Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Settlers Point Elementary

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

423 E. Settler's Point Drive, Gilbert, AZ 85296

Gilbert Unified District

AZ LEARNS[1]

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.

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.

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.

School Overview

Principal/Administrator :	Mrs. Lana Moore
Schedule :	07:45 AM to 04:00 PM
Grades :	K-6
2005 Enrollment :	877
Web Address :	www.gilbert.k12.az.us/info/schools/settlers/s
Phone Number :	(480) 507-1481
Fax Number :	(480) 507-1550
E-mail :	Lana-Moore@gilbert.k12.az.us

Mission

Settler's Point Elementary School is commited to providing high quality educational opportunities for all students in an effort to have them become productive members of a changing society.

School / Academic Goals

- Improve student scores on the AIMS Test across all grade levels in the areas of reading, math and language (measured grade level forward).
- Complete the requirements necessary to achieve Master School status in the Accelerated Reader/Reading Renaissance Program.

Enrollment

October 1, 2004 School Year Student Enrollment : 880

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 95

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- On-site Special Education
- Accelerated Learning Program
- ELL Instruction
- All-day Kindergarten (Optional)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Settler's Point Elementary is committed to creating an environment that contributes to a sense of belonging by honoring cultural diversity and treating all who come in contact with the school with dignity and respect.

Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, well-rested, maintaining a healthy mind and body, homework completed and eager to learn.

Transportation Policy

Settler's Point serves an attendance area which is approximately two square miles in size. Five buses serve students who live outside a one-mile range. Additional buses are provided for special needs students and A.M./P.M. Kindergarten classes.

School Honors

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

Award/Honor	Year
Gilbert Com. Excellence Ed Award - Instructional Asst.	2001
Reading Renaissance Master School	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	113	2879	79306	100	100	99	497	478	445	2	2	10	3	8	18	47	50	51	48	40	20
All Students (Prior Year)	144	2770	75509	99	100	100	542	541	521	6	6	13	18	17	23	32	35	33	44	42	31
Female	55	1409	38691	100	100	99	501	475	446	0	3	10	0	8	18	50	53	52	50	37	20
Male	58	1470	40583	100	100	99	492	481	445	4	2	11	6	8	18	44	48	50	46	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	10	468	32869	100	100	99	506	456	429	0	4	15	0	14	25	38	57	51	63	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	--	28	4264	--	100	100	--	468	419	--	0	19	--	8	30	--	56	45	--	36	6
White	86	2127	36197	100	100	99	503	483	463	2	2	5	2	6	11	42	48	53	53	44	31
Students with Disabilities	NC	380	10321	NC	100	100	NC	433	389	NC	12	30	NC	20	27	NC	50	34	NC	18	9
Students without Disabilities	104	2499	69060	100	99	98	500	485	454	0	1	7	3	6	17	46	50	54	51	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	13	581	39415	100	100	96	497	459	431	10	5	15	0	13	25	60	57	50	30	25	10
Non-Economically Disadvantaged	100	2298	39966	95	89	100	497	483	459	1	2	6	3	6	12	46	49	52	50	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	113	2877	79395	100	0	99	474	475	446	0	1	9	19	13	25	62	66	55	19	20	11
All Students (Prior Year)	145	2774	75492	100	100	100	534	533	519	3	4	12	10	11	16	52	50	47	35	35	24
Female	55	1408	38743	100	0	100	481	479	451	0	1	7	10	10	24	66	67	57	24	22	12
Male	58	1469	40618	100	0	99	468	471	440	0	1	11	28	15	27	57	66	53	15	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	10	468	32915	100	0	99	473	454	426	0	2	15	25	23	35	63	66	47	13	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	--	28	4271	--	0	100	--	471	420	--	0	15	--	12	42	--	68	41	--	20	2
White	86	2125	36221	100	0	99	479	480	465	0	1	4	15	10	15	63	67	63	22	22	17
Students with Disabilities	NC	379	10331	NC	0	100	NC	432	388	NC	5	25	NC	34	37	NC	55	34	NC	6	4
Students without Disabilities	104	2498	69139	100	0	99	477	481	454	0	1	7	16	9	24	65	68	58	20	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	13	581	39484	100	0	96	472	458	429	0	3	14	20	22	35	60	64	47	20	10	4
Non-Economically Disadvantaged	100	2296	39986	95	0	100	474	479	461	0	1	4	19	10	16	62	67	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	112	2876	78869	99	100	99	465	468	442	3	3	6	8	12	21	78	70	63	12	15	10
All Students (Prior Year)	144	2766	75053	99	99	99	619	615	597	4	5	7	6	8	12	82	76	72	9	10	9
Female	55	1409	38536	100	100	99	476	480	458	2	2	4	0	8	15	84	71	67	14	20	14
Male	57	1467	40302	98	100	99	455	455	428	4	4	8	15	16	26	72	69	60	9	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	10	468	32606	100	100	98	440	451	426	13	3	8	13	17	27	63	68	60	13	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	--	28	4245	--	100	100	--	474	423	--	0	9	--	8	26	--	84	61	--	8	4
White	86	2124	36078	100	100	99	467	470	459	2	2	4	7	11	16	78	70	66	12	16	14
Students with Disabilities	NC	380	10246	NC	100	100	NC	408	367	NC	9	18	NC	33	39	NC	54	40	NC	3	4
Students without Disabilities	103	2496	68697	99	99	98	471	477	454	2	2	4	4	9	18	81	73	67	13	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	13	580	39106	100	100	95	457	449	427	0	4	8	10	18	28	90	70	59	0	7	5
Non-Economically Disadvantaged	99	2296	39837	94	89	100	466	472	457	3	2	4	8	11	14	76	70	67	13	17	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	130	2914	78906	100	100	99	539	525	498	7	4	13	4	10	19	45	52	48	45	33	20
All Students (Prior Year)	126	2691	76019	99	100	100	504	512	499	8	7	14	41	35	39	13	17	14	38	41	33
Female	59	1440	38644	100	100	99	541	526	500	2	4	12	7	10	19	49	54	49	42	33	19
Male	71	1473	40236	100	99	99	537	524	497	10	5	15	1	11	19	41	51	46	47	33	20
African American	11	137	4087	100	97	99	529	501	481	0	9	20	11	20	24	67	56	45	22	15	11
Hispanic	17	488	31938	100	100	99	524	508	481	0	7	19	13	17	25	63	56	46	25	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	--	23	4593	--	100	100	--	513	467	--	0	26	--	14	29	--	71	39	--	14	6
White	94	2145	36483	99	100	99	541	529	517	8	4	7	2	8	13	40	52	51	50	36	30
Students with Disabilities	19	376	10664	95	100	100	480	461	430	39	23	42	11	27	27	33	41	26	17	8	5
Students without Disabilities	111	2538	68310	100	99	98	549	535	509	1	1	9	3	8	18	47	54	51	50	37	22
Limited English Proficient Students	--	92	12573	--	100	100	--	425	454	--	17	27	--	25	30	--	49	38	--	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	25	588	38679	100	100	96	521	507	483	22	9	20	4	18	25	26	54	45	48	20	10
Non-Economically Disadvantaged	105	2326	40295	91	89	100	543	529	513	3	3	7	4	8	13	49	52	50	44	36	30

