Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Carol Rae Ranch Elementary

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3777 E. Houston Ave, Gilbert, AZ 85234

Gilbert Unified District

AZ LEARNS[1]

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.

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. Geane Flournoy
Schedule :	08:00 AM to 04:30 PM
Grades :	Pre-K-6
2005 Enrollment :	1013
Web Address :	gilbert.k12.az.us/info/schools/carolrae/carol
Phone Number :	(480) 507-1359
Fax Number :	(480) 503-1487
E-mail :	Geane_Flournoy@gilbert.k12.az.us

Mission

The Carol Rae Ranch Elementary School's educational team, comprised of dedicated students, parents, faculty, volunteers and community members, are committed to creating a secure and enthusiastic learning environment for our children.

School / Academic Goals

- Students will improve reading skills in order to enhance reading comprehension and literacy development in all academic areas to improve reading scores as measured by formal, informal and standardized assessments.
- Students will be empowered in to become self-learners.
- Students will work to maintain and or improve the current levels in math as measured by standardized, formal and informal assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 1002

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

Number of Students Attending Under Open Enrollment in 2004-05 : 58

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

Instructional Programs

- Self-contained
- Resource
- ALP
- ELL
- Speech
- Academic Skills

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Carol Rae Ranch Elementary has the responsibility to provide a safe learning environment that promotes ones' own culture, values and experiences to enhance learning.

Parents

It is the responsibility of the Carol Rae Ranch parents to provide a nurturing environment for their child/children where they have a place to study each night. Along with educational support, in our school, we encourage involvement of both parents.

Transportation Policy

The Gilbert Public School District Transportation Department provides transportation to and from school for students who are outside of a one mile radius of our school. Our district also provides transportation for special needs students.

School Honors

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

Award/Honor	Year
25 Year Recognition for Staff Member	2003
5 Model Classrooms	2004
4 Master Classrooms	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	152	2879	79306	99	100	99	479	478	445	2	2	10	6	8	18	52	50	51	40	40	20
All Students (Prior Year)	150	2770	75509	100	100	100	553	541	521	1	6	13	12	17	23	39	35	33	49	42	31
Female	83	1409	38691	100	100	99	474	475	446	2	3	10	7	8	18	55	53	52	35	37	20
Male	69	1470	40583	99	100	99	486	481	445	1	2	11	4	8	18	49	48	50	45	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	17	468	32869	94	100	99	464	456	429	0	4	15	0	14	25	82	57	51	18	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	124	2127	36197	100	100	99	483	483	463	2	2	5	7	6	11	46	48	53	45	44	31
Students with Disabilities	21	380	10321	100	100	100	443	433	389	14	12	30	24	20	27	38	50	34	24	18	9
Students without Disabilities	131	2499	69060	98	99	98	485	485	454	0	1	7	3	6	17	55	50	54	42	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	19	581	39415	100	100	96	476	459	431	0	5	15	6	13	25	56	57	50	39	25	10
Non-Economically Disadvantaged	133	2298	39966	93	89	100	480	483	459	2	2	6	6	6	12	52	49	52	40	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	152	2877	79395	99	0	99	479	475	446	1	1	9	13	13	25	63	66	55	22	20	11
All Students (Prior Year)	150	2774	75492	100	100	100	542	533	519	2	4	12	8	11	16	44	50	47	47	35	24
Female	83	1408	38743	100	0	100	480	479	451	2	1	7	10	10	24	65	67	57	23	22	12
Male	69	1469	40618	99	0	99	476	471	440	0	1	11	18	15	27	61	66	53	21	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	17	468	32915	94	0	99	469	454	426	0	2	15	24	23	35	59	66	47	18	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	124	2125	36221	100	0	99	481	480	465	2	1	4	12	10	15	63	67	63	24	22	17
Students with Disabilities	21	379	10331	100	0	100	447	432	388	5	5	25	29	34	37	62	55	34	5	6	4
Students without Disabilities	131	2498	69139	98	0	99	484	481	454	1	1	7	11	9	24	63	68	58	25	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	19	581	39484	100	0	96	468	458	429	0	3	14	11	22	35	83	64	47	6	10	4
Non-Economically Disadvantaged	133	2296	39986	93	0	100	480	479	461	2	1	4	14	10	16	60	67	63	24	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	153	2876	78869	100	100	99	471	468	442	4	3	6	5	12	21	78	70	63	13	15	10
All Students (Prior Year)	150	2766	75053	100	99	99	654	615	597	1	5	7	4	8	12	77	76	72	17	10	9
Female	83	1409	38536	100	100	99	479	480	458	2	2	4	2	8	15	80	71	67	15	20	14
Male	70	1467	40302	100	100	99	461	455	428	6	4	8	9	16	26	75	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	17	468	32606	94	100	98	449	451	426	6	3	8	12	17	27	82	68	60	0	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	124	2124	36078	100	100	99	476	470	459	2	2	4	5	11	16	79	70	66	14	16	14
Students with Disabilities	21	380	10246	100	100	100	405	408	367	19	9	18	19	33	39	57	54	40	5	3	4
Students without Disabilities	132	2496	68697	99	99	98	482	477	454	2	2	4	3	9	18	81	73	67	14	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	20	580	39106	100	100	95	445	449	427	11	4	8	11	18	28	74	70	59	5	7	5
Non-Economically Disadvantaged	133	2296	39837	93	89	100	475	472	457	3	2	4	5	11	14	79	70	67	14	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	118	2914	78906	100	100	99	547	525	498	3	4	13	5	10	19	42	52	48	50	33	20
All Students (Prior Year)	111	2691	76019	99	100	100	519	512	499	7	7	14	26	35	39	20	17	14	46	41	33
Female	64	1440	38644	100	100	99	546	526	500	0	4	12	2	10	19	46	54	49	52	33	19
Male	54	1473	40236	100	99	99	549	524	497	6	5	15	10	11	19	37	51	46	47	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	13	488	31938	100	100	99	533	508	481	8	7	19	0	17	25	50	56	46	42	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	98	2145	36483	100	100	99	550	529	517	1	4	7	6	8	13	43	52	51	50	36	30
Students with Disabilities	11	376	10664	100	100	100	496	461	430	10	23	42	10	27	27	70	41	26	10	8	5
Students without Disabilities	107	2538	68310	98	99	98	552	535	509	2	1	9	5	8	18	39	54	51	54	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	15	588	38679	100	100	96	526	507	483	7	9	20	0	18	25	57	54	45	36	20	10
Non-Economically Disadvantaged	103	2326	40295	94	89	100	550	529	513	2	3	7	6	8	13	40	52	50	52	36	30

