

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9430 E. Neville Ave, Mesa, AZ 85212

Gilbert 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	Highly Performing
2003-04	Performing
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. Susie Kreitzer
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 948
 Web Address : www.gilbert.k12.az.us/info/schools/aug
 Phone Number : (480) 635-2011
 Fax Number : (480) 635-2020
 E-mail : susie_kreitzer@gilbert.k12.az.us

Mission

Augusta Ranch Elementary provides an environment where education and growth is the priority. We focus on reading, mathematics and language arts. We endeavor to help our students become responsible, independent citizens.

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 Integrate language arts training in the area of the 'Six Traits of Writing' into each classroom and across the curriculum.
- ü Implement the Harcourt reading program including guided reading, shared reading and whole group learning. Use intervention Harcourt strategies with struggling readers. Be a Model School in the Accelerated Reading program.
- ü Focus on mathematics by continuing to implement our Harcourt Math program. Increase our supply of manipulatives and provide training in their use. Required focus on math facts each day.
- ü Continue to implement CHARACTER COUNTS! and our anti-bullying program.

Enrollment

October 1, 2004 School Year Student Enrollment : 1403
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- Basic Education (Read, Math, Lang. Arts)
- Accelerated Classes (Grades 1-6)
- Special Education (K-6)
- Enrichment Programs (Mus, PE, Art, Tech)

Calendar Information

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

Shared Responsibilities

School

We will provide communication with parents on their students' educational and emotional progress and will keep them informed on school activities. Teacher will provide consistent follow-through and hold students accountable for all behavior.

Parents

Parents will report their students to office if absent. Provide time and support for homework and nightly reading. Bring students to school healthy, well-fed and rested. Stay abreast of students' academic, emotional and behavioral progress.

Transportation Policy

The district will provide bus transportation for students that are in Augusta Ranch Boundaries but live farther than one (1) mile away from the school. Students who live within one mile of the school will walk, bicycle or be transported by car.

School Honors

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

Award/Honor	Year
• Teacher of the Year - Gilbert	2001
• Special Ed Teacher of the Year - Gilbert	2001
• Special Teacher with Integrated Students	2000
• Teacher of the Year - Gilbert, Integrated Students	2005

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	188	2879	79306	100	100	99	457	478	445	2	2	10	17	8	18	57	50	51	24	40	20
All Students (Prior Year)	176	2770	75509	100	100	100	533	541	521	5	6	13	21	17	23	39	35	33	36	42	31
Female	95	1409	38691	100	100	99	447	475	446	1	3	10	16	8	18	66	53	52	17	37	20
Male	93	1470	40583	100	100	99	467	481	445	4	2	11	18	8	18	47	48	50	32	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	30	468	32869	100	100	99	444	456	429	4	4	15	26	14	25	56	57	51	15	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	138	2127	36197	99	100	99	460	483	463	2	2	5	14	6	11	56	48	53	28	44	31
Students with Disabilities	23	380	10321	100	100	100	397	433	389	10	12	30	29	20	27	52	50	34	10	18	9
Students without Disabilities	165	2499	69060	99	99	98	465	485	454	1	1	7	15	6	17	58	50	54	26	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	43	581	39415	100	100	96	443	459	431	0	5	15	25	13	25	63	57	50	13	25	10
Non-Economically Disadvantaged	145	2298	39966	85	89	100	461	483	459	3	2	6	14	6	12	55	49	52	28	43	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	2877	79395	100	0	99	461	475	446	2	1	9	20	13	25	63	66	55	15	20	11
All Students (Prior Year)	176	2774	75492	100	100	100	529	533	519	3	4	12	10	11	16	58	50	47	29	35	24
Female	95	1408	38743	100	0	100	458	479	451	2	1	7	16	10	24	65	67	57	17	22	12
Male	93	1469	40618	100	0	99	464	471	440	2	1	11	25	15	27	60	66	53	13	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	30	468	32915	100	0	99	448	454	426	4	2	15	26	23	35	63	66	47	7	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	138	2125	36221	99	0	99	463	480	465	2	1	4	20	10	15	60	67	63	18	22	17
Students with Disabilities	23	379	10331	100	0	100	392	432	388	5	5	25	48	34	37	48	55	34	0	6	4
Students without Disabilities	165	2498	69139	99	0	99	470	481	454	2	1	7	16	9	24	65	68	58	17	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	43	581	39484	100	0	96	448	458	429	5	3	14	23	22	35	70	64	47	3	10	4
Non-Economically Disadvantaged	145	2296	39986	85	0	100	464	479	461	1	1	4	19	10	16	60	67	63	19	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	2876	78869	100	100	99	468	468	442	2	3	6	12	12	21	70	70	63	17	15	10
All Students (Prior Year)	175	2766	75053	99	99	99	616	615	597	5	5	7	8	8	12	74	76	72	13	10	9
Female	95	1409	38536	100	100	99	478	480	458	1	2	4	7	8	15	72	71	67	20	20	14
Male	93	1467	40302	100	100	99	458	455	428	2	4	8	18	16	26	67	69	60	13	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	30	468	32606	100	100	98	456	451	426	0	3	8	19	17	27	70	68	60	11	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	138	2124	36078	99	100	99	470	470	459	2	2	4	10	11	16	70	70	66	18	16	14
Students with Disabilities	23	380	10246	100	100	100	389	408	367	5	9	18	38	33	39	57	54	40	0	3	4
Students without Disabilities	165	2496	68697	99	99	98	479	477	454	1	2	4	8	9	18	71	73	67	19	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	43	580	39106	100	100	95	459	449	427	3	4	8	15	18	28	78	70	59	5	7	5
Non-Economically Disadvantaged	145	2296	39837	85	89	100	471	472	457	1	2	4	11	11	14	67	70	67	20	17	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	212	2914	78906	100	100	99	511	525	498	4	4	13	18	10	19	56	52	48	22	33	20
All Students (Prior Year)	152	2691	76019	99	100	100	513	512	499	7	7	14	31	35	39	22	17	14	40	41	33
Female	108	1440	38644	100	100	99	514	526	500	4	4	12	11	10	19	61	54	49	23	33	19
Male	104	1473	40236	99	99	99	507	524	497	4	5	15	24	11	19	51	51	46	21	33	20
African American	15	137	4087	100	97	99	442	501	481	7	9	20	47	20	24	47	56	45	0	15	11
Hispanic	32	488	31938	97	100	99	507	508	481	3	7	19	19	17	25	61	56	46	16	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	162	2145	36483	100	100	99	519	529	517	4	4	7	14	8	13	56	52	51	26	36	30
Students with Disabilities	26	376	10664	100	100	100	415	461	430	24	23	42	43	27	27	33	41	26	0	8	5
Students without Disabilities	186	2538	68310	97	99	98	522	535	509	2	1	9	14	8	18	59	54	51	25	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	46	588	38679	100	100	96	500	507	483	10	9	20	27	18	25	49	54	45	15	20	10
Non-Economically Disadvantaged	166	2326	40295	88	89	100	513	529	513	3	3	7	15	8	13	58	52	50	24	36	30

