

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2300 South Gardner Drive, Chandler, AZ 85248

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Jeff Hensley
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 805
 Web Address : ww2.chandler.k12.az.us/tarwater-elemen
 Phone Number : (480) 883-4300
 Fax Number : (480) 883-4320
 E-mail : hensley.jeff@chandler.k12.az.us

Mission

Tarwater Elementary strives to provide students with the knowledge and skills necessary to be lifelong learners and responsible citizens. Tarwater students practice the TORO Targets: Respect, Responsibility, Integrity, Courage and Compassion.

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 Provide a balanced reading program that includes phonics, literature studies, basal readers and comprehension activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.
- ü Provide language instruction based on utilization of six-trait writing process. Utilize technology for publishing. Students will test above the district and state averages on the Stanford 9.
- ü Provide a balanced math program that includes computation and problem-solving activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.

Enrollment

October 1, 2004 School Year Student Enrollment : 808
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- Technology Instruction
- Band/Orchestra Instruction
- On-site Special Education
- General Music Instruction
- Physical Education
- Gifted Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Tarwater is responsible to provide a challenging, motivating, and safe learning environment. The school is responsible for maintaining high academic standards for all students and teaching the principles of good citizenship and character.

Parents

Parents are responsible for ensuring that students arrive at school on time; come prepared to learn; complete homework and conduct themselves in a safe orderly manner. Parent participation in the classrooms is encouraged.

Transportation Policy

Transportation is provided for students who live one mile or more from school. Special education students are provided transportation if this is specified in the IEP.

School Honors

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

Award/Honor	Year
• Sun Lakes Rotary Teacher of the Month	2004
• Sun Lakes Kiwanis Club Outstanding Citizenship Award	2003
• Chandler Education Foundation Grant Partner	2003
• Intel Volunteer Program Partner	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	123	2417	79306	99	100	99	479	465	445	1	5	10	7	11	18	40	49	51	52	36	20
All Students (Prior Year)	132	2220	75509	93	100	100	552	531	521	2	8	13	12	19	23	36	37	33	50	36	31
Female	52	1140	38691	100	99	99	498	468	446	0	5	10	0	10	18	42	49	52	58	36	20
Male	71	1276	40583	99	100	99	464	463	445	2	5	11	12	11	18	38	49	50	48	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	17	750	32869	100	100	99	408	438	429	7	12	15	21	20	25	43	51	51	29	17	10
Asian/Pacific Islander	16	121	1935	94	100	99	513	483	474	0	2	3	0	5	9	21	40	48	79	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	87	1398	36197	99	100	99	486	481	463	0	2	5	6	5	11	41	48	53	53	46	31
Students with Disabilities	13	297	10321	100	100	100	286	385	389	9	18	30	27	22	27	55	45	34	9	16	9
Students without Disabilities	110	2123	69060	99	99	98	499	477	454	0	3	7	5	9	17	38	49	54	57	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	679	39415	83	90	96	461	439	431	0	13	15	20	21	25	50	54	50	30	13	10
Non-Economically Disadvantaged	113	1741	39966	100	100	100	480	476	459	1	2	6	6	7	12	39	47	52	54	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	123	2417	79395	99	0	99	478	462	446	0	4	9	6	15	25	64	64	55	30	17	11
All Students (Prior Year)	132	2224	75492	93	100	100	549	526	519	2	8	12	5	14	16	43	50	47	50	29	24
Female	52	1141	38743	100	0	100	502	471	451	0	3	7	0	13	24	67	63	57	33	21	12
Male	71	1275	40618	99	0	99	460	454	440	0	6	11	11	17	27	62	64	53	28	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	17	749	32915	100	0	99	402	434	426	0	12	15	21	30	35	71	51	47	7	8	4
Asian/Pacific Islander	16	121	1936	94	0	99	500	474	468	0	3	3	7	7	14	64	67	63	29	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	87	1399	36221	99	0	99	487	478	465	0	1	4	4	8	15	61	70	63	35	22	17
Students with Disabilities	13	298	10331	100	0	100	292	387	388	0	11	25	27	31	37	55	51	34	18	7	4
Students without Disabilities	110	2122	69139	99	0	99	498	473	454	0	3	7	4	13	24	65	65	58	31	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	677	39484	83	0	96	457	436	429	0	12	14	20	32	35	80	52	47	0	4	4
Non-Economically Disadvantaged	113	1743	39986	100	0	100	480	473	461	0	1	4	5	9	16	62	68	63	33	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	123	2410	78869	99	100	99	464	458	442	1	3	6	10	13	21	72	69	63	18	14	10
All Students (Prior Year)	132	2206	75053	93	99	99	681	618	597	2	4	7	2	8	12	74	77	72	22	11	9
Female	52	1139	38536	100	99	99	495	475	458	0	2	4	6	9	15	69	68	67	25	21	14
Male	71	1270	40302	99	100	99	441	443	428	2	4	8	12	18	26	74	70	60	12	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	17	747	32606	100	99	98	399	433	426	0	8	8	36	22	27	57	63	60	7	7	5
Asian/Pacific Islander	16	120	1925	94	99	99	493	477	471	0	1	3	7	7	11	71	70	64	21	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	87	1396	36078	99	100	99	471	472	459	1	2	4	5	8	16	75	72	66	19	18	14
Students with Disabilities	13	298	10246	100	100	100	265	364	367	9	11	18	36	35	39	55	50	40	0	4	4
Students without Disabilities	110	2115	68697	99	99	98	486	472	454	0	2	4	7	10	18	74	72	67	20	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	10	676	39106	83	90	95	425	433	427	0	8	8	50	25	28	50	62	59	0	5	5
Non-Economically Disadvantaged	113	1737	39837	100	100	100	468	469	457	1	2	4	6	9	14	74	71	67	19	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	81	2303	78906	98	100	99	544	519	498	0	7	13	5	13	19	40	49	48	55	32	20
All Students (Prior Year)	116	2175	76019	94	99	100	529	510	499	6	9	14	20	33	39	12	16	14	62	42	33
Female	40	1138	38644	100	100	99	537	521	500	0	5	12	5	14	19	45	50	49	50	32	19
Male	41	1160	40236	95	99	99	551	518	497	0	9	15	5	12	19	36	47	46	59	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	12	695	31938	92	99	99	489	491	481	0	13	19	0	23	25	70	48	46	30	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	NC	25	4593	NC	100	100	NC	510	467	NC	12	26	NC	29	29	NC	24	39	NC	35	6
White	56	1303	36483	98	100	99	552	532	517	0	3	7	7	8	13	35	51	51	58	38	30
Students with Disabilities	14	335	10664	100	100	100	472	458	430	0	23	42	14	32	27	71	37	26	14	9	5
Students without Disabilities	69	1973	68310	97	99	98	559	530	509	0	4	9	3	10	18	34	51	51	63	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	641	38679	--	92	96	--	494	483	--	14	20	--	23	25	--	48	45	--	14	10
Non-Economically Disadvantaged	82	1667	40295	100	100	100	544	530	513	0	4	7	5	9	13	41	48	50	54	39	30

