

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6130 N. 44th Ave., Glendale, AZ 85301

Alhambra 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 LEARNS<sup>1</sup>

#### 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.

### 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	Year 2
2002-03	Year 2

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

### School Overview

Principal/Administrator : Mr. Carter Davidson  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 4-8  
 2005 Enrollment : 908  
 Web Address :  
 Phone Number : (623) 842-8616  
 Fax Number : (623) 842-1384  
 E-mail : cdavidson@alhambra.k12.az.us

### Mission

Barcelona Middle School will provide a safe, nurturing, learning environment that promotes academic and social education while encouraging community through team building and celebrating our successes, with our ultimate goal to create a life long learner and productive member of society.

### School / Academic Goals

- ü To improve student reading and language arts achievement in grades 4-8 as measured by state and district assessments.
- ü To maintain or improve mathematics achievement as measured by state and district assessment.
- ü To continue to integrate elements of science and social studies into daily instruction by way of cross-curricular instruction and planning.

### Enrollment

October 1, 2004 School Year Student Enrollment : 927  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- ü Elect to Learn Math and Reading
- ü Honors Language and Literature
- ü Elect to Succeed Prog/9th Hour Tutoring
- ü Homework Link
- ü Four Blocks Reading Framework
- ü Accelerated Reader
- ü Peer Mediation
- ü Character Counts!

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The BMS staff is qualified to provide an environment conducive to learning, will enforce school rules in a fair and consistent fashion, and will continue to provide meaningful homework assignments. We respect all our children and their families.

Parents

Parents are expected to model the pillar of responsibility by making sure their child attends school on time, provide a home environment that encourages learning, communicates with teachers and supports the school in developing positive behaviors and high expectations for learning.

Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated in their IEPs; students living within one mile of the school where hazardous routes exist and students who live one mile or more from school.

