



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5330 N 23rd Ave, Phoenix, AZ 85015

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Gene Giesaking
Schedule : 07:30 AM to 04:30 PM
Grades : 4-8
2005 Enrollment : 1143
Web Address : www.alhambra.k12.az.us
Phone Number : (602) 246-0699
Fax Number : (602) 246-4305
E-mail : ggiesaking@alhambra.k12.az.us

Mission

We are committed to provide a diverse, educational environment that stimulates high academic achievement while promoting citizenship, self-responsibility, teamwork, leadership and service to home, school and community in a safe, caring atmosphere.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü To provide an academic setting that will improve achievement and meet the individual needs of each student.
- ü To provide opportunities for the development of social skills.
- ü To establish effective and open communication between staff, administration, students, and community.
- ü To provide a safe, non-threatening, positive, caring environment at Simpson School.

Enrollment

October 1, 2004 School Year Student Enrollment : 1139
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 62

Instructional Programs

- ü Honors Classes
- ü English Language Acquisition
- ü On-site Special Education
- ü Computer Assisted Instruction
- ü After School Tutoring
- ü Summer School Enrichment Classes

Calendar Information

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

Shared Responsibilities

School

We provide a safe environment that encourages communication among teachers, parents and students. Our commitment is to provide meaningful homework assignments and opportunities for parents to learn strategies for assisting their students at home.

Parents

Parent responsibilities include sending their children to school regularly/punctually, establishing a regular time for homework and providing a quiet workplace, and supporting the school in maintaining proper discipline.

Transportation Policy

Transportation is authorized for special needs students whose IEP requires transportation, students living within one mile of the school where hazardous routes exist, and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Excellence in Education Award - 2 Teachers	2004
ü City of Phx Neighborhood Block Watch Grant	2004
ü Comprehensive School Reform Grant	2002
ü Recipient of Arizona Diamondbacks Ballfield	2000

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	213	1607	78906	99	98	99	481	487	498	21	19	13	28	22	19	47	48	48	5	12	20
All Students (Prior Year)	225	1582	76019	100	100	100	478	493	499	20	15	14	49	41	39	11	14	14	20	30	33
Female	103	779	38644	99	98	99	476	488	500	24	16	12	31	23	19	41	50	49	4	11	19
Male	110	829	40236	99	99	99	486	485	497	18	21	15	24	21	19	51	46	46	6	12	20
African American	15	114	4087	94	98	99	475	484	481	10	18	20	40	21	24	50	54	45	0	7	11
Hispanic	164	1181	31938	99	98	99	480	482	481	21	20	19	29	24	25	44	48	46	6	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	19	56	4593	100	100	100	473	490	467	39	18	26	22	24	29	33	45	39	6	12	6
White	NC	207	36483	NC	100	99	NC	503	517	NC	12	7	NC	14	13	NC	45	51	NC	29	30
Students with Disabilities	17	212	10664	100	100	100	431	423	430	58	64	42	33	19	27	8	16	26	0	2	5
Students without Disabilities	196	1396	68310	98	97	98	485	496	509	18	12	9	27	22	18	49	53	51	6	13	22
Limited English Proficient Students	72	530	12573	100	100	100	475	469	454	24	27	27	30	26	30	42	42	38	4	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	207	1398	38679	99	96	96	481	485	483	21	20	20	27	24	25	47	47	45	5	9	10
Non-Economically Disadvantaged	NC	210	40295	NC	100	100	NC	500	513	NC	11	7	NC	9	13	NC	53	50	NC	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	212	1599	78908	99	0	99	466	468	484	18	18	10	33	29	23	45	48	58	4	5	9
All Students (Prior Year)	225	1578	76020	100	100	100	496	498	503	34	32	25	31	24	23	28	35	40	8	9	12
Female	103	776	38648	99	0	99	467	473	489	16	16	8	34	26	22	46	53	61	4	5	10
Male	109	824	40233	98	0	99	465	462	479	19	20	12	32	32	25	44	44	55	4	4	8
African American	15	111	4092	94	0	99	466	474	473	10	13	12	30	29	28	60	55	54	0	2	5
Hispanic	163	1177	31940	99	0	99	463	463	465	21	20	16	33	30	32	43	47	49	4	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	19	56	4569	100	0	100	455	470	457	17	12	18	50	43	39	33	43	41	0	2	2
White	NC	206	36502	NC	0	99	NC	487	502	NC	12	4	NC	21	14	NC	53	67	NC	14	15
Students with Disabilities	17	212	10665	100	0	100	420	407	423	50	64	30	42	25	36	8	11	31	0	1	2
Students without Disabilities	195	1388	68312	98	0	98	469	477	493	16	11	7	33	30	21	48	54	62	4	5	10
Limited English Proficient Students	71	522	12556	99	0	100	457	448	436	22	27	24	36	36	40	40	37	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	206	1391	38662	99	0	96	466	466	468	19	20	16	32	30	32	45	46	49	4	4	3
Non-Economically Disadvantaged	NC	209	40315	NC	0	100	NC	479	498	NC	7	5	NC	20	15	NC	62	66	NC	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	212	1626	78750	99	100	99	470	486	500	12	8	6	41	34	29	46	57	63	1	1	2
All Students (Prior Year)	225	1569	75673	100	99	100	487	513	530	21	17	12	37	30	25	41	50	58	1	3	4
Female	102	790	38586	98	99	99	476	500	515	10	5	4	37	28	22	51	66	71	1	1	3
Male	110	837	40135	99	100	99	464	473	486	14	11	8	45	40	35	41	48	56	0	0	1
African American	15	114	4081	94	98	99	477	493	488	10	6	8	50	35	32	40	58	59	0	1	2
Hispanic	163	1194	31841	99	100	99	464	481	483	13	9	8	45	37	36	41	53	55	1	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	19	56	4586	100	100	100	461	494	481	17	6	8	33	33	37	50	61	54	0	0	1
White	NC	211	36440	NC	100	99	NC	501	516	NC	6	3	NC	21	22	NC	71	71	NC	2	4
Students with Disabilities	17	213	10622	100	100	100	393	396	415	42	33	21	58	54	50	0	13	28	0	0	1
Students without Disabilities	195	1414	68196	98	98	98	475	499	513	10	5	3	40	31	25	49	63	69	1	1	3
Limited English Proficient Students	71	526	12504	99	100	100	456	465	451	16	12	12	45	43	44	39	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	206	1416	38558	99	97	96	470	484	485	12	9	8	42	36	37	46	54	54	1	1	1
Non-Economically Disadvantaged	NC	211	40260	NC	100	100	NC	499	514	NC	4	3	NC	19	21	NC	75	72	NC	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	199	1408	78250	97	100	99	529	531	548	38	32	21	22	22	18	35	40	48	5	7	13
All Students (Prior Year)	208	1347	75001	100	99	99	451	457	468	50	44	37	32	36	36	11	12	16	7	8	10
Female	94	667	38071	97	99	99	522	530	549	45	32	20	19	21	19	31	41	49	5	6	12
Male	105	740	40126	97	100	99	535	532	547	32	31	23	25	23	17	39	39	46	5	7	14
African American	NC	97	4058	NC	99	99	NC	519	523	NC	36	32	NC	28	22	NC	31	41	NC	5	5
Hispanic	144	992	29129	99	99	99	523	523	527	42	36	32	22	24	23	34	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	21	54	4996	95	98	100	549	544	518	26	26	36	16	19	25	47	49	36	11	6	4
White	21	234	38320	91	100	99	540	560	568	35	17	12	18	16	14	41	53	55	6	15	19
Students with Disabilities	12	155	9329	100	100	100	478	442	454	82	76	64	9	17	18	9	7	16	0	0	2
Students without Disabilities	188	1256	68996	97	99	99	532	541	561	35	27	16	23	23	18	37	43	52	5	7	14
Limited English Proficient Students	64	394	10133	96	99	100	513	504	488	51	46	45	22	25	25	23	27	28	3	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	183	1206	33388	96	96	94	527	531	530	40	33	32	21	23	22	34	39	40	5	5	5
Non-Economically Disadvantaged	17	205	44937	100	100	100	545	529	561	27	23	13	27	17	15	47	44	54	0	17	18