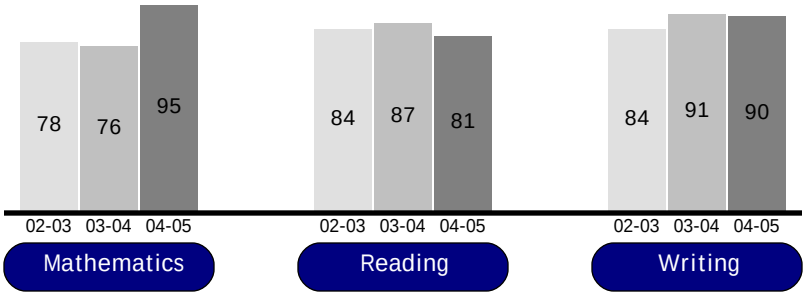
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2914	78908	100	0	99	510	507	484	4	3	10	8	13	23	73	68	58	15	16	9
All Students (Prior Year)	126	2700	76020	99	100	100	502	511	503	22	13	25	23	20	23	43	50	40	12	17	12
Female	59	1439	38648	100	0	99	514	513	489	2	2	8	5	11	22	75	68	61	18	20	10
Male	71	1474	40233	100	0	99	506	501	479	6	4	12	10	15	25	72	69	55	12	13	8
African American	11	136	4092	100	0	99	495	482	473	0	9	12	11	24	28	78	56	54	11	11	5
Hispanic	17	489	31940	100	0	99	507	493	465	0	5	16	0	18	32	94	70	49	6	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	502	457	--	0	18	--	10	39	--	86	41	--	5	2
White	94	2145	36502	99	0	99	512	511	502	4	2	4	10	11	14	69	69	67	17	18	15
Students with Disabilities	19	375	10665	95	0	100	462	450	423	28	15	30	33	36	36	33	45	31	6	4	2
Students without Disabilities	111	2539	68312	100	0	98	518	516	493	0	1	7	4	9	21	80	72	62	16	18	10
Limited English Proficient Students	--	93	12556	--	0	100	--	403	436	--	17	24	--	31	40	--	50	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	589	38662	100	0	96	498	491	468	13	6	16	17	22	32	57	65	49	13	8	3
Non-Economically Disadvantaged	105	2325	40315	91	0	100	513	511	498	2	2	5	6	11	15	77	69	66	15	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	130	2917	78750	100	100	99	523	520	500	2	3	6	17	20	29	80	75	63	1	3	2
All Students (Prior Year)	126	2697	75673	99	100	100	549	555	530	10	7	12	15	20	25	70	66	58	6	6	4
Female	59	1439	38586	100	100	99	532	534	515	0	2	4	11	13	22	87	82	71	2	4	3
Male	71	1477	40135	100	100	99	516	507	486	3	4	8	22	27	35	75	68	56	0	2	1
African American	11	136	4081	100	96	99	517	505	488	0	4	8	11	29	32	89	65	59	0	3	2
Hispanic	17	490	31841	100	100	99	516	512	483	0	3	8	25	24	36	75	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	23	4586	--	100	100	--	524	481	--	0	8	--	5	37	--	95	54	--	0	1
White	94	2147	36440	99	100	99	524	522	516	2	3	3	17	19	22	80	76	71	1	3	4
Students with Disabilities	19	377	10622	95	100	100	473	446	415	11	13	21	56	50	50	33	38	28	0	0	1
Students without Disabilities	111	2540	68196	100	99	98	532	531	513	0	1	3	10	15	25	89	80	69	1	3	3
Limited English Proficient Students	--	93	12504	--	100	100	--	427	451	--	8	12	--	39	44	--	53	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	25	588	38558	100	100	96	498	507	485	9	5	8	26	28	37	65	66	54	0	1	1
Non-Economically Disadvantaged	105	2329	40260	91	89	100	529	523	514	0	3	3	15	18	21	84	77	72	1	3	4

