

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2424 E. Maren Drive, 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	Excelling
2003-04	Performing
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	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 Overview

Principal/Administrator : Mrs. Janis K. Weyenberg
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 1149
 Web Address : weyenberg.jan@chandler.k12.az.us
 Phone Number : (480) 883-4500
 Fax Number : (480) 883-4520
 E-mail : weyenberg.jan@chandler.k12.az.us

Mission

Our mission at Jane Dee Hull Elementary School is to provide students with the knowledge, skills, and attitudes necessary to be lifelong learners and responsible citizens.

School / Academic Goals

- Students will exceed one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- The Hull Elementary School staff will actively seek ways to implement programs designed to involve parents and the community.

Enrollment

October 1, 2004 School Year Student Enrollment : 1126
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- Ü Technology
- Ü On-site Special Education
- Ü After School Classes
- Ü The Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We provide a quality education to further each child's intellectual, social, physical, and moral growth. Hull's programs and practices will foster the development of sound character, self-worth, creativity, democratic values, and self-discipline.

Parents

Parents are viewed as partners. Their support and involvement is essential. Parents take an active role in their child's school life. We expect students to attend school regularly, dress appropriately, act responsibly, and be prepared for class.

Transportation Policy

Hull's attendance area is four square miles. Bus transportation is provided for students living more than one mile from school. Students being transported are provided with a copy of the school bus rules and are to obey the driver's instructions.

School Honors

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

Award/Honor	Year
Ü Clean School Award	2004
Ü Apple Achievement Award	2005
Ü Artist-in-Residence Grant	2005
Ü Channel 3 Silver Apple Award	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2417	79306	100	100	99	493	465	445	1	5	10	1	11	18	48	49	51	50	36	20
All Students (Prior Year)	181	2220	75509	100	100	100	546	531	521	6	8	13	16	19	23	34	37	33	44	36	31
Female	66	1140	38691	100	99	99	495	468	446	2	5	10	0	10	18	42	49	52	56	36	20
Male	93	1276	40583	100	100	99	492	463	445	1	5	11	1	11	18	52	49	50	46	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	17	750	32869	100	100	99	482	438	429	0	12	15	0	20	25	80	51	51	20	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	NC	21	4264	NC	100	100	NC	406	419	NC	0	19	NC	60	30	NC	30	45	NC	10	6
White	128	1398	36197	100	100	99	496	481	463	1	2	5	1	5	11	43	48	53	55	46	31
Students with Disabilities	22	297	10321	100	100	100	463	385	389	12	18	30	6	22	27	59	45	34	24	16	9
Students without Disabilities	137	2123	69060	99	99	98	498	477	454	0	3	7	0	9	17	46	49	54	54	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	679	39415	NC	90	96	NC	439	431	NC	13	15	NC	21	25	NC	54	50	NC	13	10
Non-Economically Disadvantaged	152	1741	39966	100	100	100	494	476	459	1	2	6	1	7	12	48	47	52	50	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2417	79395	100	0	99	487	462	446	0	4	9	6	15	25	72	64	55	21	17	11
All Students (Prior Year)	181	2224	75492	100	100	100	532	526	519	4	8	12	9	14	16	51	50	47	36	29	24
Female	66	1141	38743	100	0	100	495	471	451	0	3	7	3	13	24	68	63	57	29	21	12
Male	93	1275	40618	100	0	99	481	454	440	0	6	11	9	17	27	75	64	53	16	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	17	749	32915	100	0	99	480	434	426	0	12	15	0	30	35	87	51	47	13	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	NC	21	4271	NC	0	100	NC	408	420	NC	0	15	NC	50	42	NC	45	41	NC	5	2
White	128	1399	36221	100	0	99	490	478	465	0	1	4	6	8	15	71	70	63	23	22	17
Students with Disabilities	22	298	10331	100	0	100	459	387	388	0	11	25	29	31	37	59	51	34	12	7	4
Students without Disabilities	137	2122	69139	99	0	99	491	473	454	0	3	7	3	13	24	74	65	58	23	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	677	39484	NC	0	96	NC	436	429	NC	12	14	NC	32	35	NC	52	47	NC	4	4
Non-Economically Disadvantaged	152	1743	39986	100	0	100	487	473	461	0	1	4	7	9	16	71	68	63	22	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	159	2410	78869	100	100	99	489	458	442	0	3	6	6	13	21	69	69	63	24	14	10
All Students (Prior Year)	179	2206	75053	99	99	99	636	618	597	5	4	7	6	8	12	72	77	72	17	11	9
Female	66	1139	38536	100	99	99	513	475	458	0	2	4	0	9	15	61	68	67	39	21	14
Male	93	1270	40302	100	100	99	472	443	428	0	4	8	11	18	26	75	70	60	14	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	17	747	32606	100	99	98	475	433	426	0	8	8	13	22	27	80	63	60	7	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	NC	21	4245	NC	100	100	NC	403	423	NC	5	9	NC	35	26	NC	60	61	NC	0	4
White	128	1396	36078	100	100	99	493	472	459	0	2	4	4	8	16	68	72	66	28	18	14
Students with Disabilities	22	298	10246	100	100	100	447	364	367	0	11	18	35	35	39	65	50	40	0	4	4
Students without Disabilities	137	2115	68697	99	99	98	495	472	454	0	2	4	2	10	18	70	72	67	28	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	676	39106	NC	90	95	NC	433	427	NC	8	8	NC	25	28	NC	62	59	NC	5	5
Non-Economically Disadvantaged	152	1737	39837	100	100	100	490	469	457	0	2	4	6	9	14	70	71	67	24	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	159	2303	78906	100	100	99	526	519	498	6	7	13	6	13	19	54	49	48	34	32	20
All Students (Prior Year)	155	2175	76019	99	99	100	512	510	499	5	9	14	31	33	39	19	16	14	45	42	33
Female	79	1138	38644	100	100	99	529	521	500	1	5	12	7	14	19	58	50	49	33	32	19
Male	80	1160	40236	100	99	99	524	518	497	10	9	15	5	12	19	49	47	46	36	32	20
African American	11	144	4087	100	100	99	525	501	481	0	13	20	9	16	24	55	50	45	36	21	11
Hispanic	16	695	31938	100	99	99	499	491	481	21	13	19	7	23	25	57	48	46	14	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	120	1303	36483	100	100	99	526	532	517	5	3	7	6	8	13	56	51	51	33	38	30
Students with Disabilities	21	335	10664	100	100	100	493	458	430	14	23	42	10	32	27	67	37	26	10	9	5
Students without Disabilities	138	1973	68310	98	99	98	532	530	509	4	4	9	6	10	18	52	51	51	39	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	13	641	38679	100	92	96	505	494	483	0	14	20	15	23	25	69	48	45	15	14	10
Non-Economically Disadvantaged	146	1667	40295	100	100	100	528	530	513	6	4	7	5	9	13	52	48	50	36	39	30

