

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6244 West Roosevelt, 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	Performing
2003-04	Not Evaluated
2002-03	Small School

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

School Overview

Principal/Administrator : Ms. Belinda Quezada
 Schedule : 07:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 657
 Web Address : www.fesd.org
 Phone Number : (623) 707-4600
 Fax Number : (623) 707-4630
 E-mail : bquezada@fesd.org

Mission

The Sunridge Staff is committed to developing and promoting high expectations for both themselves and students, to provide a challenging standard-based curriculum that promotes high student achievement in a safe, nurturing, and culturally sensitive environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Our staff will continue to work on increasing the number of students meeting and exceeding the Arizona State Standards in reading, mathematics, and language arts and writing.
- ü Our staff is continuously working to raise students achievement by alligning curriculum with state standards. This year we are implementing and refining standards based curriculum maps and quarterly assessments in both reading and math.
- ü Our staff will continue to provide opportunities for all students to extend and enrich their learning opportunities. Differentiated teaching strategies are used to meet the needs of our diverse student population.
- ü Our teachers continue to work deligently in providing quality, research based reading instruction and intervention to assure that students become fluent readers.

Enrollment

October 1, 2004 School Year Student Enrollment : 668
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- Ü Full Day Kindergarten
- Ü Houghton Mifflin Reading Program
- Ü Saxson Math Program
- Ü Technology Based Instruction
- Ü Special Needs Pre-K Program
- Ü Headstart
- Ü Mac-Ro Math Clubs
- Ü Afterschool Reading Clubs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our school provides an appropriate instructional setting for all students regardless of their abilities. Students are evaluated by their progress toward the mastery of instructional outcomes.

Parents

Parents need to ensure that children attend school daily and are emotionally and physically prepared to engage in learning activities. Open communication and parental involvement is an essential key to their success.

Transportation Policy

FSD serves students from a 12.5-mile geographical area. Bus transportation is provided for students with disabilities; students who are residents within the school attendance areas, and those who live more than one mile away.

School Honors

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

Award/Honor	Year
Ü Project Goal: Grade One At the Library	2004
Ü Westside Impact Teacher of The Year	2004
Ü Math Achievement Club by Rodel for third and fourth gra	2004
Ü Phoenix Fire Pal Program Participation Award	2003

