at all times. We have a School Resource Officer (SRO) to assist in maintaining a safe/orderly campus. The SRO also teaches law-related education. Administration follows a proactive philosophy in regards to student discipline. This includes high visibility and effective communication.

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) :

5

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	Richard K. Ramos	(602) 664-7500
Transportation Policy	Betty Newman	(602) 664-7700
Community Resources	Tom Clark	(602) 664-7900
School Nutrition Programs	Kristin Soulsby	(602) 664-7900
Parent Organization	Lucia Gardner	(602) 664-7500
Student Health/Nurse	Helen Haggerty Harper	(602) 664-7500

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.