



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

225 W Ocotillo Rd, Phoenix, AZ 85013

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	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Ralph Schneider
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 2005 Enrollment : 801
 Web Address : meadows.ms38.org
 Phone Number : (602) 664-7600
 Fax Number : (602) 664-7699
 E-mail : rschneider@msd38.org

Mission

Madison Meadows' staff, parents, and community expect our students to achieve the highest levels of academic performance consistent with their abilities, and we accept responsibility for creating an environment that will allow this to happen.

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 The Meadows community will strive to ensure a safe, orderly, and purposeful climate directed towards teaching and learning.
- ü The Meadows Community will promote high academic achievement for all students.
- ü The Meadows community will work to increase communication and cooperation.

Enrollment

October 1, 2004 School Year Student Enrollment : 830
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 223

Instructional Programs

- ü Gifted (Language Arts & Mathematics)
- ü On-Site Special Education
- ü Yearbook/Journalism/Technology
- ü ELL/Speech
- ü Chorus/Musical Performance/General Music
- ü Band (Concert, Jazz, Begin/Intermediate)
- ü Math Programs (CMP & TERC)
- ü Spanish

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 17 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Communicate expectations for high academic standards, provide a safe/orderly environment, encourage/support parent involvement. Educate and communicate best practices in education. Provide staff development for continued growth of staff.

Parents

Parents are expected to send their children to school in a ready-to-learn mode: well-rested, well-fed and well-supported. Parents are expected to support the school's mission and goals and are given numerous opportunities to participate.

Transportation Policy

Transportation is a privilege extended to students and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective IEPs. Students living within a mile radius of Meadows will walk.

School Honors

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

Award/Honor	Year
ü Dist 6 Rep for Phx Mock City Council	2005
ü Forum Music Festival-Cal 7/8 Chorus Silver Award	2005
ü AZ Assn. Teachers of Math 6th Grade challenge 1st PI	2005
ü Maricopa County AIMS Test - 8th Grade 1st Place Reading	2005

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	211	607	78906	100	100	99	529	514	498	4	8	13	12	16	19	42	48	48	41	28	20
All Students (Prior Year)	189	544	76019	98	98	100	538	513	499	4	9	14	19	31	39	14	17	14	64	44	33
Female	105	299	38644	99	100	99	538	516	500	2	7	12	9	15	19	44	51	49	46	28	19
Male	106	308	40236	100	100	99	519	512	497	6	10	15	15	18	19	41	45	46	37	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	26	183	31938	100	100	99	488	495	481	8	13	19	20	28	25	44	41	46	28	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	NC	36	4593	NC	100	100	NC	497	467	NC	9	26	NC	15	29	NC	64	39	NC	12	6
White	171	339	36483	100	100	99	537	528	517	4	5	7	10	10	13	41	50	51	45	35	30
Students with Disabilities	25	82	10664	100	100	100	452	454	430	17	29	42	46	35	27	29	28	26	8	8	5
Students without Disabilities	186	525	68310	99	100	98	539	524	509	2	5	9	7	13	18	44	51	51	46	31	22
Limited English Proficient Students	NC	77	12573	NC	100	100	NC	467	454	NC	16	27	NC	41	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	288	38679	96	96	96	482	489	483	10	13	20	37	28	25	54	48	45	0	11	10
Non-Economically Disadvantaged	162	319	40295	100	100	100	541	535	513	3	4	7	6	6	13	39	48	50	52	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	211	607	78908	100	0	99	518	497	484	2	7	10	10	18	23	64	62	58	24	13	9
All Students (Prior Year)	189	549	76020	98	99	100	518	509	503	10	17	25	15	21	23	52	46	40	23	16	12
Female	105	299	38648	99	0	99	527	503	489	1	6	8	7	14	22	62	64	61	30	15	10
Male	106	308	40233	100	0	99	507	491	479	3	8	12	12	22	25	66	60	55	19	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	26	183	31940	100	0	99	488	474	465	4	16	16	16	28	32	64	49	49	16	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	NC	36	4569	NC	0	100	NC	475	457	NC	9	18	NC	30	39	NC	58	41	NC	3	2
White	171	339	36502	100	0	99	523	512	502	2	2	4	9	12	14	64	69	67	26	17	15
Students with Disabilities	25	82	10665	100	0	100	458	451	423	13	20	30	33	35	36	42	41	31	13	4	2
Students without Disabilities	186	525	68312	99	0	98	526	504	493	1	5	7	6	15	21	67	66	62	26	14	10
Limited English Proficient Students	NC	77	12556	NC	0	100	NC	443	436	NC	27	24	NC	37	40	NC	35	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	288	38662	96	0	96	481	472	468	7	14	16	20	27	32	71	58	49	2	2	3
Non-Economically Disadvantaged	162	319	40315	100	0	100	527	518	498	1	1	5	7	11	15	62	66	66	30	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	211	607	78750	100	100	99	545	515	500	1	5	6	15	24	29	74	66	63	11	5	2
All Students (Prior Year)	188	546	75673	98	99	100	585	556	530	3	6	12	11	19	25	78	70	58	8	5	4
Female	105	299	38586	99	100	99	562	529	515	0	3	4	9	17	22	75	72	71	16	7	3
Male	106	308	40135	100	100	99	527	501	486	2	6	8	21	30	35	72	60	56	5	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	26	183	31841	100	100	99	504	487	483	0	8	8	36	33	36	56	57	55	8	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	NC	36	4586	NC	100	100	NC	501	481	NC	3	8	NC	39	37	NC	55	54	NC	3	1
White	171	339	36440	100	100	99	551	530	516	1	3	3	12	18	22	76	73	71	11	7	4
Students with Disabilities	25	82	10622	100	100	100	463	445	415	4	15	21	50	52	50	46	32	28	0	1	1
Students without Disabilities	186	525	68196	99	100	98	556	526	513	1	3	3	10	19	25	78	72	69	12	6	3
Limited English Proficient Students	NC	77	12504	NC	100	100	NC	449	451	NC	15	12	NC	42	44	NC	43	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	288	38558	96	96	96	515	488	485	0	7	8	29	34	37	66	57	54	5	1	1
Non-Economically Disadvantaged	162	319	40260	100	100	100	553	537	514	1	2	3	11	15	21	76	74	72	12	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	195	524	78250	100	100	99	572	568	548	12	15	21	6	11	18	59	52	48	23	21	13
All Students (Prior Year)	180	547	75001	100	100	99	511	485	468	9	26	37	29	33	36	31	23	16	31	18	10
Female	100	265	38071	99	100	99	574	571	549	8	12	20	6	11	19	62	56	49	24	21	12
Male	95	258	40126	100	100	99	570	566	547	17	19	23	6	10	17	56	49	46	22	22	14
African American	NC	28	4058	NC	97	99	NC	514	523	NC	28	32	NC	20	22	NC	36	41	NC	16	5
Hispanic	28	158	29129	97	100	99	547	549	527	17	22	32	13	17	23	54	51	40	17	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	154	299	38320	100	100	99	580	584	568	11	10	12	5	7	14	61	57	55	23	26	19
Students with Disabilities	32	77	9329	100	100	100	458	472	454	52	66	64	17	13	18	31	20	16	0	1	2
Students without Disabilities	163	447	68996	99	100	99	593	585	561	5	7	16	4	10	18	64	58	52	27	25	14
Limited English Proficient Students	NC	34	10133	NC	100	100	NC	483	488	NC	36	45	NC	30	25	NC	32	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	35	210	33388	92	98	94	542	545	530	34	29	32	3	14	22	52	46	40	10	12	5
Non-Economically Disadvantaged	160	314	44937	100	100	100	578	583	561	8	7	13	6	9	15	60	57	54	25	27	18

