



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

505 W. Houston, Gilbert, AZ 85233

Gilbert 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	Highly 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 : Mrs. Sandra L. Weaver
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 768
 Web Address : www.gilbert.k12.az.us/info/schools/oaktree/oa
 Phone Number : (480) 632-4785
 Fax Number : (480) 632-4794
 E-mail : sandra_weaver@gilbert.k12.az.us

Mission

Oak Tree's mission is to create a community of learners where each child develops a sense of self-worth; respects others and the environment; acquires skills essential for successful living; is motivated to celebrate learning as a lifelong endeavor.

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 Oak Tree Elementary will encourage, promote, and increase mathematical skills across the curriculum and grade levels, with the incorporation of appropriate technology.
- ü Oak Tree Elementary will strive to strengthen character development of our students through the use of Character Counts which includes the Six Pillars of Character.
- ü Oak Tree Elementary will continue to encourage, promote, and increase students' reading comprehension across the curriculum and grade levels, with emphasis on integration and articulation of TDR objectives.

Enrollment

October 1, 2004 School Year Student Enrollment : 751
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 51

Instructional Programs

- Before/After School Child Care
- Gifted (Accelerated Learning Program)
- English as a Second Language (ELL)
- Title I
- Special Reading
- Accelerated Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 32 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Oak Tree adheres to high academic standards for all students and assists them in reaching their goals through various programs: Accelerated Learning Program, Accelerated Reading Program, Special Education, Special Reading, COPE, Title I and ELL.

Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, with completed homework, ready to learn. Through various school-related activities, parents are encouraged to support academic endeavors.

Transportation Policy

Oak Tree Elementary School serves an attendance area which is approximately 3.5 square miles in size. Eleven crossing guards assist students at eight locations before and after school. Four buses serve students who live outside a one-mile range.

School Honors

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

Award/Honor	Year
• Outstanding Educator Award	2003
• Great Moments in Social Studies	2003
• Footprints in the Desert - Ecology Project	2003
• Salt River Project Grant Award	2002

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	119	2879	79306	99	100	99	479	478	445	1	2	10	7	8	18	50	50	51	41	40	20
All Students (Prior Year)	123	2770	75509	98	100	100	534	541	521	8	6	13	15	17	23	42	35	33	35	42	31
Female	53	1409	38691	100	100	99	486	475	446	2	3	10	4	8	18	48	53	52	46	37	20
Male	66	1470	40583	99	100	99	474	481	445	0	2	11	10	8	18	52	48	50	38	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	23	468	32869	100	100	99	473	456	429	5	4	15	5	14	25	57	57	51	33	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	81	2127	36197	99	100	99	479	483	463	0	2	5	8	6	11	49	48	53	43	44	31
Students with Disabilities	17	380	10321	100	100	100	458	433	389	0	12	30	36	20	27	36	50	34	29	18	9
Students without Disabilities	102	2499	69060	99	99	98	482	485	454	1	1	7	3	6	17	53	50	54	43	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	34	581	39415	100	100	96	465	459	431	3	5	15	10	13	25	59	57	50	28	25	10
Non-Economically Disadvantaged	85	2298	39966	84	89	100	485	483	459	0	2	6	6	6	12	48	49	52	46	43	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	119	2877	79395	99	0	99	471	475	446	3	1	9	11	13	25	67	66	55	19	20	11
All Students (Prior Year)	124	2774	75492	99	100	100	535	533	519	5	4	12	10	11	16	44	50	47	41	35	24
Female	53	1408	38743	100	0	100	486	479	451	4	1	7	4	10	24	58	67	57	33	22	12
Male	66	1469	40618	99	0	99	459	471	440	2	1	11	16	15	27	74	66	53	8	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	23	468	32915	100	0	99	464	454	426	5	2	15	19	23	35	62	66	47	14	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	81	2125	36221	99	0	99	472	480	465	3	1	4	9	10	15	69	67	63	19	22	17
Students with Disabilities	17	379	10331	100	0	100	431	432	388	7	5	25	43	34	37	43	55	34	7	6	4
Students without Disabilities	102	2498	69139	99	0	99	477	481	454	2	1	7	6	9	24	71	68	58	21	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	581	39484	100	0	96	456	458	429	7	3	14	17	22	35	59	64	47	17	10	4
Non-Economically Disadvantaged	85	2296	39986	84	0	100	477	479	461	1	1	4	9	10	16	70	67	63	20	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	120	2876	78869	100	100	99	470	468	442	5	3	6	7	12	21	73	70	63	15	15	10
All Students (Prior Year)	123	2766	75053	98	99	99	642	615	597	3	5	7	4	8	12	77	76	72	16	10	9
Female	53	1409	38536	100	100	99	488	480	458	4	2	4	2	8	15	73	71	67	21	20	14
Male	67	1467	40302	100	100	99	455	455	428	5	4	8	11	16	26	74	69	60	10	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	24	468	32606	100	100	98	460	451	426	5	3	8	10	17	27	81	68	60	5	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	81	2124	36078	99	100	99	468	470	459	5	2	4	8	11	16	71	70	66	16	16	14
Students with Disabilities	17	380	10246	100	100	100	439	408	367	7	9	18	21	33	39	57	54	40	14	3	4
Students without Disabilities	103	2496	68697	100	99	98	474	477	454	4	2	4	5	9	18	76	73	67	15	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	35	580	39106	100	100	95	448	449	427	10	4	8	7	18	28	79	70	59	3	7	5
Non-Economically Disadvantaged	85	2296	39837	84	89	100	477	472	457	3	2	4	8	11	14	71	70	67	19	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	123	2914	78906	98	100	99	506	525	498	9	4	13	15	10	19	55	52	48	21	33	20
All Students (Prior Year)	99	2691	76019	97	100	100	483	512	499	16	7	14	47	35	39	24	17	14	12	41	33
Female	65	1440	38644	100	100	99	510	526	500	5	4	12	17	10	19	59	54	49	19	33	19
Male	58	1473	40236	95	99	99	502	524	497	14	5	15	12	11	19	51	51	46	22	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	26	488	31938	100	100	99	497	508	481	19	7	19	14	17	25	48	56	46	19	21	10
Asian/Pacific Islander	14	121	1805	100	98	98	536	552	536	9	3	5	9	5	8	36	39	45	45	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	73	2145	36483	97	100	99	504	529	517	4	4	7	18	8	13	60	52	51	18	36	30
Students with Disabilities	10	376	10664	83	100	100	476	461	430	40	23	42	20	27	27	30	41	26	10	8	5
Students without Disabilities	113	2538	68310	100	99	98	509	535	509	6	1	9	14	8	18	58	54	51	22	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	38	588	38679	100	100	96	489	507	483	18	9	20	21	18	25	46	54	45	14	20	10
Non-Economically Disadvantaged	85	2326	40295	86	89	100	512	529	513	6	3	7	13	8	13	58	52	50	23	36	30

