



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6534 N 63rd Ave, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Dr. Rick L. Alvarez
 Schedule : 07:30 AM to 03:00 PM
 Grades : K-5
 2005 Enrollment : 962
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8230
 Fax Number : (623) 842-8333
 E-mail : ralvarez@gesd40.org

Mission

Success in meeting student achievement goals involves effective instruction from dedicated teachers and staff. In order for students to be successful, they must commit to their own learning and receive support from the entire Smith School Community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 1
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 Smith School will increase schoolwide achievement for all students in reading by 21% over three years (2002-05) as indicated in yearly benchmarks measured by the AIMS D.P.A. and TerraNova
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on reading.
- ü Smith School will increase schoolwide achievement for all students in math by 21% over three years (2004-07) as indicated in yearly benchmarks as measured by the AIMS D.P.A. and TerraNova
- ü Smith School will facilitate increased student achievement through schoolwide implementation of a standards-based, data-driven approach to instruction with a focus on mathematics.

Enrollment

October 1, 2004 School Year Student Enrollment : 787
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Literacy First Reading Program
- Ü Structured Immersion Operat'l Protocol
- Ü Scott Foresman Basal Reading Series
- Ü Two Hour & Twenty Minute Reading Block
- Ü Even Start Family Literacy Program
- Ü Gifted Strand Classrooms
- Ü Second Step Violence Prevention Program
- Ü Twenty First Century Afterschool Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

Provide a healthy and safe environment; provide effective instruction; ensure student achievement and communicate student progress. As they commit to their learning, students must receive support from the entire Smith Community.

Parents

Send their child to school daily, monitor their study time at home, instill an appreciation for their child's education, keep in touch with their child's teacher and work together with staff in providing a safe learning environment for all students.

Transportation Policy

With the exception of some students enrolled in a self-contained special education program, none of Smith School's students receive transportation services.