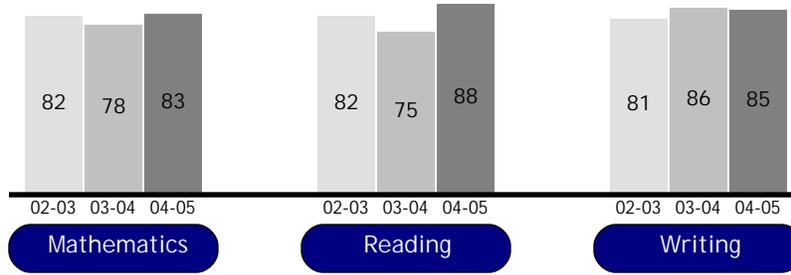
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	196	525	78302	100	0	99	535	530	512	3	8	11	14	18	25	72	62	57	11	11	7
All Students (Prior Year)	180	547	74918	100	100	99	539	519	497	5	17	32	12	15	19	44	42	35	39	26	15
Female	100	265	38082	99	0	99	538	535	518	1	6	8	11	17	24	75	66	61	13	12	7
Male	96	259	40166	100	0	99	532	525	507	4	10	14	18	20	26	69	59	54	9	11	6
African American	NC	28	4064	NC	0	100	NC	492	498	NC	12	14	NC	28	29	NC	56	54	NC	4	3
Hispanic	27	157	29152	93	0	99	513	511	492	9	12	17	4	27	34	83	57	46	4	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	156	301	38347	100	0	99	541	545	531	2	4	5	16	13	17	71	67	68	12	16	10
Students with Disabilities	33	78	9353	100	0	100	430	446	429	14	34	40	55	43	38	31	23	22	0	0	1
Students without Disabilities	163	447	69024	99	0	99	555	545	524	1	3	7	6	14	23	80	69	62	13	13	7
Limited English Proficient Students	NC	34	10140	NC	0	100	NC	444	451	NC	26	28	NC	43	43	NC	32	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	35	210	33398	92	0	94	511	507	495	11	16	18	32	29	35	50	48	46	7	7	2
Non-Economically Disadvantaged	161	315	44979	100	0	100	540	545	525	1	3	6	11	12	18	76	71	66	12	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	194	523	78094	99	100	99	563	557	545	1	3	3	13	16	18	85	78	77	2	3	2
All Students (Prior Year)	180	547	74503	100	100	99	559	532	491	1	5	9	17	24	32	61	54	51	21	17	8
Female	99	264	38025	98	99	99	574	567	558	0	2	2	9	12	13	89	83	82	2	3	2
Male	95	258	40013	100	100	99	551	546	534	2	4	5	17	21	23	80	73	71	1	2	1
African American	NC	28	4037	NC	97	99	NC	514	532	NC	4	4	NC	28	22	NC	64	73	NC	4	1
Hispanic	28	158	29068	97	100	99	542	541	523	0	4	5	25	23	27	71	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	NC	28	4981	NC	93	100	NC	507	526	NC	8	4	NC	44	25	NC	48	70	NC	0	0
White	153	298	38265	100	100	99	571	571	564	1	2	2	9	10	11	89	86	84	1	2	3
Students with Disabilities	32	77	9275	100	100	100	469	466	444	3	11	14	31	43	46	66	46	39	0	0	1
Students without Disabilities	162	446	68892	98	100	98	581	572	559	1	1	2	9	12	14	88	84	82	2	3	2
Limited English Proficient Students	NC	34	10084	NC	100	100	NC	458	474	NC	9	10	NC	51	39	NC	40	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	34	209	33296	89	98	94	542	533	527	4	5	5	25	27	27	71	66	67	0	2	0
Non-Economically Disadvantaged	160	314	44871	100	100	100	567	571	559	1	1	2	10	10	12	87	85	84	2	3	3

