

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2228 South Country Club Way, Tempe, AZ 85282

Tempe School District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 : Ms. Amy Cole-Smart
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 Web Address : www.tempeschools.org
 Phone Number : (480) 894-3321
 Fax Number : (480) 894-5203
 E-mail : acolesma@tempeschools.org

Mission

There are no throw-away children. We provide a modified course of study and adapted teaching methods, materials and techniques in an highly structured alternative educational environment, with a low staff to student ratio, for students unable to profit from the regular middle school course of study and environment. The students are considered academically, socially, or behaviorally at-risk, or who have been long-term suspended from their home schools for violation of a zero tolerance policy.

School / Academic Goals

- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in reading.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in math.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in writing.
- ü The student will develop behaviors that will facilitate their return to their home school and promote success.

Enrollment

October 1, 2005 School Year Student Enrollment : 10
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Intervention Learning Program

Instructional Programs

- Ü Integrated Curriculum & Instruction
- Ü Structured Environment
- Ü Preventative Intervention Learning
- Ü On-Site Special Education
- Ü Service Learning
- Ü Goal Setting
- Ü Multiage / Multigrade Classrooms
- Ü At-Risk Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The ILP staff will provide quality teaching and leadership, challenge each student at his/her level, demonstrate care and concern for each student and promote daily communication with parents/guardians. In addition to the educational responsibilities the program will provide a behavior modification program.

Parents

The student's parents/guardians will ensure their child's regular school attendance, support the uniform policy and school rules, ensure homework and projects are completed in a timely manner, communicate regularly with child's teacher, and volunteer to help the school one or two hours a month.

Transportation Policy

The ILP program follows the district-wide transportation policy on safety and behavior. Violation of these policies are referred to the program for appropriate action. All students are required to be bused to and from school for this program. Parents are required to provide timely transportation to and from school for students suspended from the bus.

School Honors

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

Award/Honor

Year

6th 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	NC	1262	79327	NC	99	98	NC	501	518	NC	26	19	NC	24	20	NC	40	46	NC	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	635	38961	NC	99	98	NC	501	520	NC	23	16	NC	26	20	NC	43	48	NC	8	16
Male	NC	627	40295	NC	98	97	NC	500	516	NC	30	21	NC	22	19	NC	38	44	NC	11	16
African American	NC	152	4247	NC	98	98	NC	492	499	NC	29	27	NC	24	24	NC	42	41	NC	5	8
Hispanic	NC	581	32327	NC	98	98	NC	490	499	NC	33	27	NC	26	25	NC	36	41	NC	6	8
Asian/Pacific Islander	--	45	1939	--	100	99	--	530	556	--	13	6	--	13	10	--	53	47	--	20	36
American Indian/Alaskan Native	--	116	4391	--	99	96	--	483	489	--	40	32	--	27	27	--	31	36	--	3	4
White	NC	368	36373	NC	99	98	NC	524	538	NC	13	10	NC	21	14	NC	48	52	NC	18	25
Students with Disabilities	NC	179	9321	NC	90	87	NC	454	467	NC	68	54	NC	17	22	NC	13	21	NC	2	3
Students without Disabilities	NC	1083	70006	NC	100	100	NC	508	524	NC	20	14	NC	25	19	NC	45	49	NC	11	18
Limited English Proficient Students	--	217	9431	--	96	95	--	456	466	--	62	53	--	27	27	--	11	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	871	37097	NC	98	97	NC	490	498	NC	32	27	NC	27	25	NC	35	41	NC	6	7
Non-Economically Disadvantaged	NC	391	42230	NC	100	99	NC	526	535	NC	13	11	NC	16	15	NC	53	50	NC	18	24