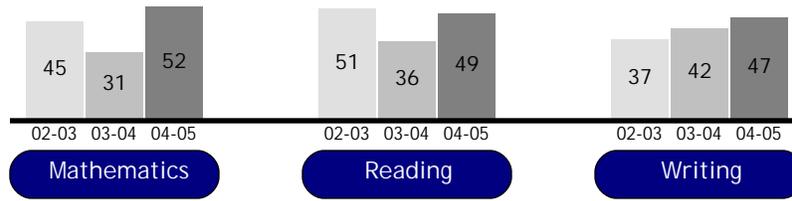
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	1409	78302	97	0	99	490	497	512	20	16	11	38	31	25	42	49	57	1	3	7
All Students (Prior Year)	208	1345	74918	100	99	99	482	484	497	43	41	32	17	19	19	28	30	35	12	10	15
Female	93	666	38082	96	0	99	486	500	518	23	13	8	41	33	24	36	51	61	0	3	7
Male	105	742	40166	97	0	99	494	494	507	17	19	14	34	30	26	48	47	54	1	4	6
African American	NC	97	4064	NC	0	100	NC	489	498	NC	19	14	NC	27	29	NC	52	54	NC	2	3
Hispanic	144	993	29152	99	0	99	485	490	492	24	19	17	41	35	34	35	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	20	54	4993	91	0	100	505	497	484	5	15	19	32	34	38	63	49	42	0	2	1
White	21	234	38347	91	0	99	506	526	531	12	6	5	29	21	17	53	64	68	6	9	10
Students with Disabilities	12	158	9353	100	0	100	462	417	429	55	53	40	27	33	38	18	12	22	0	1	1
Students without Disabilities	187	1253	69024	97	0	99	492	506	524	18	12	7	38	31	23	44	54	62	1	3	7
Limited English Proficient Students	64	394	10140	96	0	100	475	468	451	29	26	28	44	44	43	27	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	182	1207	33398	96	0	94	488	497	495	20	17	18	40	34	35	40	47	46	0	2	2
Non-Economically Disadvantaged	17	204	44979	100	0	100	512	499	525	20	12	6	13	19	18	60	60	66	7	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	197	1408	78094	96	100	99	516	525	545	11	6	3	25	25	18	63	68	77	1	1	2
All Students (Prior Year)	203	1323	74503	97	97	99	463	477	491	19	13	9	32	37	32	43	41	51	6	8	8
Female	93	667	38025	96	99	99	517	533	558	8	4	2	30	24	13	61	71	82	1	2	2
Male	104	740	40013	96	100	99	515	517	534	14	7	5	20	26	23	66	66	71	1	1	1
African American	NC	96	4037	NC	98	99	NC	536	532	NC	2	4	NC	22	22	NC	73	73	NC	2	1
Hispanic	142	992	29068	97	99	99	502	513	523	14	7	5	30	29	27	56	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	21	54	4981	95	98	100	545	542	526	5	2	4	5	23	25	84	72	70	5	2	0
White	21	235	38265	91	100	99	544	560	564	0	1	2	18	13	11	82	82	84	0	4	3
Students with Disabilities	11	154	9275	92	100	100	423	427	444	40	19	14	50	50	46	10	30	39	0	2	1
Students without Disabilities	187	1257	68892	97	99	98	522	536	559	9	4	2	23	22	14	67	72	82	1	1	2
Limited English Proficient Students	64	395	10084	96	99	100	486	484	474	20	11	10	30	41	39	50	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	181	1204	33296	95	96	94	512	524	527	12	6	5	25	27	27	63	67	67	1	1	0
Non-Economically Disadvantaged	17	207	44871	100	100	100	555	531	559	0	5	2	20	14	12	73	77	84	7	4	3

