

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7150 N 22nd Street, Phoenix, AZ 85020

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)

2005-06 Excelling
2004-05 Excelling
2003-04 Excelling

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

School Overview

Principal/Administrator : Ms. Denise Donovan
Schedule : 07:15 AM to 03:30 PM
Grades : Pre-K-4
Web Address : heights.msd38.org
Phone Number : (602) 664-7800
Fax Number : (602) 664-7899
E-mail : ddonovan@msd38.org

Mission

Madison Heights School strives to develop each student's self-esteem and sense of responsibility by providing a safe and orderly educational environment supported by caring adults.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will meet/exceed exiting expectations for math using the procedures of addition, subtraction, multiplication, and division with accuracy along a strategy continuum spanning direct modeling, counting strategies, and abstract strategies.
- ü Students will meet exiting expectations on the Developmental Rdg. Assessment or the QRI and meet/exceed expectations for comprehension at the exiting level.
K= Level 3 DRA
1st= Level 16 DRA
2nd= Level 28 DRA
3rd= Level 40 DRA
4th= Level 5 QRI
- ü Students will meet/exceed exiting expectations for writing based on the Six Traits of writing rubric.
- ü Madison Heights School community will seek ways to increase parent involvement in their child's education through the promotion of an at home reading program.

Enrollment

October 1, 2005 School Year Student Enrollment : 417
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- ü All Star Kids Tutoring
- ü Academic Enrichment Program
- ü ELL Structured Immersion Class
- ü Reading Intervention
- ü Oasis Tutoring
- ü Waterford Early Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/14/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Teachers report to parents formally four times a year. Parent-Teacher conferences are conducted twice yearly. Teachers communicate frequently to parents via newsletters, e-mail, phone calls and notes home. We also provide assessment information to parents quarterly and at years end.

Parents

Parents are expected to take an active role in their child's education. This means overseeing homework; checking responsibility charts; encouraging reading; attending conferences and communicating with the teacher regularly. Parents are also encouraged to volunteer in the classroom or at PTO events.

Transportation Policy

Transportation of students is a privilege extended to students, except for necessary transportation of students with disabilities as indicated in their respective IEP's. Students attending under open enrollment are transported by a parent or guardian.

School Honors

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

Award/Honor	Year
ü No Child Left Behind Blue Ribbon School Award	2004
ü Learn and Serve Grant Recipient	2003
ü National Board Certified Teacher	2002
ü US Department of Education Website Profile	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	605	80010	100	99	99	452	460	447	4	7	10	16	17	18	62	48	53	19	28	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	291	38935	100	100	99	447	459	447	3	5	9	22	20	19	58	50	55	17	25	17
Male	44	313	40974	100	99	98	458	460	448	2	9	11	11	13	18	66	47	52	20	31	19
African American	NC	35	4201	NC	100	99	NC	435	430	NC	17	17	NC	17	23	NC	57	51	NC	9	9
Hispanic	29	225	34545	100	98	99	441	438	432	3	13	14	17	24	24	76	49	53	3	14	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	35	3979	NC	95	96	NC	449	424	NC	6	17	NC	31	30	NC	46	47	NC	17	6
White	43	302	35142	100	100	99	467	480	465	2	2	5	12	9	11	53	48	56	33	41	28
Students with Disabilities	13	55	10161	100	100	93	426	431	419	15	16	28	23	36	28	62	27	36	NA	20	8
Students without Disabilities	68	550	69849	100	99	100	456	462	451	1	6	7	15	15	17	62	51	56	22	29	19
Limited English Proficient Students	NC	98	14013	NC	98	97	NC	432	413	NC	13	24	NC	28	34	NC	49	39	NC	10	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	80	602	40981	100	99	100	453	460	462	4	7	6	15	16	13	63	49	54	19	28	27