School Honors

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

Award/Honor	Year
ü Excellence in Ed. Teacher Award	2004
ü Who's Who in America/Teacher Award	2005
ü KNIX Teacher of the Week	2005
ü Alhambra District Improved Attendance	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	192	1607	78906	100	98	99	497	487	498	13	19	13	20	22	19	53	48	48	15	12	20
All Students (Prior Year)	153	1582	76019	99	100	100	497	493	499	13	15	14	38	41	39	21	14	14	27	30	33
Female	97	779	38644	100	98	99	500	488	500	7	16	12	22	23	19	56	50	49	15	11	19
Male	96	829	40236	100	99	99	493	485	497	20	21	15	17	21	19	49	46	46	14	12	20
African American	31	114	4087	100	98	99	487	484	481	23	18	20	14	21	24	50	54	45	14	7	11
Hispanic	110	1181	31938	100	98	99	494	482	481	11	20	19	22	24	25	55	48	46	12	8	10
Asian/Pacific Islander	NC	49	1805	NC	94	98	NC	512	536	NC	13	5	NC	8	8	NC	54	45	NC	25	42
American Indian/Alaskan Native	NC	56	4593	NC	100	100	NC	490	467	NC	18	26	NC	24	29	NC	45	39	NC	12	6
White	42	207	36483	100	100	99	501	503	517	14	12	7	20	14	13	46	45	51	20	29	30
Students with Disabilities	23	212	10664	100	100	100	454	423	430	45	64	42	27	19	27	27	16	26	0	2	5
Students without Disabilities	170	1396	68310	100	97	98	500	496	509	11	12	9	19	22	18	55	53	51	16	13	22
Limited English Proficient Students	42	530	12573	98	100	100	485	469	454	12	27	27	29	26	30	49	42	38	10	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	164	1398	38679	99	96	96	492	485	483	15	20	20	21	24	25	51	47	45	12	9	10
Non-Economically Disadvantaged	29	210	40295	100	100	100	522	500	513	5	11	7	9	9	13	59	53	50	27	27	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	192	1599	78908	100	0	99	480	468	484	11	18	10	26	29	23	60	48	58	4	5	9
All Students (Prior Year)	154	1578	76020	100	100	100	500	498	503	24	32	25	26	24	23	39	35	40	11	9	12
Female	97	776	38648	100	0	99	486	473	489	7	16	8	19	26	22	71	53	61	3	5	10
Male	96	824	40233	100	0	99	472	462	479	15	20	12	32	32	25	48	44	55	4	4	8
African American	31	111	4092	100	0	99	477	474	473	14	13	12	23	29	28	64	55	54	0	2	5
Hispanic	110	1177	31940	100	0	99	481	463	465	12	20	16	25	30	32	57	47	49	7	3	3
Asian/Pacific Islander	NC	49	1805	NC	0	98	NC	481	507	NC	10	4	NC	23	13	NC	56	65	NC	10	18
American Indian/Alaskan Native	NC	56	4569	NC	0	100	NC	470	457	NC	12	18	NC	43	39	NC	43	41	NC	2	2
White	42	206	36502	100	0	99	478	487	502	9	12	4	31	21	14	60	53	67	0	14	15
Students with Disabilities	23	212	10665	100	0	100	444	407	423	27	64	30	55	25	36	18	11	31	0	1	2
Students without Disabilities	170	1388	68312	100	0	98	482	477	493	10	11	7	23	30	21	63	54	62	4	5	10
Limited English Proficient Students	42	522	12556	98	0	100	467	448	436	16	27	24	33	36	40	51	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	164	1391	38662	99	0	96	475	466	468	12	20	16	29	30	32	55	46	49	3	4	3
Non-Economically Disadvantaged	29	209	40315	100	0	100	500	479	498	5	7	5	9	20	15	82	62	66	5	11	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	190	1626	78750	99	100	99	500	486	500	6	8	6	23	34	29	71	57	63	0	1	2
All Students (Prior Year)	148	1569	75673	96	99	100	508	513	530	21	17	12	24	30	25	51	50	58	3	3	4
Female	96	790	38586	100	99	99	511	500	515	3	5	4	17	28	22	81	66	71	0	1	3
Male	95	837	40135	100	100	99	488	473	486	9	11	8	31	40	35	60	48	56	0	0	1
African American	30	114	4081	97	98	99	499	493	488	9	6	8	14	35	32	77	58	59	0	1	2
Hispanic	110	1194	31841	100	100	99	501	481	483	3	9	8	28	37	36	70	53	55	0	1	1
Asian/Pacific Islander	NC	51	1802	NC	98	98	NC	511	533	NC	4	2	NC	24	16	NC	72	75	NC	0	7
American Indian/Alaskan Native	NC	56	4586	NC	100	100	NC	494	481	NC	6	8	NC	33	37	NC	61	54	NC	0	1
White	41	211	36440	98	100	99	493	501	516	12	6	3	21	21	22	68	71	71	0	2	4
Students with Disabilities	23	213	10622	100	100	100	439	396	415	27	33	21	36	54	50	36	13	28	0	0	1
Students without Disabilities	168	1414	68196	100	98	98	505	499	513	4	5	3	23	31	25	73	63	69	0	1	3
Limited English Proficient Students	42	526	12504	98	100	100	494	465	451	2	12	12	34	43	44	64	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	162	1416	38558	98	97	96	494	484	485	7	9	8	27	36	37	67	54	54	0	1	1
Non-Economically Disadvantaged	29	211	40260	100	100	100	530	499	514	0	4	3	9	19	21	91	75	72	0	1	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	162	1408	78250	96	100	99	534	531	548	31	32	21	24	22	18	41	40	48	5	7	13
All Students (Prior Year)	176	1347	75001	100	99	99	451	457	468	48	44	37	34	36	36	11	12	16	7	8	10
Female	79	667	38071	99	99	99	541	530	549	26	32	20	25	21	19	42	41	49	7	6	12
Male	83	740	40126	94	100	99	527	532	547	36	31	23	23	23	17	39	39	46	3	7	14
African American	33	97	4058	100	99	99	530	519	523	37	36	32	23	28	22	33	31	41	7	5	5
Hispanic	72	992	29129	94	99	99	530	523	527	30	36	32	28	24	23	39	37	40	3	4	6
Asian/Pacific Islander	NC	31	1747	NC	100	100	NC	576	589	NC	14	9	NC	14	9	NC	48	50	NC	24	32
American Indian/Alaskan Native	NC	54	4996	NC	98	100	NC	544	518	NC	26	36	NC	19	25	NC	49	36	NC	6	4
White	50	234	38320	98	100	99	540	560	568	30	17	12	20	16	14	43	53	55	7	15	19
Students with Disabilities	22	155	9329	88	100	100	479	442	454	72	76	64	28	17	18	0	7	16	0	0	2
Students without Disabilities	140	1256	68996	98	99	99	542	541	561	25	27	16	23	23	18	46	43	52	6	7	14
Limited English Proficient Students	21	394	10133	100	99	100	522	504	488	37	46	45	23	25	25	37	27	28	3	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	127	1206	33388	93	96	94	534	531	530	33	33	32	23	23	22	38	39	40	6	5	5
Non-Economically Disadvantaged	35	205	44937	100	100	100	535	529	561	23	23	13	26	17	15	52	44	54	0	17	18