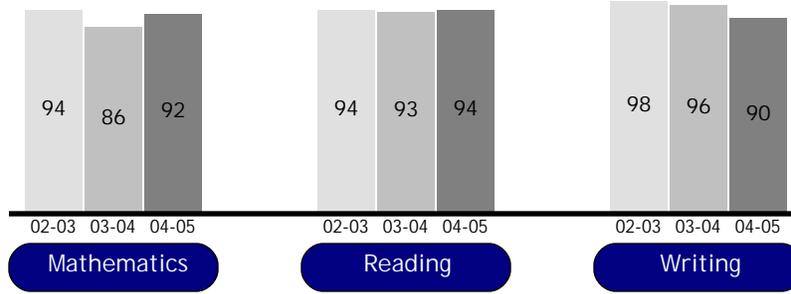
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2303	78908	98	0	99	524	498	484	0	6	10	5	17	23	70	65	58	25	13	9
All Students (Prior Year)	115	2174	76020	93	99	100	513	506	503	10	22	25	18	20	23	50	43	40	22	14	12
Female	40	1138	38648	100	0	99	521	503	489	0	4	8	5	15	22	66	67	61	29	15	10
Male	41	1160	40233	95	0	99	527	493	479	0	7	12	5	19	25	74	63	55	21	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	12	695	31940	92	0	99	473	470	465	0	13	16	0	29	32	80	54	49	20	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	NC	25	4569	NC	0	100	NC	491	457	NC	18	18	NC	24	39	NC	41	41	NC	18	2
White	56	1303	36502	98	0	99	531	511	502	0	2	4	5	10	14	69	70	67	25	17	15
Students with Disabilities	14	335	10665	100	0	100	472	450	423	0	16	30	7	36	36	79	42	31	14	6	2
Students without Disabilities	69	1973	68312	97	0	98	536	506	493	0	4	7	5	14	21	68	69	62	28	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	641	38662	--	0	96	--	471	468	--	14	16	--	31	32	--	52	49	--	3	3
Non-Economically Disadvantaged	82	1667	40315	100	0	100	524	509	498	0	2	5	5	11	15	70	70	66	25	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	81	2299	78750	98	100	99	544	518	500	0	4	6	8	20	29	86	74	63	6	3	2
All Students (Prior Year)	115	2165	75673	93	99	100	563	544	530	3	7	12	21	23	25	70	65	58	5	4	4
Female	40	1134	38586	100	99	99	548	530	515	0	2	4	3	14	22	87	81	71	11	3	3
Male	41	1160	40135	95	99	99	539	506	486	0	5	8	13	25	35	85	68	56	3	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	12	693	31841	92	99	99	489	491	483	0	7	8	10	31	36	80	61	55	10	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	NC	25	4586	NC	100	100	NC	516	481	NC	6	8	NC	18	37	NC	71	54	NC	6	1
White	56	1302	36440	98	100	99	547	530	516	0	1	3	9	15	22	84	80	71	7	3	4
Students with Disabilities	14	334	10622	100	100	100	474	444	415	0	14	21	29	44	50	64	40	28	7	2	1
Students without Disabilities	69	1971	68196	97	99	98	557	531	513	0	2	3	3	16	25	91	80	69	6	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	640	38558	--	92	96	--	491	485	--	9	8	--	33	37	--	58	54	--	1	1
Non-Economically Disadvantaged	82	1665	40260	100	100	100	543	529	514	0	1	3	8	14	21	86	81	72	6	3	4

