

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1150 N. Country Club, Tucson, AZ 85716

The Charter Foundation, Inc. dba AmeriSchools

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Small School

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Greg Gaines  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-8  
 2005 Enrollment : 201  
 Web Address : www.amerischools.org  
 Phone Number : (520) 620-1100  
 Fax Number : (520) 624-4376  
 E-mail : ggaines@amerischools.org

### Mission

AmeriSchools Academy K-8 is dedicated to fostering academic success through individualized instruction in a multi-age, skill-based environment. Our goal is to teach essential skills through an integrated curriculum aligned with the Arizona Standards.

### School / Academic Goals

- ü The Academy will maintain a high student attendance rate. Regular and prompt attendance is promoted, monitored and reinforced.
- ü The Academy will maintain high academic standards. Curriculum, instruction and assessment are fully aligned with the Arizona Academic Standards.
- ü The Academy utilizes quarterly assessments to profile and track individual student growth.
- ü The Academy offers supplemental instructional opportunities to all students in order to promote student improvement and achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 203  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 201

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education - Full-inclusion Model
- Ü Developmentally Appropriate
- Ü Skill-Based
- Ü Personalized Environment
- Ü Community as Laboratory
- Ü Zoo-phonics
- Ü Wholistic Approach to Education

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The Academy is responsible to inform parents of the school mission, goals, expectations and achievements. Information is provided through brochures, registration materials, newsletters, bulletins, telephone calls and parent conferences.

### Parents

Parents are responsible to provide the school with accurate and current student data and records. Parents are responsible for prompt and regular student attendance, for student uniforms, and for providing their child with a lunch each day.

## Transportation Policy

Parents or other caregivers transport students to and from school. Students from throughout metropolitan Tucson attend the Academy. AmeriSchools Academy is located one block from a major city bus line. Assistance is provided for bus passes to students qualifying for free/reduced lunch.

