



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13825 W. Wigwam Blvd., Litchfield Park, AZ 85340

Litchfield 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	Excelling
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. Anthony Napodano
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 933
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6100
 Fax Number : (623) 935-3779
 E-mail : napodano@lesd.k12.az.us

Mission

Our mission as a school family is to immerse every child into a rich educational and social experience that will enable them to be skillful lifelong learners and model citizens. We are committed to student mastery of state and national standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	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 / Academic Goals

- ü All students will participate in enhancing their literacy skills and fluency through a balanced literacy model incorporating phonemic awareness, guided reading, independent reading and the Six Traits of Writing.
- ü All students will participate in mastering both state and national math standards incorporating basic skill application within contextually rich problem-solving situations.

Enrollment

October 1, 2004 School Year Student Enrollment : 894
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 136

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü At-risk Reading Program
- Ü Academic Clubs
- Ü Project Inquiry / Gifted Education
- Ü Tech.Based Study Island /Kid Bizz
- Ü Litchfield Learning League
- Ü Pre School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We communicate students' progress using a variety of techniques. Student/Parent Handbook. Student Agendas. School Newsletter. Quarterly report cards. Progress and mid-term reports. Parent-teacher conferences. Parent phone contacts. Grade level Guides to Academic Opportunities.

Parents

For optimal learning, it is important for parents to support education. Parents must ensure: Immunizations are complete. Children are properly nourished. Children maintain good attendance and arrive on time. Children adhere to school rules.

Transportation Policy

Many Litchfield students are transported by bus daily. Adaptations are made for students with handicaps. All students are instructed in bus safety/evacuation procedures. The Director for Transportation handles all issues relating to bus discipline.