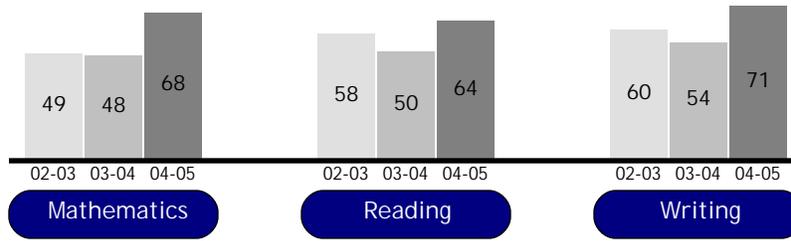
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1409	78302	98	0	99	503	497	512	13	16	11	28	31	25	58	49	57	1	3	7
All Students (Prior Year)	176	1345	74918	100	99	99	481	484	497	42	41	32	23	19	19	28	30	35	7	10	15
Female	79	666	38082	99	0	99	514	500	518	5	13	8	27	33	24	64	51	61	3	3	7
Male	85	742	40166	97	0	99	492	494	507	20	19	14	30	30	26	51	47	54	0	4	6
African American	33	97	4064	100	0	100	496	489	498	17	19	14	23	27	29	60	52	54	0	2	3
Hispanic	72	993	29152	94	0	99	498	490	492	10	19	17	34	35	34	56	44	46	0	2	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	526	542	NC	3	5	NC	14	13	NC	79	66	NC	3	16
American Indian/Alaskan Native	NC	54	4993	NC	0	100	NC	497	484	NC	15	19	NC	34	38	NC	49	42	NC	2	1
White	51	234	38347	100	0	99	517	526	531	11	6	5	26	21	17	60	64	68	4	9	10
Students with Disabilities	24	158	9353	96	0	100	447	417	429	53	53	40	42	33	38	5	12	22	0	1	1
Students without Disabilities	140	1253	69024	98	0	99	512	506	524	6	12	7	26	31	23	66	54	62	2	3	7
Limited English Proficient Students	21	394	10140	100	0	100	486	468	451	11	26	28	46	44	43	43	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	129	1207	33398	95	0	94	501	497	495	13	17	18	30	34	35	55	47	46	2	2	2
Non-Economically Disadvantaged	35	204	44979	100	0	100	511	499	525	10	12	6	23	19	18	68	60	66	0	10	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	162	1408	78094	96	100	99	540	525	545	2	6	3	22	25	18	75	68	77	1	1	2
All Students (Prior Year)	173	1323	74503	99	97	99	487	477	491	13	13	9	33	37	32	45	41	51	10	8	8
Female	79	667	38025	99	99	99	557	533	558	1	4	2	14	24	13	82	71	82	3	2	2
Male	83	740	40013	94	100	99	523	517	534	3	7	5	30	26	23	67	66	71	0	1	1
African American	32	96	4037	100	98	99	545	536	532	0	2	4	21	22	22	79	73	73	0	2	1
Hispanic	72	992	29068	94	99	99	531	513	523	3	7	5	20	29	27	77	64	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	100	100	NC	559	577	NC	0	2	NC	17	9	NC	79	82	NC	3	8
American Indian/Alaskan Native	NC	54	4981	NC	98	100	NC	542	526	NC	2	4	NC	23	25	NC	72	70	NC	2	0
White	51	235	38265	100	100	99	549	560	564	2	1	2	23	13	11	70	82	84	4	4	3
Students with Disabilities	21	154	9275	84	100	100	472	427	444	6	19	14	71	50	46	24	30	39	0	2	1
Students without Disabilities	141	1257	68892	99	99	98	549	536	559	2	4	2	15	22	14	82	72	82	2	1	2
Limited English Proficient Students	21	395	10084	100	99	100	507	484	474	3	11	10	49	41	39	49	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	127	1204	33296	93	96	94	537	524	527	3	6	5	22	27	27	73	67	67	2	1	0
Non-Economically Disadvantaged	35	207	44871	100	100	100	549	531	559	0	5	2	19	14	12	81	77	84	0	4	3