## School Honors

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

Award/Honor	Year
Ü AACEE Environmental Grant Recipient	2001
Ü Wells Fargo Grant Recipient	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	21	75	79306	95	99	99	433	442	445	5	9	10	35	21	18	50	58	51	10	12	20
All Students (Prior Year)	15	58	75509	100	91	100	476	482	521	33	29	13	33	40	23	33	22	33	0	9	31
Female	11	33	38691	92	97	99	428	439	446	0	7	10	50	27	18	40	57	52	10	10	20
Male	10	42	40583	100	100	99	438	445	445	10	11	11	20	16	18	60	59	50	10	14	21
African American	NC	11	4041	NC	100	99	NC	412	426	NC	11	17	NC	44	23	NC	44	50	NC	0	10
Hispanic	11	32	32869	92	97	99	434	434	429	0	14	15	36	21	25	55	59	51	9	7	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	28	36197	NC	97	99	NC	463	463	NC	0	5	NC	12	11	NC	68	53	NC	20	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	20	73	69060	91	97	98	433	442	454	5	9	7	37	21	17	47	58	54	11	12	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	34	39415	86	92	96	423	432	431	8	10	15	33	30	25	58	50	50	0	10	10
Non-Economically Disadvantaged	NC	41	39966	NC	100	100	NC	451	459	NC	8	6	NC	14	12	NC	65	52	NC	14	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	21	75	79395	95	0	99	447	449	446	10	7	9	20	24	25	65	63	55	5	6	11
All Students (Prior Year)	15	60	75492	100	94	100	488	497	519	20	20	12	40	28	16	33	42	47	7	10	24
Female	11	33	38743	92	0	100	452	453	451	10	3	7	20	27	24	60	63	57	10	7	12
Male	10	42	40618	100	0	99	442	446	440	10	11	11	20	22	27	70	62	53	0	5	9
African American	NC	11	4052	NC	0	100	NC	436	434	NC	11	11	NC	33	29	NC	56	54	NC	0	6
Hispanic	11	32	32915	92	0	99	442	436	426	9	10	15	18	28	35	73	62	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	28	36221	NC	0	99	NC	471	465	NC	0	4	NC	20	15	NC	64	63	NC	16	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	20	73	69139	91	0	99	450	450	454	11	8	7	16	23	24	68	64	58	5	6	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	34	39484	86	0	96	438	439	429	17	10	14	25	33	35	50	50	47	8	7	4
Non-Economically Disadvantaged	NC	41	39986	NC	0	100	NC	457	461	NC	5	4	NC	16	16	NC	73	63	NC	5	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	21	75	78869	95	99	99	459	460	442	0	3	6	5	12	21	85	78	63	10	7	10
All Students (Prior Year)	16	61	75053	100	95	99	545	556	597	19	11	7	13	13	12	63	72	72	6	3	9
Female	11	33	38536	92	97	99	477	474	458	0	3	4	0	3	15	80	80	67	20	13	14
Male	10	42	40302	100	100	99	440	449	428	0	3	8	10	19	26	90	76	60	0	3	7
African American	NC	11	4015	NC	100	99	NC	466	430	NC	0	8	NC	11	24	NC	67	61	NC	22	7
Hispanic	11	32	32606	92	97	98	454	448	426	0	3	8	0	14	27	100	83	60	0	0	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	28	36078	NC	97	99	NC	474	459	NC	4	4	NC	8	16	NC	76	66	NC	12	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	20	73	68697	91	97	98	461	461	454	0	3	4	5	12	18	84	77	67	11	8	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	12	34	39106	86	92	95	450	453	427	0	3	8	8	13	28	83	73	59	8	10	5
Non-Economically Disadvantaged	NC	41	39837	NC	100	100	NC	466	457	NC	3	4	NC	11	14	NC	81	67	NC	5	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	21	55	78906	100	100	99	484	489	498	20	10	13	25	40	19	50	40	48	5	10	20
All Students (Prior Year)	14	59	76019	100	100	100	465	469	499	31	31	14	54	41	39	0	10	14	15	17	33
Female	10	22	38644	100	100	99	481	490	500	22	11	12	11	28	19	67	56	49	0	6	19
Male	11	33	40236	92	97	99	487	487	497	18	10	15	36	47	19	36	30	46	9	13	20
African American	NC	10	4087	NC	100	99	NC	476	481	NC	14	20	NC	57	24	NC	14	45	NC	14	11
Hispanic	NC	22	31938	NC	100	99	NC	481	481	NC	10	19	NC	55	25	NC	30	46	NC	5	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	18	36483	NC	100	99	NC	505	517	NC	6	7	NC	25	13	NC	50	51	NC	19	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	18	46	68310	100	98	98	485	487	509	18	10	9	29	44	18	47	38	51	6	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	26	38679	100	100	96	485	488	483	23	13	20	23	39	25	46	35	45	8	13	10
Non-Economically Disadvantaged	NC	29	40295	NC	100	100	NC	489	513	NC	8	7	NC	40	13	NC	44	50	NC	8	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	21	55	78908	100	0	99	474	476	484	15	8	10	20	33	23	60	56	58	5	2	9
All Students (Prior Year)	14	59	76020	100	100	100	492	491	503	42	40	25	8	23	23	33	32	40	17	5	12
Female	10	22	38648	100	0	99	466	482	489	22	11	8	0	11	22	78	78	61	0	0	10
Male	11	33	40233	92	0	99	480	473	479	9	7	12	36	47	25	45	43	55	9	3	8
African American	NC	10	4092	NC	0	99	NC	466	473	NC	14	12	NC	43	28	NC	43	54	NC	0	5
Hispanic	NC	22	31940	NC	0	99	NC	476	465	NC	5	16	NC	45	32	NC	50	49	NC	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	18	36502	NC	0	99	NC	480	502	NC	6	4	NC	19	14	NC	69	67	NC	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	18	46	68312	100	0	98	476	477	493	12	5	7	24	41	21	59	51	62	6	3	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	26	38662	100	0	96	470	475	468	23	13	16	8	26	32	62	57	49	8	4	3
Non-Economically Disadvantaged	NC	29	40315	NC	0	100	NC	477	498	NC	4	5	NC	40	15	NC	56	66	NC	0	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	21	55	78750	100	100	99	479	488	500	0	2	6	60	48	29	40	50	63	0	0	2
All Students (Prior Year)	15	60	75673	100	100	100	418	453	530	38	29	12	31	43	25	31	28	58	0	0	4
Female	10	22	38586	100	100	99	483	504	515	0	0	4	56	39	22	44	61	71	0	0	3
Male	11	33	40135	92	97	99	476	478	486	0	3	8	64	53	35	36	43	56	0	0	1
African American	NC	10	4081	NC	100	99	NC	482	488	NC	0	8	NC	57	32	NC	43	59	NC	0	2
Hispanic	NC	22	31841	NC	100	99	NC	486	483	NC	5	8	NC	40	36	NC	55	55	NC	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	18	36440	NC	100	99	NC	493	516	NC	0	3	NC	56	22	NC	44	71	NC	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	18	46	68196	100	98	98	481	488	513	0	3	3	59	46	25	41	51	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	26	38558	100	100	96	490	499	485	0	0	8	54	48	37	46	52	54	0	0	1
Non-Economically Disadvantaged	NC	29	40260	NC	100	100	NC	477	514	NC	4	3	NC	48	21	NC	48	72	NC	0	4

