

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3834 S. 91st Ave., Tolleson, AZ 85353

Union 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	Underperforming
2002-03	Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Justin Greene
 Schedule : 08:00 AM to 04:00 PM
 Grades : 5-8
 2005 Enrollment : 453
 Web Address : www.uesd.org
 Phone Number : (623) 478-5000
 Fax Number : (623) 478-5026
 E-mail : jgreene@uesd.org

Mission

To provide success-oriented learning activities for students. These opportunities are designed to develop potential in academic ability, vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

School / Academic Goals

- ü To increase student performance in reading, writing and math. To be evaluated by measuring the number of students meeting and exceeding the standard on both district and state assessments.
- ü To provide intensive staff development. On-going teacher training will be provided for individual, small and large group settings throughout the school year.
- ü Focus on a life skills approach to instruction by supporting student growth both academically and socially. As measured by eventual graduation rates of Union Elementary students from high school.
- ü Continue to develop the culture of education towards a true community school. Where the school is the unifying point in the community for meetings, activities and resources.

Enrollment

October 1, 2004 School Year Student Enrollment : 471
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Technology Based Learning
- Ü Life Skills Program
- Ü Cultural Arts Education
- Ü Integrated Specials Program
- Ü On Track Program for At Risk Students
- Ü Weekly Afterschool Tutoring
- Ü Advanced Courses and a Gifted Program
- Ü ESL Program

Calendar Information

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

Shared Responsibilities

School

Maintain high academic standards and expectations of students. Ensure a safe, orderly, productive learning environment. Develop and maintain school calendar, Parent/Student Handbook and consistent home/school communication throughout the year.

Parents

Union Elementary School parents are expected to support the educational program by encouraging regular attendance, providing needed resources and attending regularly scheduled school functions. Parents are the most important resource for a child's success at school.

Transportation Policy

Union Elementary School provides transportation for all students who live within the district's boundaries and for students tutored to outside facilities. This will continue until the necessary improvements including sidewalks, streelights and crosswalks are available. New School will be planned and built as walk in schools beginning in 2005.

School Honors

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

Award/Honor	Year
Ü Master Council Student Council	2005
Ü Regional Teacher of The Year	2005