School Honors

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

Award/Honor	Year
Ü Arizona A+ School	1995
Ü Westmarc/Cox Best of West Award in Education	1999
Ü Arizona A+ School	2001
Ü National PTA School of Recognition	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	141	799	79306	100	100	99	466	454	445	7	8	10	10	13	18	50	55	51	34	24	20
All Students (Prior Year)	194	680	75509	100	100	100	539	529	521	8	8	13	15	19	23	36	38	33	41	35	31
Female	55	402	38691	100	100	99	472	456	446	7	7	10	4	12	18	47	59	52	42	22	20
Male	86	397	40583	100	100	99	462	451	445	7	9	11	14	15	18	51	51	50	28	25	21
African American	10	64	4041	100	98	99	438	441	426	17	13	17	17	19	23	50	55	50	17	13	10
Hispanic	36	234	32869	100	100	99	449	438	429	13	13	15	13	17	25	50	57	51	23	13	10
Asian/Pacific Islander	NC	35	1935	NC	97	99	NC	481	474	NC	6	3	NC	3	9	NC	55	48	NC	36	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	459	419	NC	11	19	NC	11	30	NC	56	45	NC	22	6
White	85	456	36197	98	100	99	473	461	463	4	5	5	10	12	11	48	54	53	38	29	31
Students with Disabilities	16	101	10321	100	100	100	425	401	389	29	35	30	29	24	27	14	31	34	29	10	9
Students without Disabilities	125	698	69060	98	98	98	471	462	454	4	4	7	8	12	17	54	59	54	34	26	22
Limited English Proficient Students	NC	83	15509	NC	100	100	NC	406	406	NC	26	20	NC	19	30	NC	47	45	NC	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	34	210	39415	94	98	96	436	432	431	8	15	15	25	23	25	54	52	50	13	11	10
Non-Economically Disadvantaged	107	589	39966	100	100	100	473	461	459	6	6	6	6	10	12	48	56	52	39	28	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	140	798	79395	100	0	99	469	457	446	8	8	9	10	14	25	64	66	55	18	12	11
All Students (Prior Year)	193	678	75492	99	99	100	531	525	519	10	9	12	8	12	16	49	51	47	34	29	24
Female	55	402	38743	100	0	100	480	465	451	2	6	7	11	12	24	67	69	57	20	13	12
Male	85	396	40618	99	0	99	463	450	440	11	10	11	10	16	27	63	63	53	16	11	9
African American	10	64	4052	100	0	100	440	447	434	33	11	11	0	15	29	50	68	54	17	6	6
Hispanic	35	233	32915	100	0	99	450	439	426	7	16	15	24	17	35	66	63	47	3	4	4
Asian/Pacific Islander	NC	35	1936	NC	0	99	NC	475	468	NC	12	3	NC	3	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	456	420	NC	11	15	NC	0	42	NC	78	41	NC	11	2
White	85	456	36221	98	0	99	477	467	465	5	4	4	7	13	15	66	67	63	22	16	17
Students with Disabilities	16	101	10331	100	0	100	416	398	388	43	36	25	21	26	37	21	33	34	14	5	4
Students without Disabilities	124	697	69139	97	0	99	477	467	454	3	4	7	9	12	24	70	71	58	18	13	11
Limited English Proficient Students	NC	83	15545	NC	0	100	NC	399	399	NC	30	21	NC	27	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	210	39484	94	0	96	437	436	429	21	15	14	21	25	35	54	56	47	4	3	4
Non-Economically Disadvantaged	106	588	39986	100	0	100	478	464	461	4	6	4	7	10	16	67	69	63	21	15	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	140	793	78869	100	100	99	486	462	442	1	3	6	10	14	21	64	69	63	25	14	10
All Students (Prior Year)	192	678	75053	99	99	99	659	608	597	3	5	7	6	10	12	70	75	72	20	10	9
Female	55	401	38536	100	100	99	499	477	458	0	2	4	4	8	15	64	71	67	31	18	14
Male	85	392	40302	99	99	99	478	447	428	1	4	8	14	21	26	64	66	60	21	10	7
African American	10	64	4015	100	98	99	431	459	430	17	4	8	33	13	24	33	70	61	17	13	7
Hispanic	35	233	32606	100	100	98	471	447	426	0	5	8	7	18	27	83	68	60	10	8	5
Asian/Pacific Islander	NC	35	1925	NC	97	99	NC	494	471	NC	3	3	NC	3	11	NC	67	64	NC	27	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	497	423	NC	0	9	NC	0	26	NC	67	61	NC	33	4
White	85	451	36078	98	99	99	493	467	459	0	2	4	11	14	16	62	69	66	27	15	14
Students with Disabilities	16	97	10246	100	100	100	445	403	367	0	8	18	43	43	39	43	41	40	14	8	4
Students without Disabilities	124	696	68697	97	98	98	491	471	454	1	2	4	6	10	18	67	73	67	26	15	11
Limited English Proficient Students	NC	83	15339	NC	100	100	NC	401	399	NC	15	11	NC	32	31	NC	49	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	207	39106	94	97	95	455	441	427	4	7	8	21	18	28	67	70	59	8	5	5
Non-Economically Disadvantaged	106	586	39837	100	100	100	493	468	457	0	2	4	7	13	14	64	68	67	29	17	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	174	832	78906	98	100	99	531	509	498	5	8	13	8	16	19	50	52	48	37	24	20
All Students (Prior Year)	207	718	76019	100	100	100	501	507	499	12	9	14	38	36	39	17	16	14	33	39	33
Female	95	439	38644	98	100	99	534	508	500	5	8	12	5	15	19	52	54	49	38	23	19
Male	79	393	40236	98	99	99	527	511	497	4	8	15	12	16	19	48	51	46	36	24	20
African American	17	89	4087	94	100	99	508	479	481	0	11	20	27	29	24	55	53	45	18	7	11
Hispanic	48	275	31938	100	100	99	515	495	481	10	14	19	8	19	25	62	52	46	21	15	10
Asian/Pacific Islander	10	30	1805	100	97	98	562	539	536	0	3	5	0	7	8	20	38	45	80	52	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	97	430	36483	98	99	99	539	522	517	2	5	7	7	11	13	48	54	51	43	31	30
Students with Disabilities	20	97	10664	100	100	100	492	437	430	17	44	42	28	26	27	33	21	26	22	9	5
Students without Disabilities	156	737	68310	98	98	98	536	519	509	3	4	9	5	14	18	52	56	51	39	26	22
Limited English Proficient Students	14	75	12573	100	100	100	494	448	454	15	28	27	8	15	30	62	53	38	15	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	42	227	38679	88	96	96	502	490	483	6	14	20	22	24	25	56	52	45	16	10	10
Non-Economically Disadvantaged	134	607	40295	100	100	100	539	516	513	4	6	7	4	13	13	48	52	50	43	29	30