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

8th 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	25	56	78250	93	95	99	554	548	548	16	22	21	12	16	18	68	55	48	4	6	13
All Students (Prior Year)	12	43	75001	100	98	99	427	449	468	82	55	37	18	25	36	0	15	16	0	5	10
Female	12	31	38071	92	97	99	562	554	549	0	15	20	25	19	19	67	59	49	8	7	12
Male	13	25	40126	93	93	99	547	541	547	31	32	23	0	14	17	69	50	46	0	5	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	15	29	29129	100	100	99	561	547	527	13	24	32	7	12	23	73	60	40	7	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	NC	23	38320	NC	85	99	NC	552	568	NC	15	12	NC	25	14	NC	50	55	NC	10	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	25	49	68996	93	92	99	554	557	561	16	16	16	12	16	18	68	61	52	4	7	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	15	30	33388	88	91	94	546	552	530	13	13	32	13	13	22	73	74	40	0	0	5
Non-Economically Disadvantaged	10	26	44937	100	100	100	566	545	561	20	31	13	10	19	15	60	38	54	10	12	18

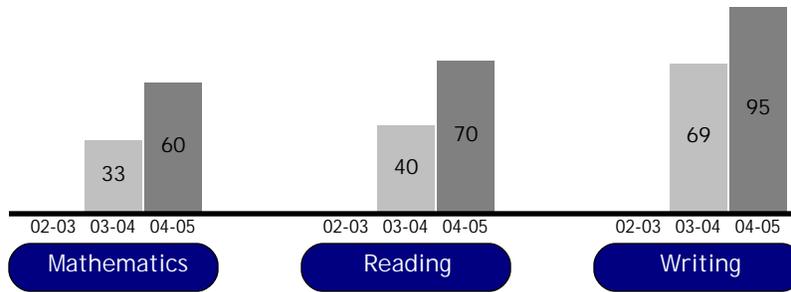
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	56	78302	93	0	99	527	520	512	4	8	11	12	20	25	80	67	57	4	4	7
All Students (Prior Year)	12	42	74918	100	95	99	457	470	497	67	51	32	17	18	19	17	23	35	0	8	15
Female	12	31	38082	92	0	99	541	530	518	0	7	8	0	11	24	92	74	61	8	7	7
Male	13	25	40166	93	0	99	514	507	507	8	9	14	23	32	26	69	59	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	15	29	29152	100	0	99	526	512	492	7	12	17	13	28	34	73	56	46	7	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	NC	23	38347	NC	0	99	NC	530	531	NC	5	5	NC	10	17	NC	80	68	NC	5	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	25	49	69024	93	0	99	527	526	524	4	7	7	12	14	23	80	75	62	4	5	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	15	30	33398	88	0	94	513	519	495	7	4	18	13	13	35	80	83	46	0	0	2
Non-Economically Disadvantaged	10	26	44979	100	0	100	548	520	525	0	12	6	10	27	18	80	54	66	10	8	10

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	26	57	78094	96	97	99	564	555	545	0	0	3	16	20	18	84	80	77	0	0	2
All Students (Prior Year)	12	41	74503	100	93	99	461	436	491	18	21	9	36	46	32	45	33	51	0	0	8
Female	13	32	38025	100	100	99	577	572	558	0	0	2	8	11	13	92	89	82	0	0	2
Male	13	25	40013	93	93	99	552	533	534	0	0	5	23	32	23	77	68	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	14	28	29068	100	100	99	567	549	523	0	0	5	14	25	27	86	75	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	11	25	38265	92	93	99	557	558	564	0	0	2	20	14	11	80	86	84	0	0	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	26	50	68892	96	94	98	564	559	559	0	0	2	16	18	14	84	82	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	17	32	33296	100	97	94	550	555	527	0	0	5	25	21	27	75	79	67	0	0	0
Non-Economically Disadvantaged	NC	25	44871	NC	96	100	NC	554	559	NC	0	2	NC	20	12	NC	80	84	NC	0	3