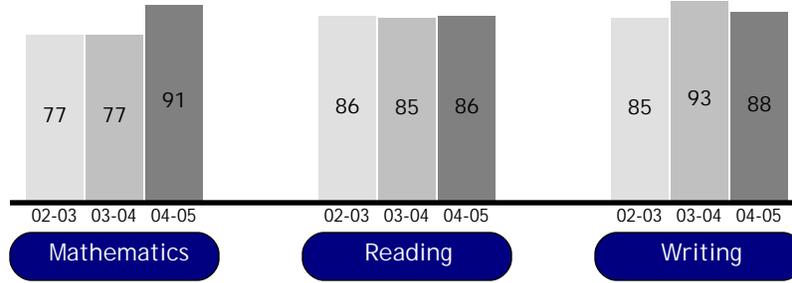
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2914	78908	98	0	99	499	507	484	5	3	10	21	13	23	63	68	58	12	16	9
All Students (Prior Year)	99	2700	76020	97	100	100	509	511	503	27	13	25	21	20	23	37	50	40	14	17	12
Female	65	1439	38648	100	0	99	508	513	489	0	2	8	19	11	22	66	68	61	16	20	10
Male	58	1474	40233	95	0	99	488	501	479	10	4	12	22	15	25	59	69	55	8	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	26	489	31940	100	0	99	486	493	465	5	5	16	43	18	32	48	70	49	5	7	3
Asian/Pacific Islander	14	121	1805	100	0	98	521	515	507	9	5	4	9	9	13	45	62	65	36	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	73	2145	36502	97	0	99	500	511	502	3	2	4	16	11	14	70	69	67	10	18	15
Students with Disabilities	10	375	10665	83	0	100	456	450	423	30	15	30	30	36	36	30	45	31	10	4	2
Students without Disabilities	113	2539	68312	100	0	98	503	516	493	2	1	7	20	9	21	66	72	62	12	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	38	589	38662	100	0	96	483	491	468	11	6	16	32	22	32	50	65	49	7	8	3
Non-Economically Disadvantaged	85	2325	40315	86	0	100	505	511	498	3	2	5	16	11	15	67	69	66	14	18	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	125	2917	78750	100	100	99	506	520	500	6	3	6	23	20	29	69	75	63	1	3	2
All Students (Prior Year)	98	2697	75673	96	100	100	543	555	530	7	7	12	23	20	25	64	66	58	6	6	4
Female	65	1439	38586	100	100	99	525	534	515	3	2	4	14	13	22	81	82	71	2	4	3
Male	60	1477	40135	98	100	99	484	507	486	10	4	8	34	27	35	56	68	56	0	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	26	490	31841	100	100	99	516	512	483	5	3	8	24	24	36	71	71	55	0	1	1
Asian/Pacific Islander	14	121	1802	100	98	98	529	534	533	9	4	2	0	15	16	82	77	75	9	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	75	2147	36440	100	100	99	498	522	516	7	3	3	26	19	22	66	76	71	0	3	4
Students with Disabilities	11	377	10622	92	100	100	468	446	415	20	13	21	40	50	50	40	38	28	0	0	1
Students without Disabilities	114	2540	68196	100	99	98	510	531	513	5	1	3	21	15	25	72	80	69	1	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	588	38558	100	100	96	502	507	485	4	5	8	39	28	37	57	66	54	0	1	1
Non-Economically Disadvantaged	87	2329	40260	88	89	100	507	523	514	8	3	3	18	18	21	74	77	72	1	3	4