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	81	595	79438	100	98	98	465	464	451	5	8	9	19	18	24	63	57	56	14	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	289	38775	100	99	99	466	469	457	NA	4	7	28	22	22	58	57	58	14	18	13
Male	44	305	40560	100	96	97	467	460	446	7	12	12	11	15	25	68	58	54	14	15	9
African American	NC	32	4178	NC	91	98	NC	452	439	NC	3	13	NC	34	29	NC	59	52	NC	3	6
Hispanic	29	222	34297	100	97	98	446	437	434	10	18	14	24	26	31	59	49	50	7	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	34	3940	NC	92	95	NC	453	429	NC	12	14	NC	24	36	NC	56	47	NC	9	3
White	43	300	34887	100	100	98	484	486	471	NA	1	4	14	11	15	65	63	63	21	25	18
Students with Disabilities	13	45	9588	100	83	88	437	435	416	8	18	30	46	36	32	31	31	34	15	16	5
Students without Disabilities	68	550	69850	100	99	100	469	466	456	4	7	7	13	17	23	69	59	59	13	16	12
Limited English Proficient Students	NC	96	13856	NC	96	96	NC	429	407	NC	18	27	NC	30	43	NC	49	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	80	593	40753	100	98	99	466	464	467	4	8	5	19	18	16	64	58	62	14	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	605	79971	100	99	99	427	432	423	4	6	8	46	39	41	48	50	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	292	38974	100	100	99	433	448	437	3	2	5	44	34	33	50	57	57	3	7	4
Male	44	312	40895	100	98	98	421	417	410	5	10	10	45	42	47	48	44	41	2	4	2
African American	NC	35	4203	NC	100	99	NC	403	411	NC	9	11	NC	60	45	NC	29	43	NC	3	2
Hispanic	29	226	34481	100	99	99	430	413	410	3	11	10	41	43	46	52	43	43	3	3	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	35	3995	NC	95	96	NC	430	409	NC	NA	10	NC	54	47	NC	43	42	NC	3	1
White	43	302	35150	100	100	99	429	449	437	2	3	5	49	31	35	47	58	56	2	7	5
Students with Disabilities	13	54	10258	100	100	94	373	379	377	15	17	23	62	57	51	23	22	25	NA	4	1
Students without Disabilities	68	551	69713	100	99	100	435	436	429	1	5	5	43	37	39	53	53	52	3	5	3
Limited English Proficient Students	NC	98	13985	NC	98	97	NC	411	382	NC	8	18	NC	46	54	NC	45	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	80	602	40977	100	99	100	428	433	437	4	6	5	45	39	34	49	50	56	3	5	5

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

4th 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	75	569	80147	100	99	99	474	497	482	12	7	11	21	12	17	45	49	49	21	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	277	39281	100	99	99	474	497	483	16	5	9	24	12	17	39	52	50	21	31	24
Male	37	291	40780	100	99	98	474	498	482	8	8	12	19	11	17	51	46	48	22	35	24
African American	11	35	4249	100	100	99	454	478	464	18	9	17	27	17	22	55	54	48	NA	20	13
Hispanic	22	168	33494	100	99	99	456	478	466	18	13	15	23	17	23	45	51	49	14	19	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	NC	36	4117	NC	100	96	NC	479	456	NC	6	19	NC	14	27	NC	61	46	NC	19	8
White	38	319	36122	97	98	99	489	511	501	5	3	5	18	8	10	45	45	50	32	43	35
Students with Disabilities	11	67	10295	100	93	92	433	440	443	27	27	33	45	30	26	27	43	33	NA	NA	8
Students without Disabilities	64	502	69852	100	100	100	481	504	488	9	4	7	17	9	16	48	49	51	25	38	26
Limited English Proficient Students	NC	67	12722	NC	97	97	NC	466	441	NC	19	27	NC	22	33	NC	42	37	NC	16	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	73	563	41776	100	99	100	474	498	498	12	7	6	22	12	11	44	48	49	22	33	33

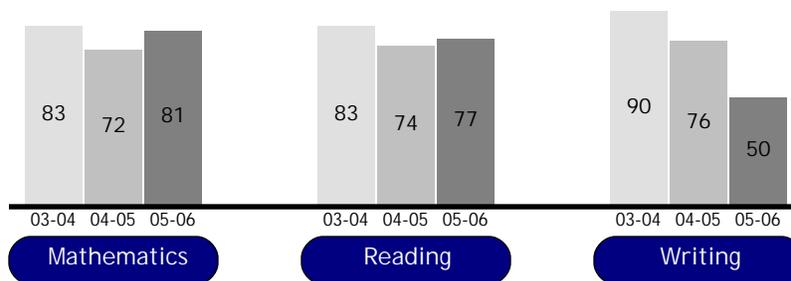
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	559	79686	100	97	98	463	482	470	11	7	11	28	20	24	57	60	57	4	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	272	39163	100	97	99	470	486	475	11	5	9	21	20	22	61	60	60	8	15	10
Male	37	286	40438	100	97	97	456	479	465	11	9	13	35	19	25	54	59	54	NA	12	7
African American	11	34	4228	100	100	98	440	466	458	27	12	15	27	26	28	45	53	53	NA	9	4
Hispanic	22	163	33299	100	96	98	446	457	452	18	16	17	32	28	32	50	53	47	NA	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	NC	36	4087	NC	100	96	NC	459	446	NC	8	16	NC	28	38	NC	61	44	NC	3	2
White	38	315	35914	97	97	98	477	500	489	3	2	5	26	14	15	66	64	67	5	20	14
Students with Disabilities	11	57	9808	100	79	87	434	430	432	9	19	35	73	51	32	18	30	30	NA	NA	3
Students without Disabilities	64	502	69878	100	100	100	468	487	475	11	6	8	20	16	23	64	63	61	5	15	9
Limited English Proficient Students	NC	62	12594	NC	90	96	NC	440	422	NC	26	34	NC	32	45	NC	42	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	73	553	41591	100	97	99	464	482	486	11	7	6	27	20	16	58	60	65	4	14	13