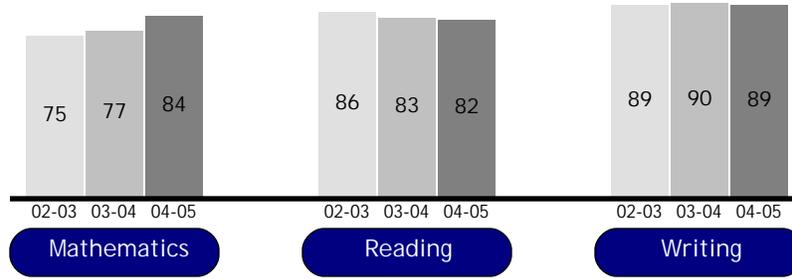
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	835	78908	98	0	99	515	498	484	2	7	10	16	18	23	61	62	58	21	13	9
All Students (Prior Year)	206	714	76020	100	99	100	505	508	503	21	17	25	22	20	23	43	46	40	14	16	12
Female	96	441	38648	99	0	99	519	501	489	3	5	8	13	15	22	62	65	61	23	15	10
Male	79	394	40233	98	0	99	512	494	479	1	8	12	19	21	25	61	59	55	19	12	8
African American	17	90	4092	94	0	99	488	474	473	0	5	12	36	29	28	55	58	54	9	8	5
Hispanic	49	276	31940	100	0	99	500	482	465	5	11	16	23	28	32	59	55	49	13	6	3
Asian/Pacific Islander	10	30	1805	100	0	98	530	516	507	0	3	4	10	14	13	60	62	65	30	21	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	97	431	36502	98	0	99	525	511	502	0	4	4	10	10	14	64	68	67	25	18	15
Students with Disabilities	21	100	10665	100	0	100	491	428	423	6	37	30	22	29	36	61	30	31	11	3	2
Students without Disabilities	156	737	68312	98	0	98	519	507	493	2	3	7	15	16	21	62	66	62	22	15	10
Limited English Proficient Students	14	75	12556	100	0	100	477	435	436	15	22	24	31	36	40	54	42	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	42	228	38662	88	0	96	487	476	468	6	14	16	28	30	32	59	52	49	6	5	3
Non-Economically Disadvantaged	135	609	40315	100	0	100	523	505	498	1	4	5	12	13	15	62	66	66	25	17	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	175	829	78750	98	99	99	531	518	500	5	3	6	11	20	29	79	73	63	5	4	2
All Students (Prior Year)	205	714	75673	100	99	100	536	543	530	9	8	12	24	23	25	64	65	58	3	4	4
Female	96	440	38586	99	100	99	551	530	515	3	2	4	1	14	22	89	80	71	8	5	3
Male	79	389	40135	98	98	99	508	504	486	7	5	8	23	28	35	68	64	56	1	2	1
African American	17	89	4081	94	100	99	515	497	488	9	5	8	18	22	32	73	71	59	0	1	2
Hispanic	49	274	31841	100	100	99	530	506	483	3	4	8	15	28	36	77	66	55	5	2	1
Asian/Pacific Islander	10	30	1802	100	97	98	569	552	533	0	0	2	10	10	16	70	83	75	20	7	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	97	428	36440	98	99	99	531	527	516	5	3	3	9	16	22	83	76	71	3	5	4
Students with Disabilities	21	96	10622	100	100	100	479	422	415	22	20	21	22	48	50	50	29	28	6	2	1
Students without Disabilities	156	735	68196	98	98	98	538	530	513	2	1	3	10	17	25	83	78	69	5	4	3
Limited English Proficient Students	14	75	12504	100	100	100	502	455	451	8	7	12	15	40	44	77	50	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	42	227	38558	88	96	96	501	498	485	13	7	8	16	28	37	72	64	54	0	2	1
Non-Economically Disadvantaged	135	604	40260	100	100	100	539	525	514	3	2	3	10	18	21	81	76	72	6	4	4