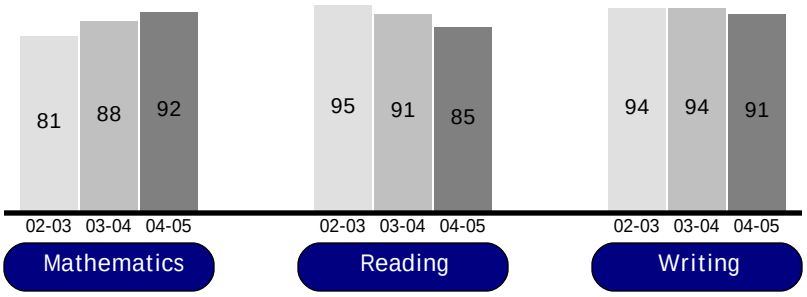
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2914	78908	100	0	99	518	507	484	3	3	10	9	13	23	69	68	58	20	16	9
All Students (Prior Year)	111	2700	76020	99	100	100	514	511	503	14	13	25	17	20	23	50	50	40	19	17	12
Female	64	1439	38648	100	0	99	521	513	489	2	2	8	5	11	22	69	68	61	25	20	10
Male	54	1474	40233	100	0	99	514	501	479	4	4	12	14	15	25	69	69	55	14	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	13	489	31940	100	0	99	522	493	465	8	5	16	8	18	32	67	70	49	17	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	98	2145	36502	100	0	99	518	511	502	2	2	4	9	11	14	70	69	67	19	18	15
Students with Disabilities	11	375	10665	100	0	100	465	450	423	10	15	30	30	36	36	60	45	31	0	4	2
Students without Disabilities	107	2539	68312	98	0	98	523	516	493	2	1	7	7	9	21	70	72	62	22	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	15	589	38662	100	0	96	508	491	468	0	6	16	14	22	32	71	65	49	14	8	3
Non-Economically Disadvantaged	103	2325	40315	94	0	100	520	511	498	3	2	5	8	11	15	68	69	66	20	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	118	2917	78750	100	100	99	537	520	500	1	3	6	10	20	29	89	75	63	0	3	2
All Students (Prior Year)	111	2697	75673	99	100	100	574	555	530	5	7	12	18	20	25	71	66	58	6	6	4
Female	64	1439	38586	100	100	99	543	534	515	0	2	4	3	13	22	97	82	71	0	4	3
Male	54	1477	40135	100	100	99	530	507	486	2	4	8	18	27	35	80	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	13	490	31841	100	100	99	545	512	483	0	3	8	0	24	36	100	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	98	2147	36440	100	100	99	536	522	516	1	3	3	11	19	22	88	76	71	0	3	4
Students with Disabilities	11	377	10622	100	100	100	483	446	415	10	13	21	20	50	50	70	38	28	0	0	1
Students without Disabilities	107	2540	68196	98	99	98	542	531	513	0	1	3	9	15	25	91	80	69	0	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	15	588	38558	100	100	96	534	507	485	0	5	8	7	28	37	93	66	54	0	1	1
Non-Economically Disadvantaged	103	2329	40260	94	89	100	537	523	514	1	3	3	10	18	21	89	77	72	0	3	4

