

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3535 S. Basha Rd., 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	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. David Keith Falconer
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 1091
 Web Address : bashaelem@chandler.k12.az.us
 Phone Number : (480) 883-4400
 Fax Number : (480) 883-4420
 E-mail : falconer.keith@chandler.k12.az.us

Mission

Basha Elementary is dedicated to providing ALL students with the knowledge, skills and attitudes to be lifelong learners and become responsible citizens. We participate in meaningful school experiences and create a positive school environment. We have a Character Counts Program which compliments our school wide Bully Prevention Program. Students need encouragement, and establishing a partnership between home and school is the most effective way of creating a supportive environment.

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 Basha 2nd grade students taking the TerraNova test will score at or above district and state average scores.
- ü Good decision making skills will be reinforced and applied through the use of Character Counts Education.
- ü Basha will provide a balanced reading program that includes phonics, literature studies, basal readers and comprehension activities. Students will score at and above the district and state averages on AIMS and TerraNova
- ü Basha students in grade 3 through grade 6, taking the AIMS test, will score at or above the district and state average scores in mathematics.

Enrollment

October 1, 2004 School Year Student Enrollment : 1154
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- ü K-2 Consultative Gifted Program
- ü State Standards Based Program
- ü On-site Special Education
- ü Grades 3-6 Self-contained Gifted Program
- ü Differentiated Curriculum/Instruction
- ü Selected Grade Level Tutoring Programs
- ü Music, Band, Strings, Media Programs
- ü Art Masterpiece Program

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

We provide parents with continuous information, open communication, and opportunities to learn about our school/programs. We also provide a safe, secure working environment for students/staff. Students are held to high academic standards based on state and district standards/requirements as well as meeting the requirements of the federal 'No child Left Behind' law. We have an open door adm. policy. Parents are welcome to volunteer at school.

Parents

Parents are responsible for sending their children to school, on time, and ready to learn. They are expected to call the school absence line to report an absence. We expect parents to support our student dress code, homework policy, and school and transportation discipline policies.

Transportation Policy

Transportation is provided to students living more than a mile from the school. The Chandler Unified School District has a Student Transportation Code of Conduct that must be followed to ensure students' safety on the bus. Students should be at the bus stop on time.

School Honors

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

Award/Honor	Year
ü Basha Math Team placed in CUSD Math Competition	2005
ü Superintendent's Outstanding Student Award	2004
ü CUSD Certified Employee of the Semester	2004

