

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6707 West Van Buren, Phoenix, AZ 85043

Fowler 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	Underperforming
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Kathleen Kaderlik
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-5
 2005 Enrollment : 684
 Web Address : www.fesd.org
 Phone Number : (623) 707-2500
 Fax Number : (623) 707-4680
 E-mail : kkaderlik@fesd.org

Mission

The emphasis of Fowler School is to provide for the academic & social growth of K-5 students. Through the use of a variety of teaching methods & school-wide programs, the staff has created a challenging learning environment committed to its children.

School / Academic Goals

- ü All students will show an increase in AIMS scores in reading and math.
- ü All students will show an increase in the MAP scores in reading, math and language.
- ü All teachers will provide programs and activities to increase parent involvement in the education of their children.
- ü All teachers will offer technology experiences for their students.

Enrollment

October 1, 2004 School Year Student Enrollment : 671
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 9

Instructional Programs

- ü Full-day Kindergarten
- ü Success For All Reading
- ü Saxon Mathematics
- ü Technology Instruction
- ü Mac-Ro Math Program
- ü Into English Lang. Arts - Summer School
- ü Soar to Success L. A. - After Sch. Tutor

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Fowler School will provide a comprehensive educational curriculum in alignment with State and National Standards; provide a safe, nurturing learning environment for all students and foster positive, self-esteem and respect for self and others.

Parents

Fowler School parents will provide appropriate spaces and time for their children to complete homework; ensure daily attendance to school, support the school's discipline policy and support the school's goals and expectations.

Transportation Policy

See District Policy available in School Office.

School Honors

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

Award/Honor	Year
ü Fire-PAL Award - School was a Training Site for Program	
ü Target Grant for Promotion of Girls and BoysTown	
ü CSR Arts Grant	

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	118	447	79306	97	99	99	410	419	445	27	19	10	36	31	18	33	44	51	3	6	20
All Students (Prior Year)	119	388	75509	99	99	100	483	491	521	38	27	13	28	28	23	19	30	33	16	15	31
Female	59	215	38691	98	99	99	414	425	446	33	17	10	23	25	18	40	52	52	5	6	20
Male	59	232	40583	95	98	99	406	413	445	23	21	11	48	36	18	27	37	50	2	6	21
African American	17	43	4041	94	100	99	410	414	426	38	35	17	13	19	23	50	39	50	0	6	10
Hispanic	87	334	32869	97	99	99	409	418	429	26	19	15	41	33	25	29	43	51	4	5	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	13	57	36197	100	98	99	411	426	463	29	9	5	14	26	11	57	55	53	0	11	31
Students with Disabilities	10	43	10321	100	100	100	390	364	389	33	42	30	50	27	27	17	30	34	0	0	9
Students without Disabilities	108	404	69060	96	98	98	411	424	454	27	17	7	35	31	17	34	45	54	4	7	22
Limited English Proficient Students	44	146	15509	96	99	100	398	396	406	35	28	20	43	43	30	20	28	45	3	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	113	359	39415	95	95	96	408	419	431	28	20	15	36	33	25	34	43	50	2	4	10
Non-Economically Disadvantaged	NC	88	39966	NC	100	100	NC	418	459	NC	15	6	NC	22	12	NC	49	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	120	452	79395	98	0	99	396	409	446	37	25	9	44	39	25	18	34	55	1	1	11
All Students (Prior Year)	117	385	75492	98	98	100	490	496	519	38	28	12	16	23	16	38	37	47	9	12	24
Female	60	217	38743	100	0	100	405	419	451	29	18	7	46	39	24	24	43	57	0	0	12
Male	60	235	40618	97	0	99	389	401	440	43	32	11	43	40	27	12	27	53	2	2	9
African American	17	43	4052	94	0	100	407	408	434	38	29	11	25	35	29	38	35	54	0	0	6
Hispanic	89	338	32915	99	0	99	394	407	426	37	26	15	48	43	35	13	31	47	1	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	13	58	36221	100	0	99	412	423	465	29	17	4	29	27	15	43	52	63	0	4	17
Students with Disabilities	10	43	10331	100	0	100	375	357	388	67	45	25	17	27	37	17	27	34	0	0	4
Students without Disabilities	110	409	69139	98	0	99	398	415	454	35	23	7	46	41	24	18	35	58	1	1	11
Limited English Proficient Students	46	149	15545	100	0	100	381	382	399	45	40	21	52	49	42	2	12	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	115	362	39484	97	0	96	395	407	429	38	28	14	44	42	35	18	30	47	0	0	4
Non-Economically Disadvantaged	NC	90	39986	NC	0	100	NC	418	461	NC	14	4	NC	31	16	NC	51	63	NC	4	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	120	447	78869	98	99	99	370	391	442	19	13	6	63	49	21	16	34	63	2	4	10
All Students (Prior Year)	116	381	75053	97	97	99	487	515	597	27	17	7	27	30	12	47	52	72	0	1	9
Female	59	214	38536	98	99	99	395	415	458	10	8	4	66	42	15	22	44	67	2	6	14
Male	61	233	40302	98	99	99	350	370	428	26	18	8	60	54	26	12	25	60	2	2	7
African American	18	44	4015	100	100	99	407	404	430	11	13	8	44	41	24	33	41	61	11	6	7
Hispanic	88	335	32606	98	99	98	364	384	426	20	15	8	65	52	27	13	30	60	1	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	13	55	36078	100	95	99	388	419	459	14	2	4	57	38	16	29	51	66	0	9	14
Students with Disabilities	10	41	10246	100	100	100	307	314	367	50	35	18	33	42	39	17	23	40	0	0	4
Students without Disabilities	110	406	68697	98	98	98	375	398	454	16	11	4	65	49	18	16	35	67	2	4	11
Limited English Proficient Students	45	148	15339	98	100	100	347	353	399	26	23	11	71	58	31	2	19	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	116	361	39106	97	96	95	370	387	427	19	15	8	63	50	28	16	32	59	2	3	5
Non-Economically Disadvantaged	NC	86	39837	NC	100	100	NC	405	457	NC	6	4	NC	42	14	NC	45	67	NC	7	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	92	420	78906	98	100	99	467	469	498	33	26	13	22	29	19	44	42	48	1	3	20
All Students (Prior Year)	109	345	76019	100	100	100	462	464	499	28	29	14	57	54	39	6	7	14	9	10	33
Female	45	191	38644	100	100	99	472	472	500	29	23	12	24	32	19	45	42	49	3	3	19
Male	47	229	40236	96	100	99	462	467	497	37	29	15	20	27	19	44	41	46	0	3	20
African American	NC	38	4087	NC	100	99	NC	460	481	NC	19	20	NC	25	24	NC	56	45	NC	0	11
Hispanic	78	340	31938	100	100	99	468	469	481	30	26	19	23	31	25	45	41	46	1	3	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	37	36483	NC	97	99	NC	471	517	NC	35	7	NC	23	13	NC	35	51	NC	6	30
Students with Disabilities	13	48	10664	100	100	100	425	417	430	83	54	42	8	24	27	8	22	26	0	0	5
Students without Disabilities	79	372	68310	96	99	98	474	476	509	24	22	9	24	30	18	51	44	51	1	4	22
Limited English Proficient Students	31	116	12573	100	100	100	465	454	454	32	35	27	23	31	30	45	33	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	90	355	38679	96	97	96	467	471	483	33	26	20	22	30	25	44	42	45	1	2	10
Non-Economically Disadvantaged	--	65	40295	--	100	100	--	459	513	--	23	7	--	27	13	--	42	50	--	8	30