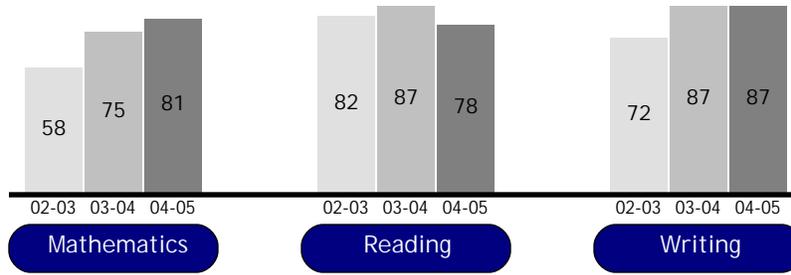
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	2914	78908	99	0	99	496	507	484	2	3	10	17	13	23	69	68	58	12	16	9
All Students (Prior Year)	152	2700	76020	99	100	100	510	511	503	14	13	25	15	20	23	52	50	40	19	17	12
Female	107	1439	38648	99	0	99	505	513	489	0	2	8	13	11	22	69	68	61	18	20	10
Male	104	1474	40233	99	0	99	486	501	479	3	4	12	21	15	25	70	69	55	6	13	8
African American	14	136	4092	93	0	99	421	482	473	14	9	12	43	24	28	43	56	54	0	11	5
Hispanic	32	489	31940	97	0	99	502	493	465	0	5	16	13	18	32	81	70	49	6	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	162	2145	36502	100	0	99	502	511	502	1	2	4	14	11	14	70	69	67	14	18	15
Students with Disabilities	26	375	10665	100	0	100	411	450	423	10	15	30	43	36	36	48	45	31	0	4	2
Students without Disabilities	185	2539	68312	97	0	98	506	516	493	1	1	7	14	9	21	72	72	62	13	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	589	38662	100	0	96	490	491	468	2	6	16	29	22	32	59	65	49	10	8	3
Non-Economically Disadvantaged	165	2325	40315	88	0	100	497	511	498	1	2	5	14	11	15	72	69	66	13	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	2917	78750	100	100	99	513	520	500	3	3	6	22	20	29	73	75	63	3	3	2
All Students (Prior Year)	151	2697	75673	98	100	100	554	555	530	6	7	12	21	20	25	64	66	58	9	6	4
Female	108	1439	38586	100	100	99	531	534	515	0	2	4	15	13	22	80	82	71	5	4	3
Male	105	1477	40135	100	100	99	495	507	486	5	4	8	28	27	35	67	68	56	0	2	1
African American	15	136	4081	100	96	99	466	505	488	0	4	8	33	29	32	67	65	59	0	3	2
Hispanic	32	490	31841	97	100	99	501	512	483	3	3	8	39	24	36	58	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	163	2147	36440	100	100	99	520	522	516	3	3	3	17	19	22	77	76	71	3	3	4
Students with Disabilities	26	377	10622	100	100	100	438	446	415	5	13	21	43	50	50	52	38	28	0	0	1
Students without Disabilities	187	2540	68196	98	99	98	522	531	513	2	1	3	19	15	25	76	80	69	3	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	46	588	38558	100	100	96	507	507	485	5	5	8	27	28	37	63	66	54	5	1	1
Non-Economically Disadvantaged	167	2329	40260	89	89	100	514	523	514	2	3	3	20	18	21	76	77	72	2	3	4