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	NC	1261	79501	NC	98	98	NC	488	497	NC	13	10	NC	29	25	NC	54	60	NC	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	634	39062	NC	99	99	NC	492	502	NC	11	8	NC	27	23	NC	57	64	NC	5	5
Male	NC	627	40368	NC	98	98	NC	484	491	NC	15	13	NC	31	27	NC	51	57	NC	3	3
African American	NC	152	4279	NC	98	99	NC	485	485	NC	13	14	NC	30	30	NC	57	54	NC	1	2
Hispanic	NC	580	32389	NC	98	98	NC	476	478	NC	17	16	NC	34	34	NC	46	48	NC	2	1
Asian/Pacific Islander	--	45	1936	--	100	99	--	502	519	--	11	3	--	18	14	--	64	73	--	7	9
American Indian/Alaskan Native	--	116	4401	--	99	96	--	472	473	--	18	17	--	39	40	--	43	43	--	NA	1
White	NC	368	36446	NC	99	99	NC	512	516	NC	5	4	NC	18	15	NC	68	73	NC	8	7
Students with Disabilities	NC	177	9411	NC	89	88	NC	446	453	NC	44	36	NC	31	36	NC	23	26	NC	2	1
Students without Disabilities	NC	1084	70090	NC	100	100	NC	494	502	NC	8	7	NC	28	24	NC	59	65	NC	4	5
Limited English Proficient Students	--	217	9401	--	96	94	--	439	443	--	41	40	--	48	46	--	11	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	871	37183	NC	98	97	NC	477	479	NC	17	16	NC	33	34	NC	48	49	NC	1	1
Non-Economically Disadvantaged	NC	390	42318	NC	100	99	NC	513	513	NC	4	5	NC	19	17	NC	67	70	NC	9	7

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	NC	1262	80000	NC	99	99	NC	549	564	NC	4	3	NC	18	11	NC	69	75	NC	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	637	39288	NC	99	99	NC	563	579	NC	3	2	NC	11	6	NC	73	77	NC	13	16
Male	NC	625	40644	NC	98	98	NC	534	549	NC	4	4	NC	25	15	NC	65	74	NC	5	7
African American	NC	151	4307	NC	97	99	NC	548	551	NC	3	4	NC	21	13	NC	67	75	NC	10	7
Hispanic	NC	581	32672	NC	98	99	NC	536	548	NC	5	4	NC	21	14	NC	69	76	NC	5	6
Asian/Pacific Islander	--	45	1945	--	100	99	--	571	592	--	NA	1	--	20	4	--	62	69	--	18	25
American Indian/Alaskan Native	--	116	4424	--	99	97	--	536	549	--	5	3	--	20	14	--	73	77	--	2	5
White	NC	369	36602	NC	99	99	NC	570	579	NC	2	2	NC	12	7	NC	70	75	NC	16	16
Students with Disabilities	NC	179	9919	NC	90	93	NC	484	505	NC	11	9	NC	49	35	NC	38	54	NC	2	2
Students without Disabilities	NC	1083	70081	NC	100	100	NC	558	571	NC	2	2	NC	13	7	NC	74	79	NC	10	12
Limited English Proficient Students	--	217	9571	--	96	96	--	487	502	--	12	10	--	42	29	--	47	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	870	37534	NC	98	98	NC	537	547	NC	4	4	NC	22	15	NC	68	76	NC	6	5
Non-Economically Disadvantaged	NC	392	42466	NC	100	100	NC	575	578	NC	2	2	NC	9	7	NC	72	75	NC	17	16

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

7th 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	12	1236	78546	100	99	97	482	523	543	67	24	15	25	24	18	8	46	52	NA	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	609	38645	NC	99	98	NC	524	545	NC	20	13	NC	25	18	NC	48	54	NC	7	15
Male	NC	627	39792	NC	99	97	NC	522	542	NC	27	17	NC	22	17	NC	43	50	NC	7	15
African American	NC	170	4205	NC	97	97	NC	502	524	NC	38	22	NC	28	22	NC	33	49	NC	1	7
Hispanic	NC	588	31177	NC	99	97	NC	516	524	NC	26	22	NC	25	23	NC	45	48	NC	4	7
Asian/Pacific Islander	--	33	1940	--	100	99	--	537	580	--	12	5	--	15	9	--	67	53	--	6	33
American Indian/Alaskan Native	NC	108	4689	NC	100	95	NC	512	515	NC	25	28	NC	32	25	NC	39	43	NC	4	4
White	NC	336	36450	NC	100	97	NC	549	563	NC	13	7	NC	17	12	NC	54	57	NC	16	23
Students with Disabilities	--	163	8093	--	98	82	--	473	489	--	63	50	--	22	24	--	14	23	--	1	2
Students without Disabilities	12	1073	70453	100	99	100	482	530	549	67	18	11	25	24	17	8	50	56	NA	8	16
Limited English Proficient Students	NC	227	9323	NC	100	94	NC	485	491	NC	52	47	NC	28	28	NC	20	24	NC	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	10	830	34694	100	99	96	NA	512	524	NA	29	23	NA	27	23	NA	41	48	NA	3	7
Non-Economically Disadvantaged	NC	406	43852	NC	100	99	NC	546	559	NC	13	10	NC	18	13	NC	54	56	NC	15	22

