



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6490 S. Sun Groves BLVD, Chandler, AZ 85249

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 N/A
2002-03 N/A

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

School Overview

Principal/Administrator : Mr. Sam Merrill
Schedule : 07:00 AM to 05:00 PM
Grades : K-6
2005 Enrollment : 920
Web Address : ww2.chandler.k12.az.us/navarrete-eleme
Phone Number : (480) 883-4800
Fax Number : (480) 883-4820
E-mail : merrill.sam@chandler.k12.az.us

Mission

To provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 N/A
2002-03 N/A

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

- Students will demonstrate increasing proficiency in oral language, reading strategies, literature interpretation and written language.
Navarrete students will score above state norms on the AIMS.
Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.
Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.

Enrollment

October 1, 2004 School Year Student Enrollment : 634
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 122

Instructional Programs

- ü Full Day Kindergarten, Two Sections
- ü Kindersteps
- ü Balanced and Comprehensive Curriculum
- ü Accelerated Reader
- ü New Hand Writing Adoption
- ü Before and After School Tutoring
- ü Compact Math Program grades 3rd,4th,6th
- ü Body Shop Health Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Navarrete sets high academic standards, prepares goals and expectations for students and parents, distributes handbooks/policies/other materials to all parents and students and maintains regular home/school communication with the community.

Parents

Our parents will support learning by contributing to the school community through the investment of time, talents and resources, by respecting our teachers as professionals and partners in education, by taking a pro-active role in communicatin with the school staff, by providing an appropriate learning enviornment at home and by sending their children to school ready to learn.

Transportation Policy

Naverrete follows the guidelines of Chandler School District's Transportation Policy.

School Honors

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

Award/Honor	Year
ü New School-No history Available.	

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	83	2417	79306	99	100	99	483	465	445	3	5	10	4	11	18	46	49	51	47	36	20
All Students (Prior Year)	--	2220	75509	--	100	100	--	531	521	--	8	13	--	19	23	--	37	33	--	36	31
Female	41	1140	38691	98	99	99	481	468	446	3	5	10	0	10	18	50	49	52	47	36	20
Male	42	1276	40583	100	100	99	486	463	445	3	5	11	9	11	18	41	49	50	47	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	14	750	32869	93	100	99	473	438	429	0	12	15	20	20	25	40	51	51	40	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	62	1398	36197	100	100	99	489	481	463	2	2	5	2	5	11	44	48	53	52	46	31
Students with Disabilities	NC	297	10321	NC	100	100	NC	385	389	NC	18	30	NC	22	27	NC	45	34	NC	16	9
Students without Disabilities	75	2123	69060	99	99	98	489	477	454	0	3	7	3	9	17	47	49	54	50	38	22
Limited English Proficient Students	--	241	15509	--	100	100	--	381	406	--	19	20	--	26	30	--	48	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	679	39415	NC	90	96	NC	439	431	NC	13	15	NC	21	25	NC	54	50	NC	13	10
Non-Economically Disadvantaged	79	1741	39966	100	100	100	484	476	459	3	2	6	4	7	12	43	47	52	49	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2417	79395	99	0	99	475	462	446	0	4	9	7	15	25	80	64	55	13	17	11
All Students (Prior Year)	--	2224	75492	--	100	100	--	526	519	--	8	12	--	14	16	--	50	47	--	29	24
Female	41	1141	38743	98	0	100	476	471	451	0	3	7	6	13	24	81	63	57	14	21	12
Male	42	1275	40618	100	0	99	475	454	440	0	6	11	9	17	27	79	64	53	12	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	14	749	32915	93	0	99	460	434	426	0	12	15	20	30	35	80	51	47	0	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	62	1399	36221	100	0	99	481	478	465	0	1	4	2	8	15	83	70	63	15	22	17
Students with Disabilities	NC	298	10331	NC	0	100	NC	387	388	NC	11	25	NC	31	37	NC	51	34	NC	7	4
Students without Disabilities	75	2122	69139	99	0	99	478	473	454	0	3	7	5	13	24	81	65	58	15	18	11
Limited English Proficient Students	--	241	15545	--	0	100	--	375	399	--	19	21	--	37	42	--	41	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	677	39484	NC	0	96	NC	436	429	NC	12	14	NC	32	35	NC	52	47	NC	4	4
Non-Economically Disadvantaged	79	1743	39986	100	0	100	476	473	461	0	1	4	7	9	16	79	68	63	13	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	83	2410	78869	99	100	99	470	458	442	0	3	6	9	13	21	87	69	63	4	14	10
All Students (Prior Year)	--	2206	75053	--	99	99	--	618	597	--	4	7	--	8	12	--	77	72	--	11	9
Female	41	1139	38536	98	99	99	475	475	458	0	2	4	8	9	15	83	68	67	8	21	14
Male	42	1270	40302	100	100	99	465	443	428	0	4	8	9	18	26	91	70	60	0	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	14	747	32606	93	99	98	472	433	426	0	8	8	10	22	27	90	63	60	0	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	62	1396	36078	100	100	99	473	472	459	0	2	4	6	8	16	91	72	66	4	18	14
Students with Disabilities	NC	298	10246	NC	100	100	NC	364	367	NC	11	18	NC	35	39	NC	50	40	NC	4	4
Students without Disabilities	75	2115	68697	99	99	98	473	472	454	0	2	4	5	10	18	90	72	67	5	16	11
Limited English Proficient Students	--	240	15339	--	100	100	--	375	399	--	10	11	--	29	31	--	57	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	676	39106	NC	90	95	NC	433	427	NC	8	8	NC	25	28	NC	62	59	NC	5	5
Non-Economically Disadvantaged	79	1737	39837	100	100	100	470	469	457	0	2	4	7	9	14	88	71	67	4	18	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2303	78906	100	100	99	532	519	498	3	7	13	10	13	19	56	49	48	31	32	20
All Students (Prior Year)	--	2175	76019	--	99	100	--	510	499	--	9	14	--	33	39	--	16	14	--	42	33
Female	42	1138	38644	100	100	99	532	521	500	0	5	12	9	14	19	59	50	49	31	32	19
Male	45	1160	40236	100	99	99	531	518	497	5	9	15	11	12	19	53	47	46	32	32	20
African American	NC	144	4087	NC	100	99	NC	501	481	NC	13	20	NC	16	24	NC	50	45	NC	21	11
Hispanic	11	695	31938	100	99	99	501	491	481	17	13	19	17	23	25	50	48	46	17	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	NC	25	4593	NC	100	100	NC	510	467	NC	12	26	NC	29	29	NC	24	39	NC	35	6
White	66	1303	36483	100	100	99	534	532	517	2	3	7	9	8	13	59	51	51	30	38	30
Students with Disabilities	NC	335	10664	NC	100	100	NC	458	430	NC	23	42	NC	32	27	NC	37	26	NC	9	5
Students without Disabilities	79	1973	68310	100	99	98	538	530	509	2	4	9	5	10	18	59	51	51	35	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	641	38679	91	92	96	507	494	483	11	14	20	11	23	25	67	48	45	11	14	10
Non-Economically Disadvantaged	77	1667	40295	100	100	100	535	530	513	2	4	7	10	9	13	54	48	50	34	39	30