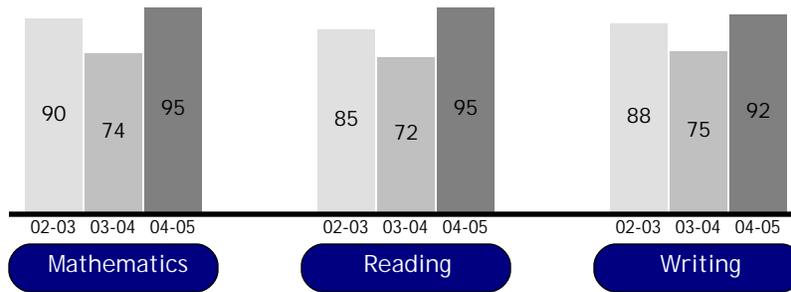
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	69	57	50	92	77	NA	58	100	55	53	47
	Language	99	73	53	43	93	76	58	50	100	59	52	47
	Mathematics	99	82	63	57	93	83	71	64	100	68	58	50
3	Reading	100	76	56	47	92	77	NA	55	96	68	54	44
	Language	100	79	63	54	92	77	66	61	96	66	52	44
	Mathematics	100	80	61	54	92	80	66	61	96	75	61	51
4	Reading	100	75	60	52	95	83	NA	56	97	64	56	48
	Language	100	66	54	48	95	75	59	52	97	63	56	49
	Mathematics	100	72	61	57	95	84	68	61	96	67	62	53
5	Reading	99	68	58	50	91	76	NA	55	99	70	57	50
	Language	100	66	54	46	92	74	56	49	99	71	58	50
	Mathematics	99	82	65	57	90	85	69	63	99	72	58	49
6	Reading	99	63	59	53	96	70	NA	56	99	66	60	51
	Language	99	61	52	45	96	67	57	48	99	62	55	47
	Mathematics	99	77	68	62	96	80	74	66	99	66	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/

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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Schoolwide Programs
- Ü School Academic Goals
- Ü Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	8	7	0	0
7 to 9 years	5	14	0	0
10 or more years	8	7	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center (2 Computer Labs)
- Ü Gymnasium

Extracurricular Activities

- Ü Battle of the Books Club
- Ü Newspaper Club
- Ü Running Club
- Ü Cheerleading and Basketball Teams
- Ü Student Council
- Ü Tutoring
- Ü Leadership Academy
- Ü Climbing Club

Social Services

- Ü After School Day Care
- Ü Recreational Activities
- Ü Health Services
- Ü DARE

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü 2004-05 AIMS/DPA Achievement school-wide test results indicated that all grade levels were above district and state averages.

ü Tarwater test results met the 'No Child Left Behind' annual yearly progress goals for student achievement. This means that students exceeded national performance and progress in academic growth in a one-year instructional period.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	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

At Tarwater Elementary, students are taught the principles of character education. They are our Toro Targets: Respect, Responsibility, Integrity, Courage and Compassion. The targets are taught in our curriculum and our student recognition programs.

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) :

10

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	Jeff Hensley	(480) 883-4300
Transportation Policy	Sterling Skouson	(480) 812-7000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Cathy Perez	(480) 883-4304
Parent Organization	Jennifer Freeland	(480) 883-4381
Student Health/Nurse	Cheryl Allen	(480) 883-4302

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 150 Copies = \$57.00

** 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.