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	12	1237	79045	100	99	98	458	497	512	33	15	10	50	31	25	17	50	58	NA	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	610	38860	NC	99	98	NC	505	519	NC	11	7	NC	29	22	NC	56	62	NC	4	8
Male	NC	627	40075	NC	99	97	NC	490	505	NC	18	12	NC	34	28	NC	44	54	NC	3	6
African American	NC	171	4250	NC	97	98	NC	477	500	NC	27	12	NC	34	31	NC	39	54	NC	1	3
Hispanic	NC	588	31314	NC	99	98	NC	488	493	NC	16	16	NC	37	34	NC	45	48	NC	2	2
Asian/Pacific Islander	--	33	1949	--	100	99	--	510	536	--	9	4	--	18	15	--	67	66	--	6	15
American Indian/Alaskan Native	NC	108	4719	NC	100	96	NC	487	489	NC	16	15	NC	34	39	NC	50	45	NC	NA	2
White	NC	336	36730	NC	100	98	NC	525	532	NC	7	4	NC	20	16	NC	64	68	NC	10	12
Students with Disabilities	--	164	8552	--	99	87	--	448	463	--	50	35	--	32	40	--	16	23	--	1	1
Students without Disabilities	12	1073	70493	100	99	100	458	504	517	33	9	7	50	31	24	17	55	62	NA	4	8
Limited English Proficient Students	NC	227	9355	NC	100	95	NC	456	456	NC	37	37	NC	47	48	NC	16	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	10	831	34922	100	99	96	NA	486	493	NA	19	15	NA	35	34	NA	45	48	NA	2	3
Non-Economically Disadvantaged	NC	406	44123	NC	100	99	NC	519	527	NC	6	6	NC	25	18	NC	62	66	NC	8	11

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	12	1237	79657	100	99	99	530	550	566	8	4	3	25	14	8	67	81	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	610	39120	NC	99	99	NC	567	580	NC	3	2	NC	6	4	NC	90	92	NC	1	2
Male	NC	627	40423	NC	99	98	NC	533	553	NC	5	5	NC	22	12	NC	72	83	NC	1	1
African American	NC	171	4290	NC	97	99	NC	540	560	NC	5	4	NC	16	9	NC	78	86	NC	1	1
Hispanic	NC	589	31642	NC	99	99	NC	543	552	NC	6	5	NC	13	11	NC	80	84	NC	1	0
Asian/Pacific Islander	--	33	1948	--	100	99	--	550	589	--	6	1	--	6	3	--	88	91	--	NA	4
American Indian/Alaskan Native	NC	108	4760	NC	100	97	NC	549	547	NC	3	5	NC	19	14	NC	79	81	NC	NA	0
White	NC	335	36929	NC	99	99	NC	567	579	NC	1	2	NC	13	5	NC	85	91	NC	1	2
Students with Disabilities	--	165	9069	--	99	92	--	490	508	--	12	11	--	41	30	--	46	58	--	1	1
Students without Disabilities	12	1072	70588	100	99	100	530	558	573	8	3	2	25	9	5	67	87	91	NA	1	1
Limited English Proficient Students	NC	225	9521	NC	99	96	NC	499	507	NC	15	13	NC	24	24	NC	61	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	10	830	35341	100	99	97	NA	542	551	NA	6	5	NA	15	12	NA	79	83	NA	1	0
Non-Economically Disadvantaged	NC	407	44316	NC	100	100	NC	565	578	NC	1	2	NC	12	5	NC	86	90	NC	1	2