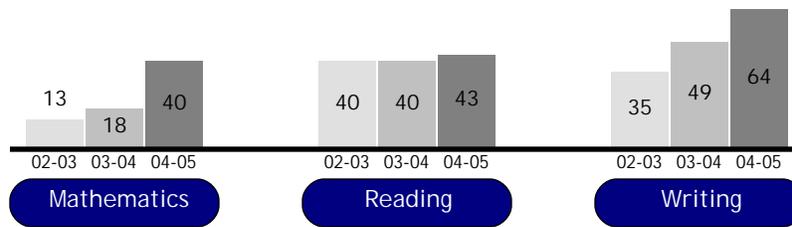
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	39	44	52	97	48	NA	56	98	38	37	48
	Language	98	37	46	48	99	37	50	52	98	37	40	49
	Mathematics	97	48	60	57	98	55	65	61	99	45	45	53
5	Reading	88	42	43	50	97	52	NA	55	99	38	38	50
	Language	92	32	43	46	99	45	51	49	99	38	41	50
	Mathematics	93	45	56	57	97	58	65	63	99	39	40	49
6	Reading	90	41	44	53	100	51	NA	56	100	35	43	51
	Language	94	33	40	45	99	44	45	48	100	32	41	47
	Mathematics	93	51	60	62	97	60	66	66	98	39	46	52
7	Reading	99	45	42	51	94	37	NA	54	99	38	40	50
	Language	97	48	50	54	96	48	56	58	99	40	45	52
	Mathematics	100	57	57	58	94	58	60	62	97	40	42	50
8	Reading	97	39	45	53	100	46	NA	55	97	38	41	51
	Language	97	39	48	49	100	43	50	52	97	40	45	50
	Mathematics	92	56	57	58	100	53	60	61	98	39	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/

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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Parent Involvement
- Ü Strategic Planning
- Ü Addressing School Concerns
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	54.00
Other Professional Staff	2.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	1	0
4 to 6 years	5	1	0	0
7 to 9 years	2	6	0	0
10 or more years	11	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Computer Writing Center
- Ü Homework Assistance Center
- Ü Library with computer lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Peer Mediation
- Ü Student Council
- Ü After School Tutorial Program
- Ü Character Counts! Kid's club
- Ü Intramurals
- Ü Little League

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Program
- Ü Wake-Up Club
- Ü Clothing closet

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Simpson School uses the Accelerated Reader Program to motivate students to read more. After students complete a book, a comprehension test is given on a computer. Points are awarded based upon the comprehension score and are used to obtain awards.
- ü In a partnership with the Arizona Department of Educaiton, Simpson School is providing more opportunities for students to work with visiting artists, attend artist performances, and utilize technology to enhance musical abilities.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	47	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The School Improvement Committee discusses safety concerns monthly. The administration acts immediately to ensure student and staff safety. A School Resource Officer is on campus daily. The campus is secured allowing visitors only one entrance.

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	Gene Giesaking	(602) 246-0699
Transportation Policy	Gene Giesaking	(602) 246-0699
Community Resources	Gene Giesaking	(602) 246-0699
School Nutrition Programs	Mary Dunn	(602) 246-9136
Parent Organization	Patsy Fitzpatrick	(602) 246-9136
Student Health/Nurse	Lee Kurbat	(602) 246-9136

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.