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	75	571	80372	100	99	99	475	485	475	1	3	4	40	27	30	59	66	64	NA	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	279	39452	100	100	99	496	499	488	NA	1	3	24	20	22	76	73	72	NA	6	3
Male	37	291	40836	100	99	98	453	472	464	3	4	6	57	34	37	41	58	56	NA	4	1
African American	11	35	4264	100	100	99	467	472	465	NA	NA	5	45	40	35	55	57	59	NA	3	1
Hispanic	22	170	33608	100	100	99	460	463	462	5	6	6	55	38	36	41	55	57	NA	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	NC	36	4128	NC	100	97	NC	478	464	NC	NA	4	NC	28	39	NC	72	56	NC	NA	1
White	38	319	36213	97	98	99	480	499	489	NA	1	2	34	21	22	66	71	72	NA	7	3
Students with Disabilities	11	68	10526	100	94	94	420	415	427	9	12	15	73	66	53	18	19	31	NA	3	1
Students without Disabilities	64	503	69846	100	100	100	484	494	482	NA	1	3	34	22	26	66	72	69	NA	5	2
Limited English Proficient Students	NC	68	12747	NC	99	97	NC	446	432	NC	9	12	NC	49	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	73	565	41851	100	99	100	475	486	489	1	3	3	40	27	22	59	66	72	NA	5	4

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

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

3rd Grade Proficiency



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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	54	NA	58	100	53	50	47	98	44	52	46
	Language	99	45	56	50	100	56	49	47	98	54	52	48
	Mathematics	100	59	67	64	100	59	55	50	98	56	56	52
3	Reading	100	63	NA	55	98	48	52	44	98	54	56	46
	Language	100	62	71	61	98	44	49	44	98	48	54	46
	Mathematics	100	75	71	61	98	51	58	51	98	63	65	52
4	Reading	99	62	NA	56	100	53	54	48	100	52	61	52
	Language	100	58	62	52	100	53	55	49	100	54	61	52
	Mathematics	100	61	76	61	100	52	61	53	100	52	67	58

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

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

Council Duties

- Ü Providing Clear Instructional Focus
- Ü High Expectations for Success
- Ü Instructional Leadership
- Ü Providing Positive School Climate
- Ü Continual Monitoring of Achievement
- Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	2	0	0
10 or more years	5	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	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 iMac Computer Lab
- Ü Three Computers in Every Classroom
- Ü Media Center
- Ü Student Publishing Center

Extracurricular Activities

- Ü Athletes in Training
- Ü Homework/Tutor Club
- Ü Chess Club
- Ü All Star Kids Tutoring Program
- Ü AZ Twirling
- Ü Cheer Club
- Ü Kidz Art

Social Services

- Ü Counseling Services
- Ü Breakfast/Lunch Program
- Ü After School Extended Care Program
- Ü School Psychologist
- Ü Kids Dental Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Identification of Teachers as leaders through ongoing training. Time is allowed for teachers to utilize their expertise to assist fellow staff members to develop deeper understanding in classroom practices that impact student achievement.

- ü Job embedded teacher collaboration time is provided for teachers for up to 3.5 hours per week. This collaboration time is facilitated by a teacher leader to promote continual professional development to improve content knowledge and instruction.

- ü Excelling Label.

One of six schools profiled on the US Department of Education website at a school in the top 10% of the state for increased academic achievement with a disadvantaged population.

- ü Madison Heights was awarded the No Child Left Behing Blue Ribbon School Award in September, 2004 by the United States Department of Education. Former Secretary of Education, Rod Paige, visited the school and announced the award on September 17,2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 secured the campus with locking gates that surround the campus. Visitors must sign-in/wear a badge and sign-out when leaving. School rules are posted, reviewed and enforced by all personnel. Expectations are set high for appropriate behavior and reinforced frequently. A discipline committee developed a school wide discipline program called the Keys to Success. Responsibility charts are sent home nightly to communicate about student behavior with the parents.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Denise Donovan	(602) 664-7800
Transportation Policy	Betty Newman	(602) 664-7701
Community Resources	Maria Gonzalez/Brenda Stephenson	(602) 664-7800
School Nutrition Programs	Carol Corrington	(602) 664-7897
Parent Organization	Michelle Cerniglia	(602) 664-7800
Student Health/Nurse	Deby Sloniger	(602) 664-7820

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 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.

6 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.