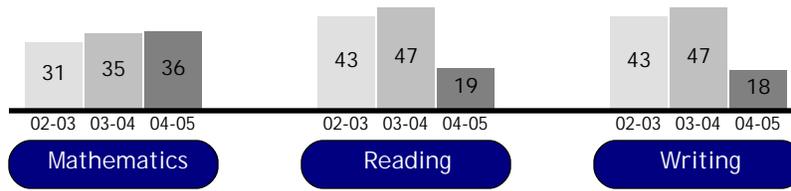
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	419	78908	98	0	99	446	456	484	31	21	10	40	35	23	29	43	58	0	1	9
All Students (Prior Year)	105	342	76020	96	100	100	482	487	503	65	49	25	19	27	23	13	22	40	2	2	12
Female	44	190	38648	98	0	99	455	461	489	26	17	8	37	34	22	37	47	61	0	2	10
Male	48	229	40233	98	0	99	439	452	479	36	24	12	43	36	25	21	39	55	0	1	8
African American	NC	38	4092	NC	0	99	NC	455	473	NC	16	12	NC	25	28	NC	56	54	NC	3	5
Hispanic	78	339	31940	100	0	99	450	457	465	29	20	16	41	37	32	30	42	49	0	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	36	36502	NC	0	99	NC	453	502	NC	35	4	NC	29	14	NC	32	67	NC	3	15
Students with Disabilities	13	48	10665	100	0	100	417	410	423	58	49	30	42	34	36	0	17	31	0	0	2
Students without Disabilities	79	371	68312	96	0	98	452	462	493	26	17	7	40	36	21	34	46	62	0	1	10
Limited English Proficient Students	31	115	12556	100	0	100	447	440	436	30	31	24	43	39	40	27	30	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	90	354	38662	96	0	96	446	457	468	31	21	16	40	37	32	29	41	49	0	1	3
Non-Economically Disadvantaged	--	65	40315	--	0	100	--	452	498	--	17	5	--	27	15	--	52	66	--	4	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	93	417	78750	99	99	99	424	467	500	23	10	6	59	44	29	19	45	63	0	1	2
All Students (Prior Year)	107	343	75673	98	100	100	484	484	530	19	18	12	38	35	25	40	48	58	2	1	4
Female	45	190	38586	100	99	99	448	482	515	11	5	4	63	38	22	26	57	71	0	0	3
Male	48	227	40135	98	99	99	402	453	486	33	14	8	55	49	35	12	35	56	0	1	1
African American	NC	36	4081	NC	97	99	NC	476	488	NC	0	8	NC	47	32	NC	50	59	NC	3	2
Hispanic	78	338	31841	100	100	99	426	466	483	23	11	8	57	43	36	20	45	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	37	36440	NC	97	99	NC	464	516	NC	10	3	NC	52	22	NC	39	71	NC	0	4
Students with Disabilities	13	48	10622	100	100	100	335	365	415	58	34	21	42	54	50	0	10	28	0	2	1
Students without Disabilities	80	369	68196	98	98	98	439	480	513	16	7	3	62	43	25	22	50	69	0	0	3
Limited English Proficient Students	31	115	12504	100	100	100	421	441	451	21	15	12	63	54	44	16	30	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	91	355	38558	97	97	96	424	468	485	23	10	8	59	45	37	19	44	54	0	0	1
Non-Economically Disadvantaged	--	62	40260	--	100	100	--	454	514	--	7	3	--	40	21	--	51	72	--	2	4