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	19	1255	78400	100	100	97	487	529	554	79	39	21	11	22	19	11	32	47	NA	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	617	38686	NC	100	98	NC	531	554	NC	36	20	NC	26	20	NC	31	49	NC	8	12
Male	10	638	39636	100	100	96	NA	527	554	NA	42	23	NA	19	18	NA	33	46	NA	7	13
African American	NC	151	4193	NC	99	97	NC	512	533	NC	49	32	NC	26	23	NC	23	40	NC	1	5
Hispanic	10	571	30732	100	100	97	NA	515	534	NA	47	31	NA	25	24	NA	26	40	NA	3	5
Asian/Pacific Islander	--	54	1827	--	100	99	--	556	594	--	28	8	--	11	12	--	46	49	--	15	31
American Indian/Alaskan Native	NC	99	4536	NC	99	95	NC	508	528	NC	56	35	NC	15	25	NC	28	37	NC	1	4
White	NC	379	37038	NC	100	97	NC	558	575	NC	19	11	NC	21	14	NC	44	56	NC	16	19
Students with Disabilities	NC	181	7840	NC	100	81	NC	480	498	NC	77	60	NC	9	18	NC	13	20	NC	1	2
Students without Disabilities	15	1074	70560	100	100	99	495	537	560	73	32	17	13	25	19	13	35	50	NA	8	14
Limited English Proficient Students	NC	226	8956	NC	100	95	NC	487	502	NC	72	56	NC	19	25	NC	8	18	NC	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	12	783	33014	100	99	95	474	514	534	92	48	31	8	21	24	NA	28	40	NA	3	5
Non-Economically Disadvantaged	NC	472	45386	NC	100	99	NC	553	569	NC	23	15	NC	25	15	NC	38	52	NC	15	18

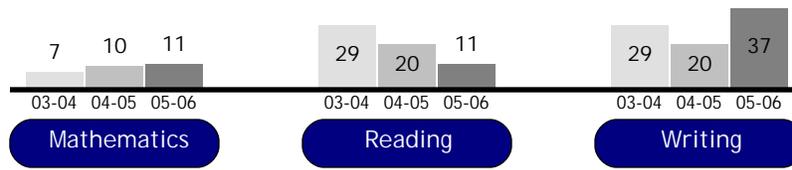
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	1256	79179	100	100	98	468	500	519	37	20	11	53	34	27	11	44	58	NA	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	617	38974	NC	100	99	NC	506	524	NC	16	8	NC	34	25	NC	46	61	NC	5	5
Male	10	639	40124	100	100	97	NA	493	513	NA	24	13	NA	33	28	NA	41	54	NA	2	4
African American	NC	151	4243	NC	99	98	NC	493	506	NC	23	14	NC	30	32	NC	46	51	NC	1	3
Hispanic	10	571	30987	100	100	98	NA	485	498	NA	26	17	NA	41	36	NA	31	45	NA	2	1
Asian/Pacific Islander	--	54	1832	--	100	99	--	515	543	--	19	4	--	19	17	--	57	69	--	6	10
American Indian/Alaskan Native	NC	99	4573	NC	99	96	NC	490	494	NC	21	16	NC	36	41	NC	40	42	NC	2	1
White	NC	380	37467	NC	100	98	NC	525	539	NC	8	5	NC	26	17	NC	61	70	NC	6	8
Students with Disabilities	NC	183	8567	NC	100	88	NC	456	467	NC	51	39	NC	31	38	NC	17	22	NC	1	1
Students without Disabilities	15	1073	70612	100	100	99	474	506	524	27	14	7	60	34	25	13	48	62	NA	3	5
Limited English Proficient Students	NC	226	9013	NC	100	95	NC	452	461	NC	54	40	NC	41	48	NC	4	12	NC	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	12	784	33345	100	99	96	457	486	499	42	26	17	58	37	36	NA	36	46	NA	1	1
Non-Economically Disadvantaged	NC	472	45834	NC	100	99	NC	522	533	NC	9	7	NC	28	19	NC	57	67	NC	6	7