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	92	447	79306	100	99	99	420	419	445	20	19	10	35	31	18	43	44	51	3	6	20
All Students (Prior Year)	103	388	75509	100	99	100	491	491	521	15	27	13	46	28	23	31	30	33	8	15	31
Female	42	215	38691	100	99	99	419	425	446	20	17	10	34	25	18	43	52	52	3	6	20
Male	50	232	40583	100	98	99	421	413	445	20	21	11	35	36	18	43	37	50	3	6	21
African American	NC	43	4041	NC	100	99	NC	414	426	NC	35	17	NC	19	23	NC	39	50	NC	6	10
Hispanic	79	334	32869	100	99	99	422	418	429	20	19	15	33	33	25	44	43	51	3	5	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	57	36197	NC	98	99	NC	426	463	NC	9	5	NC	26	11	NC	55	53	NC	11	31
Students with Disabilities	NC	43	10321	NC	100	100	NC	364	389	NC	42	30	NC	27	27	NC	30	34	NC	0	9
Students without Disabilities	84	404	69060	100	98	98	423	424	454	16	17	7	35	31	17	46	45	54	3	7	22
Limited English Proficient Students	46	146	15509	100	99	100	407	396	406	24	28	20	45	43	30	32	28	45	0	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	79	359	39415	96	95	96	420	419	431	21	20	15	33	33	25	43	43	50	3	4	10
Non-Economically Disadvantaged	13	88	39966	100	100	100	421	418	459	13	15	6	50	22	12	38	49	52	0	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	92	452	79395	100	0	99	402	409	446	37	25	9	33	39	25	29	34	55	0	1	11
All Students (Prior Year)	103	385	75492	100	98	100	494	496	519	26	28	12	33	23	16	33	37	47	7	12	24
Female	42	217	38743	100	0	100	409	419	451	29	18	7	43	39	24	29	43	57	0	0	12
Male	50	235	40618	100	0	99	396	401	440	45	32	11	25	40	27	30	27	53	0	2	9
African American	NC	43	4052	NC	0	100	NC	408	434	NC	29	11	NC	35	29	NC	35	54	NC	0	6
Hispanic	79	338	32915	100	0	99	403	407	426	36	26	15	33	43	35	30	31	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	58	36221	NC	0	99	NC	423	465	NC	17	4	NC	27	15	NC	52	63	NC	4	17
Students with Disabilities	NC	43	10331	NC	0	100	NC	357	388	NC	45	25	NC	27	37	NC	27	34	NC	0	4
Students without Disabilities	84	409	69139	100	0	99	406	415	454	34	23	7	35	41	24	31	35	58	0	1	11
Limited English Proficient Students	46	149	15545	100	0	100	384	382	399	55	40	21	32	49	42	13	12	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	79	362	39484	96	0	96	403	407	429	37	28	14	33	42	35	30	30	47	0	0	4
Non-Economically Disadvantaged	13	90	39986	100	0	100	395	418	461	38	14	4	38	31	16	25	51	63	0	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	90	447	78869	100	99	99	373	391	442	21	13	6	51	49	21	29	34	63	0	4	10
All Students (Prior Year)	100	381	75053	97	97	99	490	515	597	19	17	7	41	30	12	41	52	72	0	1	9
Female	41	214	38536	98	99	99	392	415	458	18	8	4	44	42	15	38	44	67	0	6	14
Male	49	233	40302	100	99	99	357	370	428	23	18	8	56	54	26	21	25	60	0	2	7
African American	NC	44	4015	NC	100	99	NC	404	430	NC	13	8	NC	41	24	NC	41	61	NC	6	7
Hispanic	77	335	32606	100	99	98	372	384	426	20	15	8	52	52	27	28	30	60	0	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	55	36078	NC	95	99	NC	419	459	NC	2	4	NC	38	16	NC	51	66	NC	9	14
Students with Disabilities	NC	41	10246	NC	100	100	NC	314	367	NC	35	18	NC	42	39	NC	23	40	NC	0	4
Students without Disabilities	83	406	68697	100	98	98	382	398	454	16	11	4	52	49	18	31	35	67	0	4	11
Limited English Proficient Students	46	148	15339	100	100	100	350	353	399	29	23	11	53	58	31	18	19	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	78	361	39106	95	96	95	373	387	427	21	15	8	48	50	28	30	32	59	0	3	5
Non-Economically Disadvantaged	12	86	39837	100	100	100	379	405	457	14	6	4	71	42	14	14	45	67	0	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	94	420	78906	100	100	99	464	469	498	30	26	13	38	29	19	30	42	48	2	3	20
All Students (Prior Year)	82	345	76019	100	100	100	446	464	499	42	29	14	50	54	39	8	7	14	0	10	33
Female	40	191	38644	100	100	99	466	472	500	17	23	12	53	32	19	31	42	49	0	3	19
Male	54	229	40236	100	100	99	462	467	497	40	29	15	27	27	19	29	41	46	4	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	85	340	31938	100	100	99	466	469	481	29	26	19	37	31	25	32	41	46	3	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	NC	48	10664	NC	100	100	NC	417	430	NC	54	42	NC	24	27	NC	22	26	NC	0	5
Students without Disabilities	87	372	68310	99	99	98	467	476	509	27	22	9	39	30	18	32	44	51	3	4	22
Limited English Proficient Students	43	116	12573	100	100	100	456	454	454	39	35	27	37	31	30	22	33	38	2	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	84	355	38679	94	97	96	466	471	483	28	26	20	39	30	25	31	42	45	3	2	10
Non-Economically Disadvantaged	10	65	40295	100	100	100	439	459	513	50	23	7	33	27	13	17	42	50	0	8	30