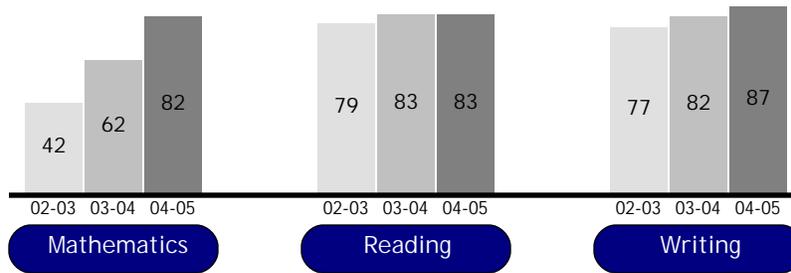
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
5	Reading	99	76	59	50	97	74	NA	55	99	66	55	50
	Language	100	73	56	46	97	67	52	49	99	69	57	50
	Mathematics	99	83	67	57	97	80	69	63	99	68	57	49
6	Reading	100	75	65	53	100	79	NA	56	99	62	54	51
	Language	99	72	58	45	100	71	57	48	99	61	49	47
	Mathematics	100	83	74	62	100	85	75	66	99	63	54	52
7	Reading	99	82	65	51	100	80	NA	54	98	68	57	50
	Language	99	87	70	54	100	83	73	58	98	70	57	52
	Mathematics	99	89	67	58	100	83	74	62	98	68	58	50
8	Reading	98	78	63	53	99	82	NA	55	99	65	57	51
	Language	99	79	61	49	99	84	68	52	99	64	57	50
	Mathematics	98	81	66	58	99	90	74	61	98	67	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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety/Discipline
- Ü Home/School Communication
- Ü Instructional Strategies
- Ü Student Achievement
- Ü Extracurricular Activities
- Ü Technology/Multimedia

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.25	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	4	7	0	1
7 to 9 years	4	6	0	0
10 or more years	4	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Labs (Multiple)
- Ü Gymnasium
- Ü Library
- Ü Computer

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Interscholastic Sports
- Ü Chess Club
- Ü Valet Program
- Ü Golf
- Ü Cheer Squad

Social Services

- Ü Before/After School Programs
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Homework Club
- Ü Counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Identified areas of weakness and concentrated instructional efforts across all curriculum areas.

- ü Small group additional language arts instruction for at-risk students, staff development and support in literacy and math, and homework club provided.

- ü Communication between home and school has been enhanced through continued utilization of electronic/printed medium and the collaboration amongst staff, parents, and the Meadows community.

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	5	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

The safety of students/staff is #1 priority. We have a crisis manual for staff containing procedures & policies and a student code of conduct; lock-down & evacuation plans are in place. Students are expected to be responsible for their own behavior.

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) :

18

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	Mr. Ralph Schneider	(602) 664-7601
Transportation Policy	Mrs. Betty Newman	(602) 664-7701
Community Resources	Mr. Mike Pazak	(602) 664-7630
School Nutrition Programs	Mrs. Betty Lake	(602) 664-7697
Parent Organization	Mrs. Kim Humphrey or Mrs. Marianne Ross	(602) 664-7600
Student Health/Nurse	Mrs. Sharon Childers, RN	(602) 664-7620

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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** 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.