School Honors

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

Award/Honor	Year
Ü Scholastic Bowl Winner	1998
Ü Fulbright Teacher Recipient	1998
Ü Student District Spelling Bee Winner	2000
Ü Student Selected for ASU Programs for Talented Youth	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1579	79306	99	100	99	419	420	445	25	20	10	32	29	18	35	42	51	9	9	20
All Students (Prior Year)	135	1490	75509	100	100	100	475	491	521	32	27	13	43	33	23	16	24	33	8	16	31
Female	57	769	38691	100	99	99	421	418	446	29	21	10	24	29	18	36	42	52	11	8	20
Male	57	810	40583	100	100	99	419	423	445	21	19	11	38	28	18	35	43	50	6	10	21
African American	NC	142	4041	NC	95	99	NC	414	426	NC	22	17	NC	27	23	NC	47	50	NC	4	10
Hispanic	102	1080	32869	100	100	99	419	416	429	24	21	15	33	33	25	35	40	51	8	6	10
Asian/Pacific Islander	--	41	1935	--	100	99	--	445	474	--	11	3	--	24	9	--	43	48	--	22	40
American Indian/Alaskan Native	NC	41	4264	NC	100	100	NC	433	419	NC	13	19	NC	20	30	NC	60	45	NC	7	6
White	NC	275	36197	NC	100	99	NC	432	463	NC	15	5	NC	17	11	NC	48	53	NC	19	31
Students with Disabilities	NC	192	10321	NC	100	100	NC	362	389	NC	41	30	NC	32	27	NC	23	34	NC	4	9
Students without Disabilities	105	1392	69060	100	99	98	422	429	454	23	17	7	31	28	17	37	45	54	9	10	22
Limited English Proficient Students	73	627	15509	99	100	100	413	403	406	27	24	20	35	37	30	34	34	45	3	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	112	1234	39415	99	98	96	419	414	431	25	22	15	32	31	25	34	40	50	9	7	10
Non-Economically Disadvantaged	NC	350	39966	NC	100	100	NC	440	459	NC	14	6	NC	21	12	NC	51	52	NC	14	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	113	1580	79395	99	0	99	413	422	446	26	17	9	41	35	25	30	44	55	2	4	11
All Students (Prior Year)	134	1485	75492	100	100	100	502	505	519	26	23	12	18	22	16	47	42	47	9	14	24
Female	57	770	38743	100	0	100	420	426	451	22	14	7	42	34	24	31	48	57	4	4	12
Male	57	810	40618	100	0	99	408	419	440	29	20	11	40	37	27	31	40	53	0	3	9
African American	NC	142	4052	NC	0	100	NC	426	434	NC	13	11	NC	35	29	NC	51	54	NC	1	6
Hispanic	102	1081	32915	100	0	99	411	417	426	28	20	15	41	39	35	29	39	47	2	3	4
Asian/Pacific Islander	--	41	1936	--	0	99	--	430	468	--	14	3	--	30	14	--	54	63	--	3	19
American Indian/Alaskan Native	NC	41	4271	NC	0	100	NC	452	420	NC	0	15	NC	27	42	NC	70	41	NC	3	2
White	NC	275	36221	NC	0	99	NC	436	465	NC	12	4	NC	22	15	NC	55	63	NC	11	17
Students with Disabilities	NC	191	10331	NC	0	100	NC	362	388	NC	33	25	NC	43	37	NC	23	34	NC	1	4
Students without Disabilities	105	1394	69139	100	0	99	415	431	454	25	15	7	39	34	24	33	47	58	2	4	11
Limited English Proficient Students	73	627	15545	99	0	100	403	399	399	32	25	21	44	42	42	24	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	112	1234	39484	99	0	96	413	415	429	26	19	14	42	38	35	30	41	47	2	2	4
Non-Economically Disadvantaged	NC	351	39986	NC	0	100	NC	446	461	NC	10	4	NC	26	16	NC	54	63	NC	10	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	113	1570	78869	99	99	99	402	413	442	14	10	6	40	33	21	43	54	63	2	3	10
All Students (Prior Year)	128	1476	75053	96	99	99	505	558	597	21	13	7	26	17	12	53	63	72	0	6	9
Female	57	767	38536	100	99	99	416	426	458	9	6	4	40	28	15	47	61	67	4	5	14
Male	57	803	40302	100	99	99	389	399	428	19	14	8	40	37	26	42	47	60	0	2	7
African American	NC	141	4015	NC	95	99	NC	414	430	NC	8	8	NC	35	24	NC	55	61	NC	2	7
Hispanic	102	1074	32606	100	99	98	400	411	426	14	10	8	42	36	27	42	51	60	2	3	5
Asian/Pacific Islander	--	41	1925	--	100	99	--	427	471	--	11	3	--	16	11	--	68	64	--	5	22
American Indian/Alaskan Native	NC	41	4245	NC	100	100	NC	441	423	NC	3	9	NC	20	26	NC	73	61	NC	3	4
White	NC	273	36078	NC	100	99	NC	412	459	NC	11	4	NC	26	16	NC	60	66	NC	3	14
Students with Disabilities	NC	191	10246	NC	100	100	NC	332	367	NC	30	18	NC	36	39	NC	34	40	NC	1	4
Students without Disabilities	105	1384	68697	100	99	98	411	424	454	9	7	4	41	32	18	47	57	67	2	4	11
Limited English Proficient Students	73	621	15339	99	100	100	384	389	399	19	15	11	42	36	31	37	47	54	2	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	112	1225	39106	99	97	95	401	405	427	14	11	8	41	35	28	43	51	59	2	2	5
Non-Economically Disadvantaged	NC	350	39837	NC	100	100	NC	436	457	NC	6	4	NC	25	14	NC	63	67	NC	6	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1435	78906	100	100	99	462	467	498	32	29	13	37	25	19	27	40	48	4	6	20
All Students (Prior Year)	121	1431	76019	99	99	100	445	469	499	43	26	14	50	47	39	2	13	14	5	14	33
Female	54	700	38644	100	100	99	466	468	500	32	27	12	32	24	19	32	43	49	4	5	19
Male	40	735	40236	100	100	99	457	466	497	32	31	15	45	25	19	19	37	46	3	7	20
African American	NC	145	4087	NC	100	99	NC	453	481	NC	43	20	NC	26	24	NC	28	45	NC	4	11
Hispanic	82	952	31938	100	100	99	462	465	481	32	30	19	37	26	25	26	39	46	4	5	10
Asian/Pacific Islander	--	35	1805	--	97	98	--	490	536	--	16	5	--	23	8	--	45	45	--	16	42
American Indian/Alaskan Native	--	36	4593	--	95	100	--	487	467	--	13	26	--	17	29	--	67	39	--	3	6
White	NC	267	36483	NC	100	99	NC	477	517	NC	22	7	NC	21	13	NC	48	51	NC	10	30
Students with Disabilities	NC	200	10664	NC	100	100	NC	397	430	NC	65	42	NC	18	27	NC	16	26	NC	1	5
Students without Disabilities	86	1242	68310	100	99	98	466	479	509	31	23	9	36	26	18	29	44	51	4	7	22
Limited English Proficient Students	55	559	12573	100	100	100	454	452	454	33	34	27	47	29	30	18	34	38	2	3	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	91	1101	38679	100	98	96	461	466	483	33	31	20	36	24	25	28	39	45	3	6	10
Non-Economically Disadvantaged	NC	341	40295	NC	100	100	NC	470	513	NC	24	7	NC	26	13	NC	43	50	NC	7	30