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	175	2417	79306	100	100	99	472	465	445	1	5	10	6	11	18	47	49	51	46	36	20
All Students (Prior Year)	152	2220	75509	100	100	100	542	531	521	2	8	13	17	19	23	34	37	33	47	36	31
Female	84	1140	38691	100	99	99	478	468	446	1	5	10	5	10	18	54	49	52	40	36	20
Male	91	1276	40583	100	100	99	466	463	445	1	5	11	6	11	18	40	49	50	53	35	21
African American	15	127	4041	100	100	99	354	434	426	10	8	17	30	20	23	50	55	50	10	17	10
Hispanic	15	750	32869	100	100	99	449	438	429	0	12	15	0	20	25	71	51	51	29	17	10
Asian/Pacific Islander	17	121	1935	100	100	99	504	483	474	0	2	3	0	5	9	33	40	48	67	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	128	1398	36197	100	100	99	481	481	463	1	2	5	5	5	11	45	48	53	49	46	31
Students with Disabilities	19	297	10321	100	100	100	304	385	389	11	18	30	22	22	27	39	45	34	28	16	9
Students without Disabilities	156	2123	69060	100	99	98	494	477	454	0	3	7	4	9	17	48	49	54	49	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	12	679	39415	75	90	96	448	439	431	0	13	15	18	21	25	82	54	50	0	13	10
Non-Economically Disadvantaged	163	1741	39966	100	100	100	474	476	459	1	2	6	5	7	12	44	47	52	50	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	174	2417	79395	100	0	99	461	462	446	1	4	9	6	15	25	76	64	55	16	17	11
All Students (Prior Year)	152	2224	75492	100	100	100	534	526	519	2	8	12	6	14	16	59	50	47	33	29	24
Female	83	1141	38743	100	0	100	471	471	451	1	3	7	6	13	24	73	63	57	19	21	12
Male	91	1275	40618	100	0	99	451	454	440	1	6	11	6	17	27	79	64	53	13	13	9
African American	15	127	4052	100	0	100	344	435	434	10	6	11	20	18	29	70	70	54	0	6	6
Hispanic	15	749	32915	100	0	99	446	434	426	0	12	15	7	30	35	71	51	47	21	8	4
Asian/Pacific Islander	17	121	1936	100	0	99	494	474	468	0	3	3	7	7	14	67	67	63	27	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	127	1399	36221	99	0	99	469	478	465	1	1	4	5	8	15	78	70	63	16	22	17
Students with Disabilities	19	298	10331	100	0	100	305	387	388	0	11	25	22	31	37	72	51	34	6	7	4
Students without Disabilities	155	2122	69139	99	0	99	481	473	454	1	3	7	4	13	24	77	65	58	18	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	12	677	39484	75	0	96	446	436	429	9	12	14	18	32	35	73	52	47	0	4	4
Non-Economically Disadvantaged	162	1743	39986	100	0	100	462	473	461	1	1	4	6	9	16	76	68	63	17	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	174	2410	78869	100	100	99	449	458	442	1	3	6	17	13	21	66	69	63	16	14	10
All Students (Prior Year)	152	2206	75053	100	99	99	648	618	597	2	4	7	3	8	12	81	77	72	14	11	9
Female	84	1139	38536	100	99	99	463	475	458	1	2	4	13	9	15	65	68	67	21	21	14
Male	90	1270	40302	99	100	99	435	443	428	0	4	8	22	18	26	66	70	60	12	8	7
African American	15	126	4015	100	99	99	349	438	430	0	2	8	30	21	24	70	70	61	0	6	7
Hispanic	15	747	32606	100	99	98	430	433	426	0	8	8	36	22	27	43	63	60	21	7	5
Asian/Pacific Islander	16	120	1925	100	99	99	486	477	471	0	1	3	7	7	11	57	70	64	36	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	128	1396	36078	100	100	99	455	472	459	1	2	4	15	8	16	69	72	66	15	18	14
Students with Disabilities	19	298	10246	100	100	100	289	364	367	0	11	18	28	35	39	72	50	40	0	4	4
Students without Disabilities	155	2115	68697	99	99	98	470	472	454	1	2	4	16	10	18	65	72	67	18	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	11	676	39106	69	90	95	431	433	427	0	8	8	40	25	28	60	62	59	0	5	5
Non-Economically Disadvantaged	163	1737	39837	100	100	100	450	469	457	1	2	4	16	9	14	66	71	67	17	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	174	2303	78906	100	100	99	520	519	498	2	7	13	10	13	19	48	49	48	40	32	20
All Students (Prior Year)	141	2175	76019	99	99	100	522	510	499	4	9	14	30	33	39	18	16	14	49	42	33
Female	86	1138	38644	100	100	99	521	521	500	0	5	12	11	14	19	48	50	49	41	32	19
Male	88	1160	40236	100	99	99	520	518	497	4	9	15	10	12	19	48	47	46	39	32	20
African American	11	144	4087	100	100	99	518	501	481	10	13	20	20	16	24	30	50	45	40	21	11
Hispanic	21	695	31938	100	99	99	459	491	481	11	13	19	21	23	25	47	48	46	21	16	10
Asian/Pacific Islander	16	136	1805	100	99	98	561	559	536	0	2	5	8	3	8	33	33	45	58	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	124	1303	36483	100	100	99	527	532	517	0	3	7	7	8	13	51	51	51	42	38	30
Students with Disabilities	20	335	10664	100	100	100	376	458	430	11	23	42	47	32	27	37	37	26	5	9	5
Students without Disabilities	154	1973	68310	100	99	98	540	530	509	1	4	9	5	10	18	49	51	51	45	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	18	641	38679	95	92	96	504	494	483	12	14	20	24	23	25	47	48	45	18	14	10
Non-Economically Disadvantaged	156	1667	40295	100	100	100	522	530	513	1	4	7	9	9	13	48	48	50	43	39	30