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	78906	100	100	99	457	457	498	41	41	13	24	24	19	35	35	48	0	0	20
All Students (Prior Year)	44	44	76019	100	100	100	457	457	499	34	34	14	47	47	39	11	11	14	8	8	33
Female	31	31	38644	100	100	99	458	458	500	39	39	12	22	22	19	39	39	49	0	0	19
Male	31	31	40236	100	100	99	456	456	497	42	42	15	26	26	19	32	32	46	0	0	20
African American	14	14	4087	100	100	99	442	442	481	50	50	20	50	50	24	0	0	45	0	0	11
Hispanic	30	30	31938	100	100	99	461	461	481	33	33	19	24	24	25	43	43	46	0	0	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	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	10	10	36483	100	100	99	455	455	517	60	60	7	20	20	13	20	20	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	55	55	68310	100	100	98	462	462	509	31	31	9	28	28	18	41	41	51	0	0	22
Limited English Proficient Students	14	14	12573	100	100	100	463	463	454	27	27	27	27	27	30	45	45	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	37	37	38679	73	74	96	456	456	483	39	39	20	26	26	25	35	35	45	0	0	10
Non-Economically Disadvantaged	26	26	40295	100	100	100	458	458	513	43	43	7	21	21	13	36	36	50	0	0	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	62	62	78908	100	0	99	463	463	484	23	23	10	26	26	23	51	51	58	0	0	9
All Students (Prior Year)	44	44	76020	100	100	100	491	491	503	45	45	25	16	16	23	34	34	40	5	5	12
Female	32	32	38648	100	0	99	469	469	489	17	17	8	22	22	22	61	61	61	0	0	10
Male	29	29	40233	94	0	99	456	456	479	29	29	12	29	29	25	41	41	55	0	0	8
African American	14	14	4092	100	0	99	445	445	473	33	33	12	33	33	28	33	33	54	0	0	5
Hispanic	29	29	31940	97	0	99	467	467	465	20	20	16	20	20	32	60	60	49	0	0	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	10	10	36502	100	0	99	462	462	502	40	40	4	0	0	14	60	60	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	56	56	68312	100	0	98	469	469	493	19	19	7	25	25	21	56	56	62	0	0	10
Limited English Proficient Students	14	14	12556	100	0	100	468	468	436	18	18	24	27	27	40	55	55	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	36	36	38662	71	0	96	462	462	468	19	19	16	33	33	32	48	48	49	0	0	3
Non-Economically Disadvantaged	26	26	40315	100	0	100	464	464	498	29	29	5	14	14	15	57	57	66	0	0	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	64	64	78750	100	100	99	495	495	500	3	3	6	41	41	29	57	57	63	0	0	2
All Students (Prior Year)	44	44	75673	100	100	100	515	515	530	13	13	12	32	32	25	53	53	58	3	3	4
Female	32	32	38586	100	100	99	509	509	515	0	0	4	39	39	22	61	61	71	0	0	3
Male	31	31	40135	100	100	99	482	482	486	5	5	8	42	42	35	53	53	56	0	0	1
African American	14	14	4081	100	100	99	486	486	488	0	0	8	50	50	32	50	50	59	0	0	2
Hispanic	30	30	31841	100	100	99	496	496	483	5	5	8	43	43	36	52	52	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	10	10	36440	100	100	99	491	491	516	0	0	3	20	20	22	80	80	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	56	56	68196	100	100	98	510	510	513	0	0	3	38	38	25	63	63	69	0	0	3
Limited English Proficient Students	14	14	12504	100	100	100	486	486	451	9	9	12	45	45	44	45	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	38	38558	75	76	96	502	502	485	0	0	8	48	48	37	52	52	54	0	0	1
Non-Economically Disadvantaged	26	26	40260	100	100	100	484	484	514	7	7	3	29	29	21	64	64	72	0	0	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78250	100	100	99	509	509	548	42	42	21	35	35	18	23	23	48	0	0	13
All Students (Prior Year)	51	51	75001	100	100	99	424	424	468	76	76	37	22	22	36	0	0	16	2	2	10
Female	22	22	38071	96	96	99	519	519	549	38	38	20	23	23	19	38	38	49	0	0	12
Male	30	30	40126	100	100	99	502	502	547	44	44	23	44	44	17	11	11	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	34	34	29129	100	100	99	506	506	527	40	40	32	40	40	23	20	20	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	46	46	68996	100	100	99	513	513	561	35	35	16	42	42	18	23	23	52	0	0	14
Limited English Proficient Students	16	16	10133	100	100	100	509	509	488	33	33	45	42	42	25	25	25	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	35	35	33388	90	90	94	504	504	530	45	45	32	36	36	22	18	18	40	0	0	5
Non-Economically Disadvantaged	17	17	44937	100	100	100	523	523	561	33	33	13	33	33	15	33	33	54	0	0	18

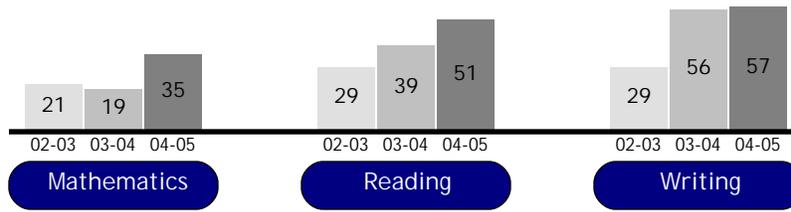
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78302	100	0	99	480	480	512	13	13	11	55	55	25	32	32	57	0	0	7
All Students (Prior Year)	51	51	74918	100	100	99	465	465	497	56	56	32	22	22	19	20	20	35	2	2	15
Female	22	22	38082	96	0	99	487	487	518	8	8	8	54	54	24	38	38	61	0	0	7
Male	30	30	40166	100	0	99	475	475	507	17	17	14	56	56	26	28	28	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	34	34	29152	100	0	99	476	476	492	15	15	17	60	60	34	25	25	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	46	46	69024	100	0	99	487	487	524	4	4	7	58	58	23	38	38	62	0	0	7
Limited English Proficient Students	16	16	10140	100	0	100	475	475	451	17	17	28	67	67	43	17	17	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	35	35	33398	90	0	94	475	475	495	14	14	18	64	64	35	23	23	46	0	0	2
Non-Economically Disadvantaged	17	17	44979	100	0	100	493	493	525	11	11	6	33	33	18	56	56	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78094	100	100	99	527	527	545	3	3	3	32	32	18	65	65	77	0	0	2
All Students (Prior Year)	51	51	74503	100	100	99	388	388	491	36	36	9	56	56	32	9	9	51	0	0	8
Female	22	22	38025	96	96	99	536	536	558	0	0	2	38	38	13	62	62	82	0	0	2
Male	30	30	40013	100	100	99	521	521	534	6	6	5	28	28	23	67	67	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	34	34	29068	100	100	99	516	516	523	5	5	5	35	35	27	60	60	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	46	46	68892	100	100	98	540	540	559	0	0	2	27	27	14	73	73	82	0	0	2
Limited English Proficient Students	16	16	10084	100	100	100	511	511	474	8	8	10	42	42	39	50	50	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	35	35	33296	90	90	94	522	522	527	5	5	5	32	32	27	64	64	67	0	0	0
Non-Economically Disadvantaged	17	17	44871	100	100	100	541	541	559	0	0	2	33	33	12	67	67	84	0	0	3