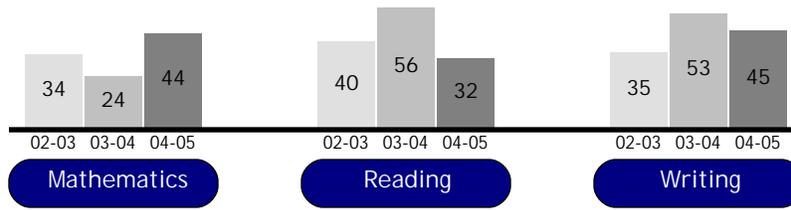
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1436	78908	100	0	99	446	458	484	35	20	10	36	34	23	27	44	58	3	2	9
All Students (Prior Year)	122	1431	76020	100	99	100	487	493	503	52	40	25	27	24	23	21	32	40	0	4	12
Female	54	700	38648	100	0	99	449	463	489	28	15	8	38	32	22	34	50	61	0	2	10
Male	40	736	40233	100	0	99	441	453	479	45	24	12	32	35	25	16	39	55	6	2	8
African American	NC	145	4092	NC	0	99	NC	448	473	NC	31	12	NC	33	28	NC	34	54	NC	2	5
Hispanic	82	952	31940	100	0	99	446	455	465	34	20	16	37	37	32	26	41	49	3	2	3
Asian/Pacific Islander	--	35	1805	--	0	98	--	474	507	--	10	4	--	39	13	--	48	65	--	3	18
American Indian/Alaskan Native	--	36	4569	--	0	100	--	474	457	--	17	18	--	27	39	--	53	41	--	3	2
White	NC	268	36502	NC	0	99	NC	472	502	NC	15	4	NC	23	14	NC	59	67	NC	4	15
Students with Disabilities	NC	201	10665	NC	0	100	NC	392	423	NC	49	30	NC	37	36	NC	14	31	NC	1	2
Students without Disabilities	86	1242	68312	100	0	98	450	469	493	31	15	7	38	33	21	29	49	62	3	2	10
Limited English Proficient Students	55	559	12556	100	0	100	441	439	436	35	26	24	41	40	40	22	33	35	2	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	91	1101	38662	100	0	96	445	455	468	35	22	16	36	36	32	27	41	49	3	2	3
Non-Economically Disadvantaged	NC	342	40315	NC	0	100	NC	468	498	NC	15	5	NC	28	15	NC	54	66	NC	3	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	92	1430	78750	98	100	99	453	469	500	15	11	6	51	41	29	32	47	63	1	1	2
All Students (Prior Year)	118	1409	75673	97	98	100	471	495	530	37	24	12	29	28	25	30	44	58	3	3	4
Female	54	700	38586	100	100	99	466	479	515	13	9	4	45	36	22	43	54	71	0	1	3
Male	38	730	40135	95	99	99	434	458	486	19	13	8	61	47	35	16	40	56	3	0	1
African American	NC	145	4081	NC	100	99	NC	450	488	NC	14	8	NC	48	32	NC	38	59	NC	0	2
Hispanic	80	947	31841	98	99	99	452	468	483	18	11	8	47	43	36	34	46	55	1	1	1
Asian/Pacific Islander	--	35	1802	--	97	98	--	485	533	--	10	2	--	35	16	--	55	75	--	0	7
American Indian/Alaskan Native	--	36	4586	--	95	100	--	464	481	--	20	8	--	37	37	--	43	54	--	0	1
White	NC	267	36440	NC	100	99	NC	478	516	NC	9	3	NC	35	22	NC	55	71	NC	1	4
Students with Disabilities	NC	199	10622	NC	100	100	NC	379	415	NC	33	21	NC	51	50	NC	15	28	NC	1	1
Students without Disabilities	85	1238	68196	99	99	98	464	483	513	10	7	3	54	40	25	35	52	69	1	0	3
Limited English Proficient Students	53	554	12504	96	100	100	445	446	451	18	16	12	51	45	44	29	38	43	2	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	89	1095	38558	98	97	96	452	464	485	16	12	8	51	43	37	32	45	54	1	0	1
Non-Economically Disadvantaged	NC	342	40260	NC	100	100	NC	481	514	NC	7	3	NC	38	21	NC	54	72	NC	1	4