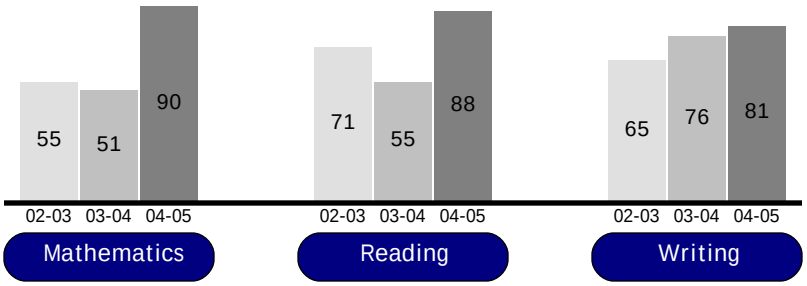
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	71	68	50	100	74	NA	58	100	62	61	47
	Language	100	65	62	43	99	71	63	50	100	69	60	47
	Mathematics	99	78	72	57	100	84	76	64	100	68	63	50
3	Reading	99	68	67	47	100	71	NA	55	100	56	60	44
	Language	100	74	72	54	100	78	76	61	100	58	57	44
	Mathematics	99	72	70	54	100	70	72	61	100	71	65	51
4	Reading	98	75	73	52	99	73	NA	56	99	60	61	48
	Language	100	69	66	48	99	66	66	52	99	58	60	49
	Mathematics	100	78	74	57	99	76	73	61	99	64	68	53
5	Reading	100	70	69	50	98	63	NA	55	100	66	63	50
	Language	100	65	63	46	98	56	63	49	100	66	62	50
	Mathematics	100	69	76	57	98	69	77	63	100	66	62	49
6	Reading	100	70	69	53	99	65	NA	56	100	60	64	51
	Language	100	63	63	45	99	57	64	48	100	59	62	47
	Mathematics	100	81	80	62	99	74	81	66	100	67	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	Council Duties
1 School Administrator(s)	ü School-Community Relations
1 Non-certified Employee(s)	ü School Safety Issues
2 Teacher(s)	ü Extracurricular Activities
7 Parent(s)	ü Liaison to PTSO
1 Community Member(s)	ü Planning Special Events
1 Student(s)	ü School Information Network

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	2.50	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	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	5	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 Lab/Networked Classrooms
- ü Multipurpose Room
- ü Rock climbing wall

Extracurricular Activities

- ü Student Council
- ü Oceanography Club
- ü AR Book Club
- ü Recycling Club
- ü Math Facts Club
- ü Chess Club

Social Services

- ü Before/After School Programs/VIK Program
- ü Breakfast/Lunch Programs
- ü Counseling Services
- ü PTSO
- ü Dads' Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Made progress toward students performing at or above the Gilbert School District average on the AIMS tests. Reached AYP for 2005

- As part of the Accelerated Reader/Reading Renaissance program, Settler's Point was given the distinction of being a Master School for the past three years.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	96	95	94	95
Transfers Out Rate [5]	6	12	12	17
Transfers In Rate [6]	14	28	28	37
Stability Rate [7]	93	87	87	82
Promotion Rate [8]	97	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

Settler's Point understands the importance of, and is committed to, providing a safe school environment that promotes and enhances learning. School administration works with district administration, police and fire departments to coordinate safety. In addition, there is a Safety Committee comprised of parents, classified and certified staff.

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) : 1

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	Lana Moore	(480) 507-1481
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Helen Dippre	(480) 507-1481
School Nutrition Programs	Cynthia Bauer	(480) 507-1481
Parent Organization	Sandra Jarvis	(480) 507-1481
Student Health/Nurse	Helen Sandrolini	(480) 507-1481

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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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** Due to booklet size printing, print copies are produced in multiples of 4.