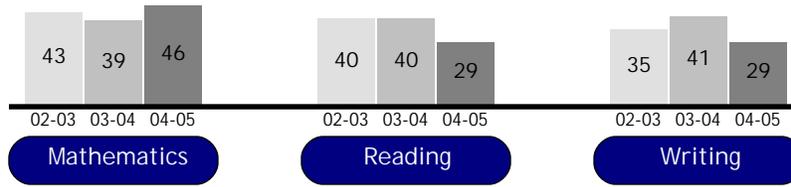
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	419	78908	99	0	99	450	456	484	25	21	10	41	35	23	34	43	58	0	1	9
All Students (Prior Year)	82	342	76020	100	100	100	482	487	503	61	49	25	21	27	23	18	22	40	0	2	12
Female	40	190	38648	100	0	99	453	461	489	17	17	8	50	34	22	33	47	61	0	2	10
Male	53	229	40233	98	0	99	448	452	479	32	24	12	34	36	25	34	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	84	339	31940	99	0	99	451	457	465	25	20	16	40	37	32	35	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	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	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	NC	48	10665	NC	0	100	NC	410	423	NC	49	30	NC	34	36	NC	17	31	NC	0	2
Students without Disabilities	86	371	68312	98	0	98	452	462	493	20	17	7	45	36	21	35	46	62	0	1	10
Limited English Proficient Students	42	115	12556	98	0	100	441	440	436	38	31	24	38	39	40	24	30	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	83	354	38662	93	0	96	452	457	468	23	21	16	42	37	32	35	41	49	0	1	3
Non-Economically Disadvantaged	10	65	40315	100	0	100	432	452	498	50	17	5	33	27	15	17	52	66	0	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	94	417	78750	100	99	99	482	467	500	7	10	6	36	44	29	57	45	63	0	1	2
All Students (Prior Year)	82	343	75673	100	100	100	488	484	530	16	18	12	26	35	25	58	48	58	0	1	4
Female	40	190	38586	100	99	99	489	482	515	6	5	4	31	38	22	64	57	71	0	0	3
Male	54	227	40135	100	99	99	475	453	486	9	14	8	40	49	35	51	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	85	338	31841	100	100	99	482	466	483	8	11	8	33	43	36	59	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	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	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	NC	48	10622	NC	100	100	NC	365	415	NC	34	21	NC	54	50	NC	10	28	NC	2	1
Students without Disabilities	87	369	68196	99	98	98	486	480	513	7	7	3	33	43	25	60	50	69	0	0	3
Limited English Proficient Students	43	115	12504	100	100	100	467	441	451	11	15	12	41	54	44	48	30	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	84	355	38558	94	97	96	488	468	485	5	10	8	35	45	37	60	44	54	0	0	1
Non-Economically Disadvantaged	10	62	40260	100	100	100	399	454	514	33	7	3	50	40	21	17	51	72	0	2	4

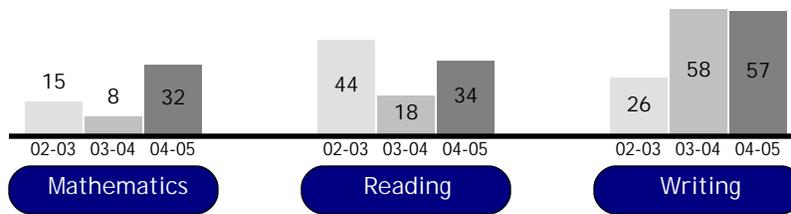
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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
2	Reading	92	25	26	50	99	32	NA	58	99	26	31	47
	Language	98	16	20	43	100	21	22	50	99	23	33	47
	Mathematics	98	26	37	57	100	48	40	64	99	32	41	50
3	Reading	98	16	22	47	98	28	NA	55	100	20	25	44
	Language	98	24	27	54	99	33	37	61	100	22	27	44
	Mathematics	100	33	29	54	99	49	45	61	100	35	36	51
4	Reading	91	27	31	52	98	31	NA	56	100	37	36	48
	Language	95	27	32	48	98	27	33	52	100	34	35	49
	Mathematics	98	35	38	57	98	40	42	61	98	43	43	53
5	Reading	96	28	30	50	100	21	NA	55	99	30	34	50
	Language	96	32	33	46	100	24	33	49	99	30	34	50
	Mathematics	99	41	44	57	100	35	45	63	100	30	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

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

Council Duties

- Ü Academic Improvement
- Ü Develop Goals and Expectations
- Ü Parent/Community Involvement
- Ü School Safety Issues
- Ü Planned Growth

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	24%
Percent of core classes not taught by Hightly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Homework Club
- Ü Superintendant's Math Club
- Ü Choir
- Ü Band
- Ü Reading Clubs

Social Services

- Ü Character Education Program
- Ü Community Liaison/Social Worker on site
- Ü On site Day Care Services
- Ü Dental Services
- Ü On site uniform assistance program
- Ü School Nurse
- Ü Breakfast in the Classroom Program

School Achievements/Accomplishments 2004-05

ü Sunridge 3rd and 4th grade students participated in the Superintendent's Mac-Ro Math Club sponsored by the Rodel Foundation.

ü Westside Teacher of the Year 2004-1005.

ü Sunridge students in Grade one participated in the Phoenix Public Library Program Project Goal. All first grade students obtained Phoenix Public Library cards giving them an opportunity to check out books and read.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	46	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	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 FSD has established a Crisis Management Plan. We require all staff to wear identification badges and all visitors must register in the office and receive a visitor badge. The welfare of our students is often checked by making home visits.

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) :

1

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	Belinda Quezada	(623) 707-4600
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Rebecca Marrer	(623) 707-4600
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Kari Tambs	(623) 707-4600
Student Health/Nurse	Brenda Derrick	(623) 707-4584

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.