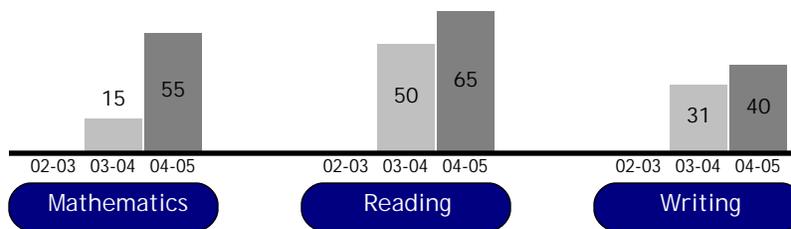
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

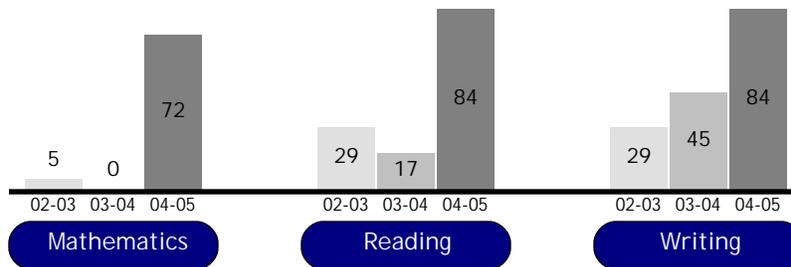
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	--	--	31	50	100	35	NA	58	100	48	52	47
	Language	--	--	22	43	100	35	39	50	100	46	50	47
	Mathematics	--	--	37	57	100	57	53	64	100	42	50	50
3	Reading	--	--	40	47	100	36	NA	55	95	46	44	44
	Language	--	--	45	54	100	34	38	61	95	44	48	44
	Mathematics	--	--	45	54	100	47	44	61	95	39	46	51
4	Reading	--	--	43	52	100	45	NA	56	100	40	43	48
	Language	--	--	41	48	100	44	48	52	100	44	45	49
	Mathematics	--	--	46	57	100	49	53	61	100	37	39	53
5	Reading	--	--	44	50	93	49	NA	55	100	47	47	50
	Language	--	--	36	46	93	44	33	49	100	37	42	50
	Mathematics	--	--	41	57	93	41	42	63	100	39	41	49
6	Reading	100	59	47	53	100	37	NA	56	100	51	45	51
	Language	100	57	37	45	100	22	32	48	100	53	42	47
	Mathematics	100	64	53	62	100	40	44	66	100	52	43	52
7	Reading	95	46	46	51	97	42	NA	54	100	46	46	50
	Language	90	35	43	54	97	49	52	58	100	47	47	52
	Mathematics	90	47	53	58	97	50	52	62	100	43	39	50
8	Reading	100	52	53	53	92	NA	NA	55	93	54	53	51
	Language	100	38	44	49	92	NA	36	52	93	56	51	50
	Mathematics	100	43	52	58	92	NA	55	61	93	63	54	53

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/](http://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

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Enrichment Learning Laboratories
- Ü Computer Lab

Extracurricular Activities

- Ü After School Clubs
- Ü Science Olympiad
- Ü Community Events Participation
- Ü Reading and Math Tutoring

Social Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The student attendance rate is between 90 and 95 percent, as promoted, monitored and reinforced by the school. AmeriSchools enjoys over 85% student retention and high levels of parent satisfaction.
  
- ü Academic standards are achieved through well-designed curriculum, instruction and assessment.
  
- ü For 2005, in its first year, our Science Olympiad team earned 5th place in regional competition. At the state level the team earned 8th place in meteorology, 7th place in bridge building, 4th place in Storm the Castle. The team placed 15th overall.
  
- ü For the 2005 AIMS test, our 8th grade class demonstrated High School preparedness. 84% of our 8th graders met or exceeded state standards in reading, 85% in writing, and 72% in math. For all three areas, our 8th graders outperformed state averages.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

The Academy's campus is very secure. The gate is locked after school begins each morning and all visitors must enter through the office. AmeriSchools has an approved Emergency and Disaster Preparedness Team in place to train and inform school staff and students of safe procedures in an emergency. We have a Zero-tolerance Policy for drug use and weapons.

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		
Transportation Policy	Greg Gaines	(520) 620-1100
Community Resources	Greg Gaines	(520) 620-1100
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Adrienne Verdugo	(520) 620-1100

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](http://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](http://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](http://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.