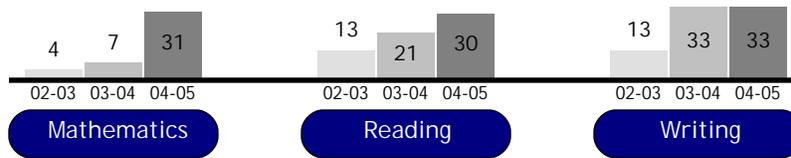
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	30	32	50	98	44	NA	58	99	36	34	47
	Language	97	20	26	43	100	32	34	50	99	47	36	47
	Mathematics	97	38	36	57	98	46	47	64	99	41	39	50
3	Reading	95	18	28	47	100	23	NA	55	100	24	32	44
	Language	97	25	35	54	100	30	42	61	100	26	32	44
	Mathematics	95	22	32	54	100	32	39	61	100	34	38	51
4	Reading	80	20	33	52	97	18	NA	56	100	25	36	48
	Language	97	20	33	48	97	21	32	52	100	27	37	49
	Mathematics	97	21	35	57	97	22	36	61	100	33	39	53
5	Reading	94	17	31	50	95	21	NA	55	100	29	37	50
	Language	96	16	28	46	95	22	31	49	100	28	36	50
	Mathematics	93	19	35	57	94	24	40	63	100	30	36	49

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)
- 48 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Math Council
- Ü Reading Council
- Ü Writing Council
- Ü Community Council
- Ü ELL Council
- Ü School Improvement Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	1	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Science Lab
- Ü Computer Lab
- Ü Teacher Resource Centers Math & Reading

Extracurricular Activities

- Ü Big Brothers/Big Sisters
- Ü Girl Scouts Afterschool Program
- Ü Strings/Band/Chorus
- Ü 50 Plus Achievement Club
- Ü Campfire Family Club
- Ü Foster Grandparents Program
- Ü District Mariachi Band
- Ü School Garden

Social Services

- Ü Communities In School of Arizona
- Ü Banner Health Nurse Practitioner
- Ü Parenting Classes
- Ü Social Worker
- Ü Youth ETC Prevention Specialist
- Ü Back to School Clothing Drive (Uniforms)
- Ü Touchstone Student Counseling
- Ü Even Start Family Literacy Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü One of our teachers was selected as an AZCOTT (Arizona Classrooms of Tomorrow Today) participant making us a statewide demonstration site for the use of technology in the classroom. Visitors include instructors, teacher interns and college students.
- ü Smith School was one of five schools selected in the state of Arizona to serve as a pilot site for the Solutions Team through the Arizona Department of Education.
- ü Smith School has received an Elementary Achievement Profile of Maintaining or Performing for the past three school years.
- ü Smith School's second graders scored the highest in the Glendale Elementary School District on the Terra Nova in Language (46.3)

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	23	12	12	17
Transfers In Rate ⁶	59	28	28	37
Stability Rate ⁷	76	87	87	82
Promotion Rate ⁸	96	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 an established procedure for an emergency lock-down and evacuation of the school campus. All gates are locked. We conduct fire drills. We require student uniforms. We participate in the City of Glendale's Rapid Responder Program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Rick Alvarez	(623) 842-8230
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Mara Roder	(623) 842-8230
School Nutrition Programs	Kim Shriro	(623) 842-8230
Parent Organization	San Juana Benitez	(623) 842-8230
Student Health/Nurse	Peggy Johnson	(623) 842-8230

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 962 Copies = \$367.00

** 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.