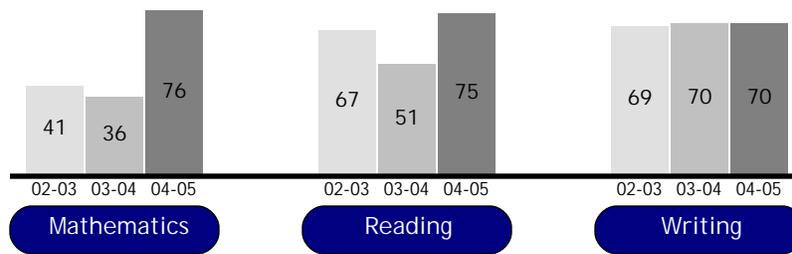
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	70	68	50	100	70	NA	58	99	61	61	47
	Language	100	63	62	43	99	61	63	50	99	56	60	47
	Mathematics	99	73	72	57	99	79	76	64	100	65	63	50
3	Reading	99	60	67	47	100	69	NA	55	99	55	60	44
	Language	99	65	72	54	100	73	76	61	99	56	57	44
	Mathematics	98	56	70	54	99	69	72	61	99	62	65	51
4	Reading	99	67	73	52	98	70	NA	56	99	56	61	48
	Language	100	60	66	48	100	66	66	52	99	60	60	49
	Mathematics	100	67	74	57	100	67	73	61	99	64	68	53
5	Reading	100	57	69	50	99	60	NA	55	98	57	63	50
	Language	97	52	63	46	99	48	63	49	98	60	62	50
	Mathematics	97	64	76	57	99	66	77	63	98	54	62	49
6	Reading	98	65	69	53	100	64	NA	56	100	51	64	51
	Language	98	57	63	45	100	59	64	48	100	49	62	47
	Mathematics	98	78	80	62	100	82	81	66	100	61	69	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Planning
- Ü Review Action Plans Recommended by Staff
- Ü Increase Parental Involvement
- Ü School Safety Issues
- Ü Special Event Planning
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	7	0	0
4 to 6 years	9	7	0	0
7 to 9 years	0	5	0	0
10 or more years	0	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
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 Networked Computer Lab and Classrooms
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council/Character Counts
- Ü Choir
- Ü Chess Club
- Ü Intramurals

Social Services

- Ü Social Worker
- Ü Breakfast Program
- Ü Lunch Program
- Ü Summer School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Oak Tree is a Character Counts! school. We believe that Character Education does make a difference in the lives of our children. We incorporate Character Counts in morning announcements, assemblies, newsletters, and monthly recognition.

- ü Oak Tree teachers were recipients of several corporate grants. These grants were used to enrich the instructional program.

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	10	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	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

Oak Tree Elementary is committed to using positive discipline, peer mediation and a variety of incentives as ways to promote the health and safety of students. Safety procedures are updated and practiced on a regular basis.

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) :

3

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	Advisory Council	(480) 632-4785
Transportation Policy	Transportation Director	(480) 497-3314
Community Resources	Community Information	(480) 892-9089
School Nutrition Programs	Food Services Director	(480) 497-3482
Parent Organization	PTSO	(480) 632-4785
Student Health/Nurse	Health Services Director	(480) 558-5131

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.