

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1625 East Frye Road, Chandler, AZ 85225

Chandler Unified 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 Plus
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. Jim Estes  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 835  
 Web Address : WW2 Chandler. k12 .az.us./  
 Phone Number : (480) 883-4000  
 Fax Number : (480) 883-4020  
 E-mail : estesj@chandler.k12.az.us./

### Mission

Rudy G. Bologna School is dedicated to providing students the opportunity to receive a quality education. We develop programs; adopt practices and promote policies to support this goal.

### 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 In spring 2006:

82 percent of third grade students will meet proficiency as measured by AIMS reading.

ü In spring 2006:

81 percent of fifth grade students will meet proficiency as measured by AIMS reading.

81 percent of third grade students will meet proficiency as measured by AIMS math.

77 percent of fifth grade students will meet proficiency as measured by AIMS math..

### Enrollment

October 1, 2004 School Year Student Enrollment : 826  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 63

Instructional Programs

- ü Full-Day Kindergarten-Tuition based
- ü On-Site Special Education
- ü Technology Classes
- ü Arts Integration Emphasis
- ü Kindersteps Early K
- ü Self-contained SPED

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

Rudy Bologna School provides the following: High academic standards, fine arts opportunities, physical well-being opportunities, cultural diversity training, safe/drug-free environment, life skills learning opportunities, a positive place to learn.

Parents

Parents provide the following: Students, reinforcement of school policy, quality learning environment in the home, support for homework assignments by providing appropriate work space and encouragement, regular communication opportunities with staff.

Transportation Policy

Students who live outside a one-mile radius of the school are bused. We provide safe transportation through high expectations for quality behavior while on the bus. Students who do not follow bus procedures and rules will not be allowed to ride.

School Honors

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

Award/Honor	Year
ü Department of Education Arts Integration Grant	2005
ü Wal-Mart Educator of Year Award	2001
ü District Clean School Award	2005
ü Kids Voting Educator of Year Award	2001

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	109	2417	79306	99	100	99	448	465	445	7	5	10	14	11	18	56	49	51	23	36	20
All Students (Prior Year)	119	2220	75509	96	100	100	518	531	521	12	8	13	20	19	23	44	37	33	25	36	31
Female	56	1140	38691	100	99	99	450	468	446	8	5	10	15	10	18	52	49	52	25	36	20
Male	53	1276	40583	98	100	99	445	463	445	7	5	11	11	11	18	61	49	50	20	35	21
African American	10	127	4041	100	100	99	384	434	426	0	8	17	29	20	23	57	55	50	14	17	10
Hispanic	36	750	32869	100	100	99	420	438	429	13	12	15	23	20	25	52	51	51	13	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	59	1398	36197	98	100	99	471	481	463	4	2	5	7	5	11	61	48	53	28	46	31
Students with Disabilities	20	297	10321	95	100	100	386	385	389	5	18	30	42	22	27	53	45	34	0	16	9
Students without Disabilities	89	2123	69060	100	99	98	463	477	454	8	3	7	6	9	17	57	49	54	29	38	22
Limited English Proficient Students	15	241	15509	100	100	100	366	381	406	29	19	20	29	26	30	35	48	45	6	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	42	679	39415	86	90	96	436	439	431	13	13	15	18	21	25	56	54	50	13	13	10
Non-Economically Disadvantaged	67	1741	39966	100	100	100	455	476	459	4	2	6	11	7	12	56	47	52	30	45	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	109	2417	79395	99	0	99	454	462	446	4	4	9	16	15	25	67	64	55	14	17	11
All Students (Prior Year)	119	2224	75492	96	100	100	516	526	519	17	8	12	16	14	16	47	50	47	21	29	24
Female	56	1141	38743	100	0	100	460	471	451	2	3	7	21	13	24	58	63	57	19	21	12
Male	53	1275	40618	98	0	99	447	454	440	7	6	11	9	17	27	77	64	53	7	13	9
African American	10	127	4052	100	0	100	399	435	434	0	6	11	14	18	29	86	70	54	0	6	6
Hispanic	36	749	32915	100	0	99	421	434	426	10	12	15	35	30	35	52	51	47	3	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	59	1399	36221	98	0	99	479	478	465	0	1	4	6	8	15	76	70	63	19	22	17
Students with Disabilities	20	298	10331	95	0	100	401	387	388	0	11	25	37	31	37	63	51	34	0	7	4
Students without Disabilities	89	2122	69139	100	0	99	467	473	454	5	3	7	10	13	24	68	65	58	17	18	11
Limited English Proficient Students	15	241	15545	100	0	100	366	375	399	24	19	21	35	37	42	35	41	35	6	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	42	677	39484	86	0	96	443	436	429	10	12	14	21	32	35	64	52	47	5	4	4
Non-Economically Disadvantaged	67	1743	39986	100	0	100	461	473	461	0	1	4	12	9	16	68	68	63	19	22	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	109	2410	78869	99	100	99	440	458	442	4	3	6	24	13	21	64	69	63	8	14	10
All Students (Prior Year)	118	2206	75053	95	99	99	571	618	597	5	4	7	19	8	12	71	77	72	6	11	9
Female	56	1139	38536	100	99	99	453	475	458	6	2	4	15	9	15	65	68	67	13	21	14
Male	53	1270	40302	98	100	99	425	443	428	2	4	8	34	18	26	61	70	60	2	8	7
African American	10	126	4015	100	99	99	396	438	430	14	2	8	14	21	24	71	70	61	0	6	7
Hispanic	36	747	32606	100	99	98	422	433	426	6	8	8	29	22	27	61	63	60	3	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	59	1396	36078	98	100	99	456	472	459	2	2	4	22	8	16	63	72	66	13	18	14
Students with Disabilities	20	298	10246	95	100	100	353	364	367	16	11	18	58	35	39	26	50	40	0	4	4
Students without Disabilities	89	2115	68697	100	99	98	462	472	454	1	2	4	16	10	18	73	72	67	10	16	11
Limited English Proficient Students	15	240	15339	100	100	100	349	375	399	18	10	11	47	29	31	35	57	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	42	676	39106	86	90	95	431	433	427	5	8	8	33	25	28	59	62	59	3	5	5
Non-Economically Disadvantaged	67	1737	39837	100	100	100	446	469	457	4	2	4	18	9	14	67	71	67	12	18	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	123	2303	78906	98	100	99	509	519	498	4	7	13	19	13	19	56	49	48	21	32	20
All Students (Prior Year)	100	2175	76019	100	99	100	511	510	499	10	9	14	30	33	39	17	16	14	43	42	33
Female	57	1138	38644	98	100	99	505	521	500	4	5	12	21	14	19	53	50	49	23	32	19
Male	66	1160	40236	97	99	99	513	518	497	5	9	15	17	12	19	59	47	46	19	32	20
African American	NC	144	4087	NC	100	99	NC	501	481	NC	13	20	NC	16	24	NC	50	45	NC	21	11
Hispanic	50	695	31938	100	99	99	486	491	481	9	13	19	36	23	25	40	48	46	16	16	10
Asian/Pacific Islander	12	136	1805	100	99	98	550	559	536	0	2	5	0	3	8	44	33	45	56	62	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	54	1303	36483	96	100	99	524	532	517	0	3	7	7	8	13	72	51	51	20	38	30
Students with Disabilities	20	335	10664	100	100	100	462	458	430	18	23	42	24	32	27	47	37	26	12	9	5
Students without Disabilities	104	1973	68310	97	99	98	517	530	509	2	4	9	19	10	18	57	51	51	22	36	22
Limited English Proficient Students	16	190	12573	100	100	100	432	451	454	21	25	27	50	31	30	29	36	38	0	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	39	641	38679	87	92	96	494	494	483	14	14	20	31	23	25	44	48	45	11	14	10
Non-Economically Disadvantaged	85	1667	40295	100	100	100	515	530	513	0	4	7	14	9	13	61	48	50	25	39	30