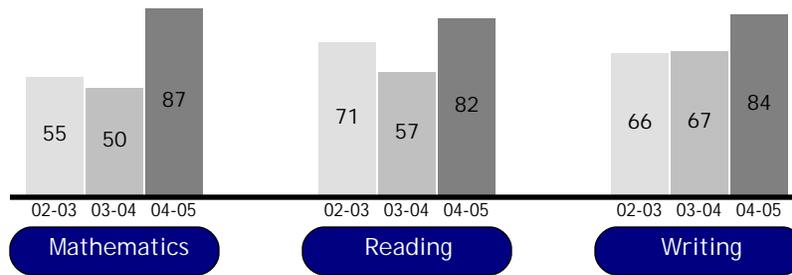
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	64	62	50	96	65	NA	58	99	55	53	47
	Language	99	54	52	43	99	61	56	50	99	51	52	47
	Mathematics	98	61	62	57	99	69	66	64	100	61	57	50
3	Reading	98	65	57	47	98	63	NA	55	100	56	52	44
	Language	99	68	62	54	99	70	66	61	100	55	49	44
	Mathematics	99	73	60	54	99	67	64	61	100	61	54	51
4	Reading	98	67	63	52	98	66	NA	56	100	64	58	48
	Language	100	58	58	48	99	58	56	52	100	64	57	49
	Mathematics	100	61	65	57	97	65	63	61	100	69	63	53
5	Reading	94	67	58	50	100	61	NA	55	99	63	56	50
	Language	98	57	53	46	100	58	58	49	99	65	57	50
	Mathematics	98	68	61	57	100	73	71	63	99	61	56	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."

Litchfield Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Campus Refurbishment
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	33	0	0	0
4 to 6 years	14	2	0	0
7 to 9 years	2	4	0	0
10 or more years	4	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	53
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Gymnasium
- Ü Multimedia Area
- Ü Ramada-Open Learning Area

Extracurricular Activities

- Ü Extended Library Hours
- Ü Chess
- Ü Performing Chorus
- Ü Art
- Ü Student Council
- Ü Science
- Ü Academic Clubs
- Ü Learning League

Social Services

- Ü Preschool
- Ü Parent University
- Ü Before/After School Programs
- Ü Breakfast Program
- Ü Lunch Program

School Achievements/Accomplishments 2004-05

- ü Eighty-five percent (85%) of students have grown at least one year in reading utilizing Individual Reading Inventories.

- ü Our student attendance rate will be 95% or higher.

- ü Greater than 86% of students in grades 3 - 5 meet or exceed the academic standards established by the state in both Reading and Mathematics.

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	9	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	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

Our students' safety is paramount. The following address this goal: Safety Committee, Site-based Team, Behavior Intervention Team, Health Services, & PE/Health Curriculum. Our Emergency Response Plan requires monthly fire drills & additional drills.

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	Anthony Napodano	(623) 535-6100
Transportation Policy	David Gourlay	(623) 935-0018
Community Resources	Gail Sasso	(623) 535-6044
School Nutrition Programs	Dave Schwake	(623) 535-6119
Parent Organization	Bev Caratachea	(623) 535-6100
Student Health/Nurse	Melanie Cuison	(623) 935-0031

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.