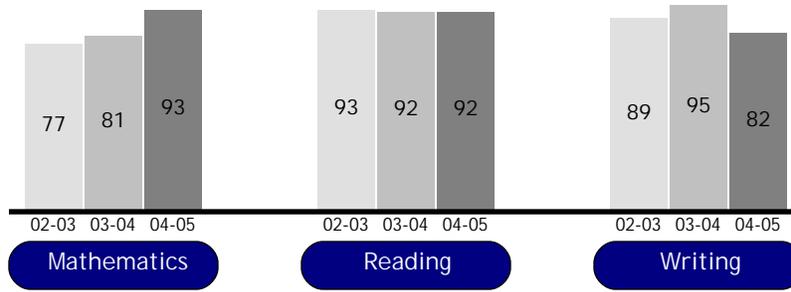
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	174	2303	78908	100	0	99	499	498	484	2	6	10	15	17	23	68	65	58	15	13	9
All Students (Prior Year)	141	2174	76020	99	99	100	516	506	503	10	22	25	16	20	23	54	43	40	19	14	12
Female	86	1138	38648	100	0	99	500	503	489	0	4	8	15	15	22	73	67	61	12	15	10
Male	88	1160	40233	100	0	99	498	493	479	4	7	12	15	19	25	63	63	55	18	10	8
African American	11	144	4092	100	0	99	503	482	473	0	6	12	20	28	28	70	61	54	10	5	5
Hispanic	21	695	31940	100	0	99	442	470	465	0	13	16	26	29	32	63	54	49	11	3	3
Asian/Pacific Islander	16	136	1805	100	0	98	527	525	507	0	2	4	8	8	13	67	68	65	25	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	124	1303	36502	100	0	99	506	511	502	2	2	4	13	10	14	70	70	67	16	17	15
Students with Disabilities	20	335	10665	100	0	100	368	450	423	11	16	30	37	36	36	47	42	31	5	6	2
Students without Disabilities	154	1973	68312	100	0	98	517	506	493	1	4	7	12	14	21	71	69	62	17	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	18	641	38662	95	0	96	486	471	468	6	14	16	24	31	32	65	52	49	6	3	3
Non-Economically Disadvantaged	156	1667	40315	100	0	100	500	509	498	1	2	5	14	11	15	69	70	66	16	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	173	2299	78750	100	100	99	528	518	500	1	4	6	8	20	29	87	74	63	5	3	2
All Students (Prior Year)	141	2165	75673	99	99	100	578	544	530	2	7	12	18	23	25	71	65	58	9	4	4
Female	86	1134	38586	100	99	99	533	530	515	0	2	4	7	14	22	89	81	71	4	3	3
Male	87	1160	40135	100	99	99	524	506	486	1	5	8	9	25	35	84	68	56	6	2	1
African American	11	143	4081	100	100	99	539	502	488	0	8	8	0	18	32	100	74	59	0	0	2
Hispanic	21	693	31841	100	99	99	474	491	483	5	7	8	5	31	36	79	61	55	11	1	1
Asian/Pacific Islander	16	136	1802	100	99	98	561	552	533	0	1	2	17	8	16	67	83	75	17	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	123	1302	36440	100	100	99	533	530	516	0	1	3	8	15	22	89	80	71	4	3	4
Students with Disabilities	20	334	10622	100	100	100	403	444	415	0	14	21	16	44	50	74	40	28	11	2	1
Students without Disabilities	153	1971	68196	99	99	98	546	531	513	1	2	3	7	16	25	88	80	69	4	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	18	640	38558	95	92	96	517	491	485	6	9	8	12	33	37	82	58	54	0	1	1
Non-Economically Disadvantaged	155	1665	40260	100	100	100	530	529	514	0	1	3	7	14	21	87	81	72	6	3	4