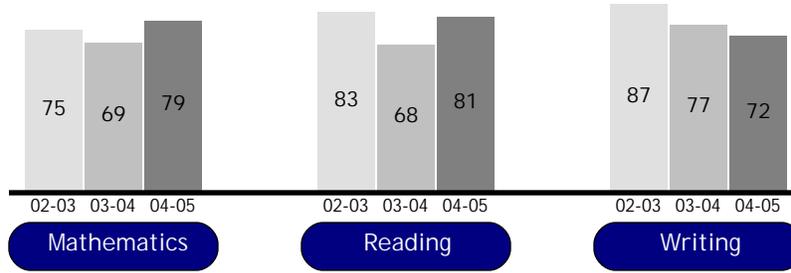
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2303	78908	98	0	99	498	498	484	2	6	10	18	17	23	68	65	58	13	13	9
All Students (Prior Year)	100	2174	76020	100	99	100	501	506	503	23	22	25	21	20	23	44	43	40	13	14	12
Female	57	1138	38648	98	0	99	502	503	489	2	4	8	13	15	22	64	67	61	21	15	10
Male	66	1160	40233	97	0	99	495	493	479	2	7	12	22	19	25	71	63	55	5	10	8
African American	NC	144	4092	NC	0	99	NC	482	473	NC	6	12	NC	28	28	NC	61	54	NC	5	5
Hispanic	50	695	31940	100	0	99	476	470	465	4	13	16	31	29	32	60	54	49	4	3	3
Asian/Pacific Islander	12	136	1805	100	0	98	519	525	507	0	2	4	0	8	13	78	68	65	22	22	18
American Indian/Alaskan Native	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	54	1303	36502	96	0	99	517	511	502	0	2	4	6	10	14	76	70	67	19	17	15
Students with Disabilities	20	335	10665	100	0	100	458	450	423	6	16	30	35	36	36	59	42	31	0	6	2
Students without Disabilities	104	1973	68312	97	0	98	506	506	493	1	4	7	15	14	21	70	69	62	15	14	10
Limited English Proficient Students	16	190	12556	100	0	100	418	426	436	14	26	24	64	45	40	21	28	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	39	641	38662	87	0	96	488	471	468	6	14	16	36	31	32	47	52	49	11	3	3
Non-Economically Disadvantaged	85	1667	40315	100	0	100	504	509	498	0	2	5	9	11	15	78	70	66	13	16	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	121	2299	78750	96	100	99	511	518	500	5	4	6	15	20	29	77	74	63	3	3	2
All Students (Prior Year)	100	2165	75673	100	99	100	546	544	530	6	7	12	21	23	25	74	65	58	0	4	4
Female	57	1134	38586	98	99	99	516	530	515	4	2	4	13	14	22	77	81	71	6	3	3
Male	64	1160	40135	94	99	99	507	506	486	7	5	8	17	25	35	76	68	56	0	2	1
African American	NC	143	4081	NC	100	99	NC	502	488	NC	8	8	NC	18	32	NC	74	59	NC	0	2
Hispanic	49	693	31841	98	99	99	484	491	483	9	7	8	20	31	36	71	61	55	0	1	1
Asian/Pacific Islander	12	136	1802	100	99	98	556	552	533	0	1	2	0	8	16	89	83	75	11	8	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	54	1302	36440	96	100	99	530	530	516	2	1	3	13	15	22	81	80	71	4	3	4
Students with Disabilities	20	334	10622	100	100	100	410	444	415	24	14	21	47	44	50	29	40	28	0	2	1
Students without Disabilities	102	1971	68196	95	99	98	528	531	513	2	2	3	11	16	25	84	80	69	3	3	3
Limited English Proficient Students	15	189	12504	94	100	100	393	440	451	29	15	12	29	43	44	43	39	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	640	38558	84	92	96	486	491	485	17	9	8	17	33	37	66	58	54	0	1	1
Non-Economically Disadvantaged	84	1665	40260	100	100	100	521	529	514	0	1	3	16	14	21	81	81	72	4	3	4