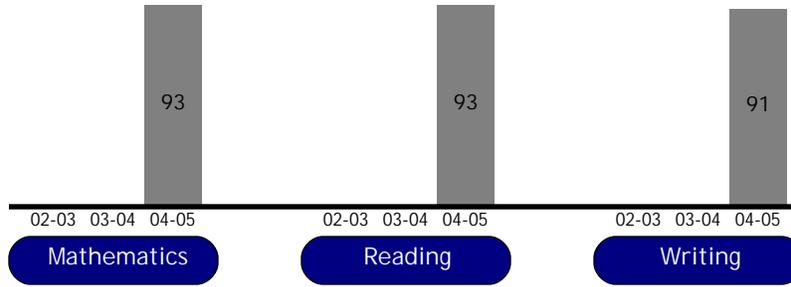
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2303	78908	100	0	99	506	498	484	1	6	10	16	17	23	70	65	58	13	13	9
All Students (Prior Year)	--	2174	76020	--	99	100	--	506	503	--	22	25	--	20	23	--	43	40	--	14	12
Female	42	1138	38648	100	0	99	509	503	489	0	4	8	13	15	22	72	67	61	16	15	10
Male	45	1160	40233	100	0	99	503	493	479	3	7	12	18	19	25	68	63	55	11	10	8
African American	NC	144	4092	NC	0	99	NC	482	473	NC	6	12	NC	28	28	NC	61	54	NC	5	5
Hispanic	11	695	31940	100	0	99	484	470	465	0	13	16	33	29	32	67	54	49	0	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	NC	25	4569	NC	0	100	NC	491	457	NC	18	18	NC	24	39	NC	41	41	NC	18	2
White	66	1303	36502	100	0	99	509	511	502	2	2	4	14	10	14	70	70	67	14	17	15
Students with Disabilities	NC	335	10665	NC	0	100	NC	450	423	NC	16	30	NC	36	36	NC	42	31	NC	6	2
Students without Disabilities	79	1973	68312	100	0	98	509	506	493	2	4	7	11	14	21	73	69	62	14	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	641	38662	91	0	96	485	471	468	0	14	16	44	31	32	56	52	49	0	3	3
Non-Economically Disadvantaged	77	1667	40315	100	0	100	509	509	498	2	2	5	11	11	15	72	70	66	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2299	78750	100	100	99	529	518	500	1	4	6	17	20	29	81	74	63	0	3	2
All Students (Prior Year)	--	2165	75673	--	99	100	--	544	530	--	7	12	--	23	25	--	65	58	--	4	4
Female	42	1134	38586	100	99	99	539	530	515	0	2	4	9	14	22	91	81	71	0	3	3
Male	45	1160	40135	100	99	99	520	506	486	3	5	8	24	25	35	74	68	56	0	2	1
African American	NC	143	4081	NC	100	99	NC	502	488	NC	8	8	NC	18	32	NC	74	59	NC	0	2
Hispanic	11	693	31841	100	99	99	522	491	483	0	7	8	0	31	36	100	61	55	0	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	NC	25	4586	NC	100	100	NC	516	481	NC	6	8	NC	18	37	NC	71	54	NC	6	1
White	66	1302	36440	100	100	99	528	530	516	2	1	3	20	15	22	79	80	71	0	3	4
Students with Disabilities	NC	334	10622	NC	100	100	NC	444	415	NC	14	21	NC	44	50	NC	40	28	NC	2	1
Students without Disabilities	79	1971	68196	100	99	98	531	531	513	2	2	3	16	16	25	83	80	69	0	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	640	38558	91	92	96	527	491	485	0	9	8	11	33	37	89	58	54	0	1	1
Non-Economically Disadvantaged	77	1665	40260	100	100	100	529	529	514	2	1	3	18	14	21	80	81	72	0	3	4