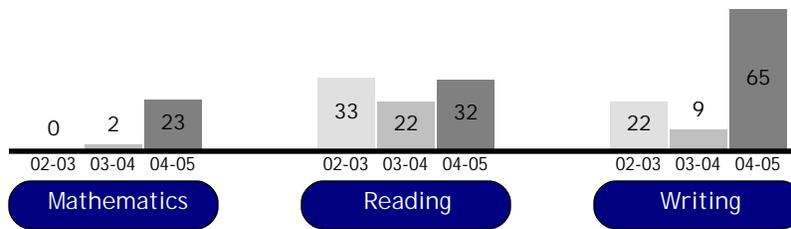
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	26	26	50	91	23	NA	55	100	35	35	50
	Language	100	24	24	46	98	25	25	49	100	33	33	50
	Mathematics	100	27	27	57	98	23	23	63	100	27	27	49
6	Reading	96	33	33	53	94	32	NA	56	100	36	36	51
	Language	96	23	23	45	94	26	26	48	100	33	33	47
	Mathematics	100	37	37	62	94	39	39	66	100	34	34	52
7	Reading	100	37	37	51	100	28	NA	54	100	35	35	50
	Language	97	31	31	54	100	28	28	58	100	36	36	52
	Mathematics	97	32	32	58	100	29	29	62	100	37	37	50
8	Reading	92	40	40	53	98	29	NA	55	100	38	38	51
	Language	96	30	30	49	98	17	17	52	100	36	36	50
	Mathematics	100	35	35	58	98	32	32	61	100	32	32	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Union Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Textbook Adoption
- Ü School Scheduling
- Ü Increasing Parental Involvement
- Ü Designing Cultural Programs
- Ü Community Involvement
- Ü Program Review and Evaluation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	52%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Student Weight Room
- Ü Computer Lab
- Ü Dance Room

Extracurricular Activities

- Ü Student Council
- Ü Girl's Choir
- Ü Dance/Basketball/Volleyball/Intramurals
- Ü Chess Club
- Ü Students on Track Program
- Ü Step Team
- Ü Science Club
- Ü Band and Music

Social Services

- Ü Gila River Social Services
- Ü On Site Counselor
- Ü Community Referral Coordinator
- Ü Parenting Classes

School Achievements/Accomplishments 2004-05

- ü The school has increased the level of technology in the media center and the number of student computers to 1 ratio 8 to 1.

- ü Students' test scores on Stanford 9 and AIMS have improved over the last three years. The enrollment has increased from 100 to 400.

- ü Nationally Recognized Student Council which earned the Master Council Rating.

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	19	12	12	17
Transfers In Rate ⁶	88	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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

Union Elementary School has developed a secure campus by implementing programs (i.e., Character Education, Learn and Serve and Safe and Drug Free School) to develop a safe environment conducive to learning. A Crisis Management Plan is in place including an emergency response protocol. The school will continue to implement facility and procedural changes to insure a safe and healthy learning environment.

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) :

2

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	Justin Greene	(623) 478-5000
Transportation Policy	Justin Greene	(623) 478-5000
Community Resources	Bessie Foster	(623) 478-5000
School Nutrition Programs	Kendall Paty	(623) 478-5000
Parent Organization	Debbie Vizzera	(623) 478-5000
Student Health/Nurse	Susan Sonnichsen	(623) 478-5000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.