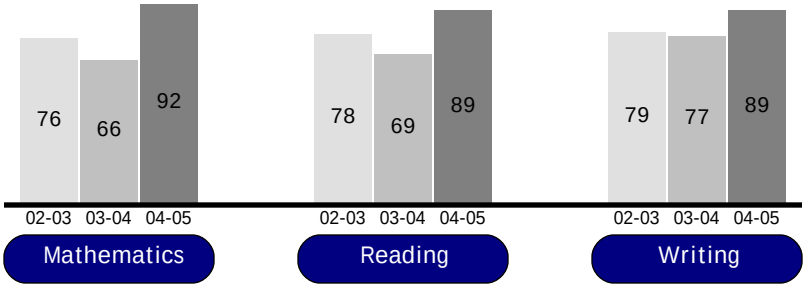
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	73	68	50	100	74	NA	58	100	64	61	47
	Language	100	67	62	43	100	63	63	50	100	64	60	47
	Mathematics	99	72	72	57	100	82	76	64	100	65	63	50
3	Reading	100	71	67	47	100	76	NA	55	99	63	60	44
	Language	100	78	72	54	100	82	76	61	99	60	57	44
	Mathematics	100	76	70	54	99	80	72	61	99	69	65	51
4	Reading	99	77	73	52	100	76	NA	56	99	68	61	48
	Language	99	70	66	48	99	68	66	52	99	64	60	49
	Mathematics	100	76	74	57	100	79	73	61	98	71	68	53
5	Reading	98	76	69	50	98	75	NA	55	100	68	63	50
	Language	99	66	63	46	99	65	63	49	100	66	62	50
	Mathematics	98	84	76	57	99	79	77	63	100	67	62	49
6	Reading	97	76	69	53	100	79	NA	56	100	69	64	51
	Language	97	72	63	45	100	71	64	48	100	65	62	47
	Mathematics	97	87	80	62	100	88	81	66	100	79	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
2 School Administrator(s)	ü Curriculum Understanding
2 Non-certified Employee(s)	ü Discipline Understanding
2 Teacher(s)	ü Parental Involvement
2 Parent(s)	ü Goal/Objective Achievement
2 Community Member(s)	ü School Safety
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	56.00
Other Professional Staff	9.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	1	6	0	0
7 to 9 years	4	8	0	0
10 or more years	4	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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
- ü Library

Extracurricular Activities

- ü Student Council
- ü Chorus
- ü Band
- ü Strings
- ü Battle of the Books
- ü Chess

Social Services

- ü Psychologist
- ü Social Worker
- ü ELL Liaison
- ü Speech Therapist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 'Model Classroom' and 'Master Classroom' status has been achieved by eight of our classrooms, as the teachers continue to work toward our continuing goals of enhancing reading comprehension and developing life-long learners.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	97	95	94	95
Transfers Out Rate [5]	7	12	12	17
Transfers In Rate [6]	11	28	28	37
Stability Rate [7]	92	87	87	82
Promotion Rate [8]	96	96	95	81
Retention Rate [9]	1	1	1	3
Dropout Rate [10]	1	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

With the help of our school district personnel and the Gilbert Police department, we have implemented a schoolwide plan which prepares our school's staff and students to deal with crisis situations which may occur on our campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Barten	(480) 396-4168
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Barb Mayhew	(480) 507-1359
Parent Organization	Julie Terry	(480) 813-6940
Student Health/Nurse	Dawn Edy	(480) 507-1359

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = $0.00

** 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.