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	19	1258	79734	100	100	99	502	532	554	11	5	3	53	32	19	37	63	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	619	39243	NC	100	99	NC	547	568	NC	3	2	NC	24	12	NC	73	85	NC	0	1
Male	10	639	40413	100	100	98	NA	517	541	NA	6	4	NA	41	26	NA	53	70	NA	NA	0
African American	NC	152	4285	NC	99	99	NC	528	548	NC	3	3	NC	39	22	NC	58	74	NC	NA	0
Hispanic	10	571	31254	100	100	99	NA	520	539	NA	6	5	NA	37	25	NA	57	70	NA	NA	0
Asian/Pacific Islander	--	54	1837	--	100	99	--	549	579	--	9	1	--	9	9	--	81	87	--	NA	2
American Indian/Alaskan Native	NC	99	4613	NC	99	97	NC	519	535	NC	5	4	NC	39	29	NC	56	67	NC	NA	0
White	NC	381	37668	NC	100	99	NC	552	569	NC	1	1	NC	24	13	NC	74	85	NC	1	1
Students with Disabilities	NC	182	8943	NC	100	92	NC	481	495	NC	12	11	NC	59	51	NC	29	38	NC	NA	1
Students without Disabilities	15	1076	70791	100	100	100	518	540	561	NA	3	2	53	28	15	47	69	83	NA	0	0
Limited English Proficient Students	NC	226	9138	NC	100	97	NC	477	492	NC	17	13	NC	54	46	NC	30	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	12	784	33718	100	99	97	503	520	538	8	6	5	58	38	26	33	57	69	NA	NA	0
Non-Economically Disadvantaged	NC	474	46016	NC	100	100	NC	551	567	NC	3	2	NC	23	14	NC	74	84	NC	0	1

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)

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NA	56	NC	NC	45	51	NC	NC	50	56
	Language	NC	NC	38	48	NC	NC	42	47	NC	NC	43	50
	Mathematics	NC	NC	56	66	NC	NC	46	52	NC	NC	46	58
7	Reading	100	NA	NA	54	100	23	40	50	100	21	43	54
	Language	100	29	50	58	100	20	45	52	100	9	48	58
	Mathematics	100	26	50	62	100	25	41	50	100	18	41	54
8	Reading	100	28	NA	55	100	28	44	51	100	2	46	58
	Language	100	19	41	52	100	24	44	50	100	1	44	56
	Mathematics	86	32	48	61	100	25	43	53	100	1	41	58

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."

Intervention Learning Program

School Site Council

Council Composition

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

Council Duties

- Ü Increase Student Engagement / Achievemen
- Ü Parental Involvement
- Ü School/Business/Community Relations
- Ü Budget Collaboration
- Ü Extracurricular Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	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 One to Twelve Staff - Student Ratio
- Ü Multipurpose Room

Extracurricular Activities

- Ü Service Learning Program
- Ü Guest Speaker Program
- Ü Family Information Night Program
- Ü Student Council
- Ü Enrichment electives

Social Services

- Ü Counseling Services
- Ü Drug Diversion Program
- Ü Parent Workshops
- Ü Breakfast Program

Intervention Learning Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our school is an innovative program for Tempe School District #3 students who would benefit from a smaller environment with fewer transitions and teachers, or for students who cannot attend a regular district school for a period of time.
- ü The ILP received an overall 94 percent satisfaction rating. The school uniform requirement received 100 percent satisfaction rating. Enrollment expanded by a third for the second half of the 2004-05 school year.
- ü The ILP expanded services from 36 students to 60 students.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	89	95	94	95
Promotion Rate ⁵	42	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

ILP provides a one-to-twelve staff to student ratio, with additional staff to provide any needed supervision on a one-to-one or small group basis. Students are under constant staff supervision while on campus. All students are required to wear uniforms and ride the bus to and from school. The program participates in an anti-bullying program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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

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

Contacts

	Name	Phone Number
School Site Council	Amy Cole-Smart	(480) 894-3321
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Andrea Roller / Elizabeth Perez	(480) 491-8871
Student Health/Nurse	Denise Allen / Lolly Boyle	(480) 894-3321

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 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.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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