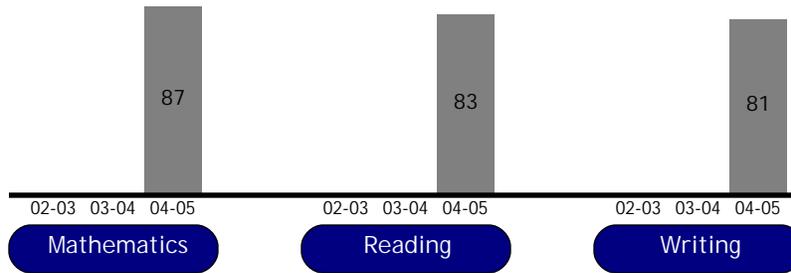
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	--	--	57	50	--	--	NA	58	99	57	53	47
	Language	--	--	53	43	--	--	58	50	99	62	52	47
	Mathematics	--	--	63	57	--	--	71	64	99	69	58	50
3	Reading	--	--	56	47	--	--	NA	55	99	58	54	44
	Language	--	--	63	54	--	--	66	61	99	59	52	44
	Mathematics	--	--	61	54	--	--	66	61	99	68	61	51
4	Reading	--	--	60	52	--	--	NA	56	99	62	56	48
	Language	--	--	54	48	--	--	59	52	99	66	56	49
	Mathematics	--	--	61	57	--	--	68	61	99	70	62	53
5	Reading	--	--	58	50	--	--	NA	55	100	62	57	50
	Language	--	--	54	46	--	--	56	49	100	61	58	50
	Mathematics	--	--	65	57	--	--	69	63	100	64	58	49
6	Reading	--	--	59	53	--	--	NA	56	99	61	60	51
	Language	--	--	52	45	--	--	57	48	99	55	55	47
	Mathematics	--	--	68	62	--	--	74	66	99	60	63	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Staffing
- Ü Budget
- Ü Prop 301

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	6.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	9	0	0
7 to 9 years	2	4	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab, 33 Stations
- Ü Library, 10,000 volumes
- Ü New Facility
- Ü 3 Computer Stations Per Classroom

Extracurricular Activities

- Ü Battle of the Books
- Ü Math and Science Club
- Ü Science Fair
- Ü Chess Club
- Ü Boys' and Girls' Basketball
- Ü Computer Club
- Ü Running Club
- Ü Student Council

Social Services

- Ü Food Drive
- Ü Before and After School Childcare
- Ü Breakfast Program
- Ü School Counselor
- Ü DARE Program
- Ü Chandler Education Foundation
- Ü Parenting Classes
- Ü Kindersteps

School Achievements/Accomplishments 2004-05

ü New school-no history available.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	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

Navarrete is a very safe school with no major incidents of violence, drugs or alcohol. We have our own School wide Discipline Plan and a School wide Character Counts Program. We have a DARE Officer and a School Safety Person. All of our Emergency Plans are complete and revised annually or as needed.

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	Sam Merrill	(480) 883-4808
Transportation Policy	Sterling Skousen	(480) 812-7288
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Cathy Brown	(480) 812-7260
Parent Organization	Janey Tibbits	(480) 883-4800
Student Health/Nurse	Sandy Craighead	(480) 883-4802

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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** 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.