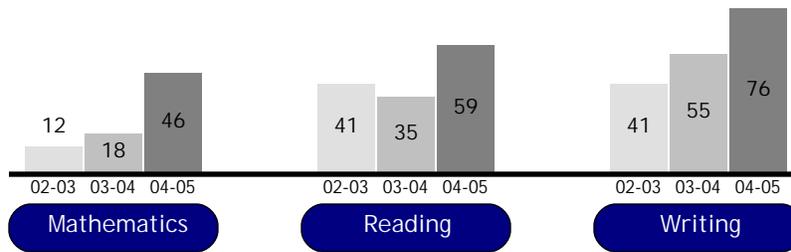
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
4	Reading	90	41	44	52	99	41	NA	56	100	36	37	48
	Language	95	46	46	48	99	46	50	52	100	40	40	49
	Mathematics	91	62	60	57	98	58	65	61	100	41	45	53
5	Reading	90	49	43	50	90	55	NA	55	100	39	38	50
	Language	92	40	43	46	94	51	51	49	100	44	41	50
	Mathematics	95	58	56	57	93	69	65	63	100	44	40	49
6	Reading	94	46	44	53	93	46	NA	56	97	47	43	51
	Language	97	44	40	45	95	39	45	48	97	44	41	47
	Mathematics	95	60	60	62	95	62	66	66	98	50	46	52
7	Reading	93	41	42	51	93	43	NA	54	98	40	40	50
	Language	95	50	50	54	94	55	56	58	98	45	45	52
	Mathematics	94	50	57	58	90	54	60	62	97	38	42	50
8	Reading	95	51	45	53	92	49	NA	55	98	44	41	51
	Language	97	52	48	49	95	49	50	52	98	46	45	50
	Mathematics	96	54	57	58	93	55	60	61	96	45	44	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/](http://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)
- 7 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Community Activities
- Ü Extracurricular Activities
- Ü Student/Parent Handbook
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	50.00
Other Professional Staff	15.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	74
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Self-contained / Gifted Resource
- Ü Self-contained special education

Extracurricular Activities

- Ü Honor Band
- Ü Student Council
- Ü National Junior Honor Society
- Ü Drama Club
- Ü Homework/Reading Club

Social Services

- Ü Afterschool Program
- Ü Crisis Intervention
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Glendale Parks and Rec./GRASP is a drop-in after school program providing students with opportunities for sporting activities, homework assistance, and exploration of the performing arts.
  
- ü Mathematics instruction is being double-dosed in all 4-6 classrooms so students receive additional math instruction. Seventh and eighth graders are offered pre-algebra and algebra as well as opportunities for remediation.
  
- ü Reading and language arts instruction is a priority at Barcelona Middle School. We incorporate the four-block method of teaching reading, guaranteeing that students get at least 120 minutes of reading and writing.
  
- ü Barcelona Middle School showed an 18% overall increase in student achievement and will no longer be in Federal School Improvement as decided by NCLB.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	53	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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 Fred Jones Positive Classroom program, Character Counts!, Bobcat Management and Principal Passes all promote a violence-free, cooperative environment. The campus is secured during the day and our School Resource Officer monitors for safety.

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	Carter Davidson	(623) 842-8616
Transportation Policy	Chuck Fehr	(623) 336-2942
Community Resources	Linda Jeffries	(623) 336-2926
School Nutrition Programs	Donna Campbell	(623) 336-2985
Parent Organization	Margaret Gorslin	(623) 842-8616
Student Health/Nurse	Barry Van Hook	(623) 842-8616

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](http://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](http://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](http://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.