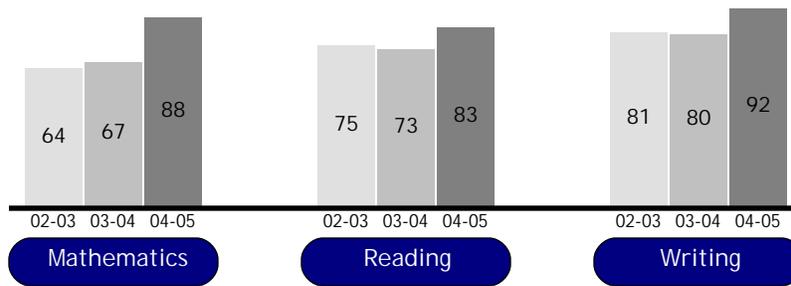
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	68	57	50	95	74	NA	58	99	65	53	47
	Language	98	65	53	43	97	66	58	50	99	64	52	47
	Mathematics	99	79	63	57	97	75	71	64	99	72	58	50
3	Reading	98	67	56	47	100	74	NA	55	97	61	54	44
	Language	99	70	63	54	100	77	66	61	97	61	52	44
	Mathematics	100	71	61	54	100	75	66	61	97	71	61	51
4	Reading	99	72	60	52	95	78	NA	56	99	64	56	48
	Language	100	65	54	48	95	70	59	52	99	65	56	49
	Mathematics	99	70	61	57	95	75	68	61	99	65	62	53
5	Reading	99	69	58	50	100	70	NA	55	98	62	57	50
	Language	99	64	54	46	100	65	56	49	98	65	58	50
	Mathematics	99	73	65	57	100	77	69	63	98	65	58	49
6	Reading	99	70	59	53	97	77	NA	56	99	63	60	51
	Language	100	62	52	45	98	69	57	48	99	60	55	47
	Mathematics	100	74	68	62	98	84	74	66	99	70	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety
- Ü Student Resources and Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	131
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs (34 Computers in Each)
- Ü Library with Computers
- Ü Full size Indoor Basketball Court

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü Running Club K-6
- Ü Battle of the Books
- Ü Chorus
- Ü Drawing Club
- Ü Chess Club
- Ü Boys and Girls Basketball

Social Services

- Ü On-site Before/After School Care
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü District Day Care for Employees Children
- Ü Counseling
- Ü EL Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Second grade met their 2004-05 goals on the TerraNova assessment. All scored higher than the state/district averages.

ü Grades 3-6 levels scored above the district and state average, thus meeting their 04-05 goals.

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	8	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	91	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

School crisis intervention plan in place. Practice fire/lock-down/evacuation drills regularly. Student Safety Patrols help with drop off/pick up. Everyone enters through the front door, checks-in at the office and receives a badge. Staff wear badges and vest. Basha has a school wide Character Counts and Bully Prevention program in place, K-6. An accountability room is provided for those students needing a time to reinforce the importance of making good choices.

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	Keith Falconer	(480) 883-4400
Transportation Policy	Cathy Brown	(480) 812-7248
Community Resources	Stephanie Strobel	(480) 883-4417
School Nutrition Programs	Lupe Soto	(480) 883-4404
Parent Organization	RuthAnn Carlton	(480) 857-2727
Student Health/Nurse	Traci Henry	(480) 883-4402

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 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.