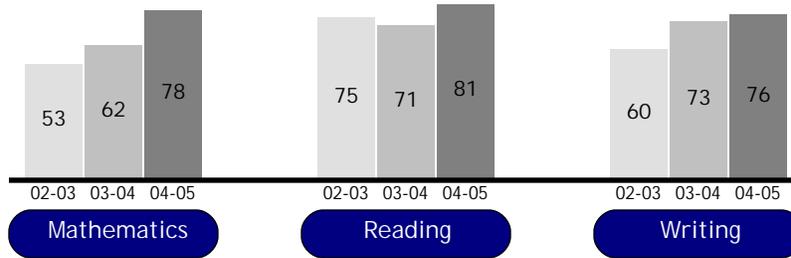
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	72	68	50	98	69	NA	58	98	58	61	47
	Language	99	65	62	43	97	63	63	50	98	59	60	47
	Mathematics	95	77	72	57	99	75	76	64	98	59	63	50
3	Reading	100	59	67	47	98	70	NA	55	99	54	60	44
	Language	100	61	72	54	98	71	76	61	99	50	57	44
	Mathematics	100	54	70	54	98	66	72	61	99	58	65	51
4	Reading	99	67	73	52	95	62	NA	56	98	58	61	48
	Language	98	62	66	48	98	54	66	52	98	56	60	49
	Mathematics	97	63	74	57	96	58	73	61	98	62	68	53
5	Reading	98	64	69	50	97	68	NA	55	98	58	63	50
	Language	98	56	63	46	99	59	63	49	98	56	62	50
	Mathematics	95	73	76	57	99	79	77	63	99	54	62	49
6	Reading	99	61	69	53	98	67	NA	56	98	64	64	51
	Language	99	53	63	45	98	55	64	48	98	59	62	47
	Mathematics	96	72	80	62	98	77	81	66	98	67	69	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

188 School Administrator(s)	Ü Safety
188 Non-certified Employee(s)	Ü Special Programs
8 Teacher(s)	Ü Calendar Special Items
5 Parent(s)	Ü Information Processing
0 Community Member(s)	Ü Tutoring
0 Student(s)	Ü Tax Credit Information

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	188.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	6	0	0
4 to 6 years	16	14	0	0
7 to 9 years	5	7	0	0
10 or more years	58	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
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 Media Center
- Ü Project/Band Room
- Ü Computer Lab

Extracurricular Activities

- Ü Afterschool City Programs
- Ü Teacher Offered After School Activities
- Ü Afterschool Classes Offered
- Ü Before/After School Care

Social Services

- Ü Parks and Recreation
- Ü VIK Program
- Ü City Pools
- Ü Social Service Support
- Ü Public Libraries

School Achievements/Accomplishments 2004-05

- ü Augusta Ranch continues to be an Accelerated Reading Model School.

- ü Augusta Ranch Continues to be an exemplary Character Counts School

- ü All teachers are trained in implementing the 6 Traits of writing

- ü Grades 3 - 6 have Accelerated Math in addition to a one hour per day Harcourt Math Program

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	7	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	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

Students are taught clear expectations for behavior, and teachers follow through with consistency and respect. We integrate positive character traits into our daily curriculum. An anti-bullying program is in place. All 3rd grade students receive Lion's Quest Training. Our recess playground integrates a peaceful playground program. All students and staff are trained in orderly lock-down and evacuation.

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) :

188

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	Susan Kreitzer	(480) 635-2011
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Deb McCarren	(480) 497-3370
Parent Organization	Debbie Arenz	(480) 635-2011
Student Health/Nurse	Donna Fettig	(480) 635-2011

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.

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