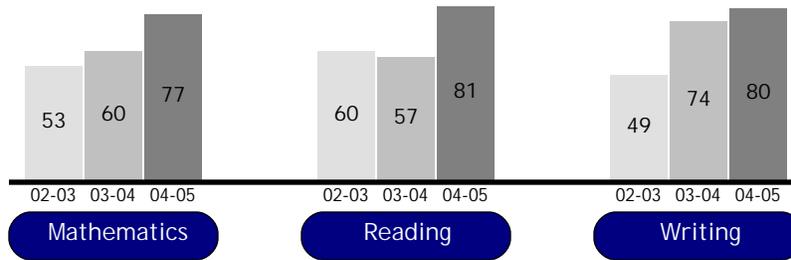
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	45	57	50	96	56	NA	58	97	39	53	47
	Language	99	44	53	43	100	48	58	50	97	43	52	47
	Mathematics	97	56	63	57	100	66	71	64	97	47	58	50
3	Reading	95	57	56	47	96	47	NA	55	98	49	54	44
	Language	97	65	63	54	96	54	66	61	98	43	52	44
	Mathematics	96	54	61	54	96	52	66	61	98	52	61	51
4	Reading	92	55	60	52	100	67	NA	56	95	49	56	48
	Language	98	51	54	48	100	58	59	52	95	51	56	49
	Mathematics	94	63	61	57	100	70	68	61	95	58	62	53
5	Reading	99	56	58	50	100	60	NA	55	98	57	57	50
	Language	99	52	54	46	100	54	56	49	98	56	58	50
	Mathematics	99	70	65	57	100	74	69	63	98	55	58	49
6	Reading	95	54	59	53	99	55	NA	56	98	54	60	51
	Language	97	43	52	45	99	47	57	48	98	51	55	47
	Mathematics	96	65	68	62	99	70	74	66	98	59	63	52

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

Council Duties

- Ü Extracurricular Activities
- Ü School Safety
- Ü Curriculum Development
- Ü Textbook Selection
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	3.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	10	0	0
10 or more years	5	23	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	96
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 Two Computer Labs
- Ü Full Media Center

Extracurricular Activities

- Ü Tennis/Golf/Running/Basketball
- Ü Student Council
- Ü Chorus/Acting Class
- Ü After school tutoring
- Ü Homework club

Social Services

- Ü Day Care with Medallion School Partners
- Ü Clothing/Food Banks
- Ü Recreational Activities
- Ü Health Services

School Achievements/Accomplishments 2004-05

ü Communicative Arts: 2004-05 AIMS improvement goal achieved as well as PFP goal.

ü Math: 2004-05 AIMS improvement goal achieved as well as PFP goal.

ü Art Grant: Goal of second year funding achieved

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	29	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	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

We provide school safety personnel; staff IDs; secure access to facility; character building activities; well-managed classrooms and a schoolwide management and crisis plan which includes monthly drills for fire and twice yearly school safety 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) :

2
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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	James Estes	(480) 883-4000
Transportation Policy	James Estes	(480) 883-4000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Kathy Brown	(480) 812-7000
Parent Organization	James Estes	(480) 883-4000
Student Health/Nurse	Julie Howard	(480) 883-4000

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.