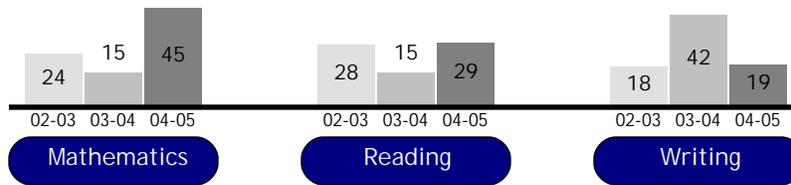
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	93	20	26	50	89	25	NA	58	98	25	31	47
	Language	99	18	20	43	100	17	22	50	98	29	33	47
	Mathematics	97	41	37	57	100	30	40	64	99	39	41	50
3	Reading	93	17	22	47	92	20	NA	55	98	17	25	44
	Language	93	21	27	54	97	29	37	61	98	20	27	44
	Mathematics	98	23	29	54	99	43	45	61	97	31	36	51
4	Reading	80	26	31	52	84	26	NA	56	99	26	36	48
	Language	93	27	32	48	93	29	33	52	99	27	35	49
	Mathematics	97	36	38	57	95	37	42	61	99	40	43	53
5	Reading	89	24	30	50	91	28	NA	55	98	25	34	50
	Language	98	25	33	46	95	29	33	49	98	27	34	50
	Mathematics	95	46	44	57	94	45	45	63	98	33	35	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

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

Council Duties

- Ü Textbook adoption
- Ü Student discipline
- Ü Parent opportunity planning
- Ü Handbook review
- Ü School safety
- Ü Community relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Bridges Learning Lab

Extracurricular Activities

- Ü Mac-Ro Math Program
- Ü Student Council
- Ü Choir/Band/Drama
- Ü Peer Mediation/Boys and Girls Town
- Ü Library Club
- Ü Fire-PAL
- Ü Nat. Safety Council Education Program

Social Services

- Ü Site-based Health Clinic-Dentist, Nurse,
- Ü DES Services/Counseling Service
- Ü Parent Advisory Committee
- Ü Adult ESL Classes
- Ü Learning Baskets

School Achievements/Accomplishments 2004-05

- ü Parent participation opportunities have increased by 200% from the previous year.

- ü Consistently obtaining 98% or better attendance at both Fall and Spring Parent/Teacher Conferences.

- ü Each teachers produced a classroom web sight to increasing knowledge of curriculum, academics and computers and daily activities of our students.

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	21	12	12	17
Transfers In Rate ⁶	44	28	28	37
Stability Rate ⁷	78	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

Girls and Boys Town Social Skills Program; SFA Reading - 'Getting Along'; Fire-PAL; Peer Mediation; After school academic programs; After school extracurricular (choir, band, drama)programs; summer school; BEST social skills 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	Kathleen Kaderlik	(623) 707-2500
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Maria Valenzuela	(623) 707-4649
School Nutrition Programs	Mary Donovan	(623) 707-4617
Parent Organization	Annette Zamora	(623) 707-2500
Student Health/Nurse	Gloria Isham	(623) 707-4644

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 0 Copies = \$0.00

** 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.