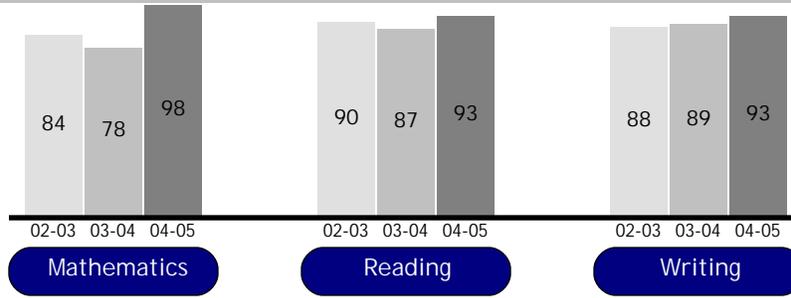
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	2303	78908	100	0	99	516	498	484	0	6	10	12	17	23	68	65	58	20	13	9
All Students (Prior Year)	155	2174	76020	99	99	100	511	506	503	15	22	25	15	20	23	51	43	40	19	14	12
Female	79	1138	38648	100	0	99	525	503	489	0	4	8	8	15	22	68	67	61	24	15	10
Male	80	1160	40233	100	0	99	507	493	479	0	7	12	16	19	25	67	63	55	16	10	8
African American	11	144	4092	100	0	99	491	482	473	0	6	12	27	28	28	73	61	54	0	5	5
Hispanic	16	695	31940	100	0	99	497	470	465	0	13	16	29	29	32	64	54	49	7	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	120	1303	36502	100	0	99	516	511	502	0	2	4	10	10	14	71	70	67	19	17	15
Students with Disabilities	21	335	10665	100	0	100	483	450	423	0	16	30	33	36	36	67	42	31	0	6	2
Students without Disabilities	138	1973	68312	98	0	98	521	506	493	0	4	7	9	14	21	68	69	62	23	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	13	641	38662	100	0	96	483	471	468	0	14	16	31	31	32	69	52	49	0	3	3
Non-Economically Disadvantaged	146	1667	40315	100	0	100	519	509	498	0	2	5	11	11	15	67	70	66	22	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	157	2299	78750	99	100	99	546	518	500	0	4	6	17	20	29	73	74	63	10	3	2
All Students (Prior Year)	155	2165	75673	99	99	100	561	544	530	3	7	12	18	23	25	76	65	58	3	4	4
Female	77	1134	38586	97	99	99	563	530	515	0	2	4	7	14	22	79	81	71	14	3	3
Male	80	1160	40135	100	99	99	530	506	486	0	5	8	26	25	35	67	68	56	7	2	1
African American	11	143	4081	100	100	99	526	502	488	0	8	8	18	18	32	82	74	59	0	0	2
Hispanic	15	693	31841	94	99	99	537	491	483	0	7	8	14	31	36	79	61	55	7	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	119	1302	36440	99	100	99	546	530	516	0	1	3	19	15	22	71	80	71	10	3	4
Students with Disabilities	21	334	10622	100	100	100	492	444	415	0	14	21	62	44	50	38	40	28	0	2	1
Students without Disabilities	136	1971	68196	96	99	98	556	531	513	0	2	3	9	16	25	79	80	69	12	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	13	640	38558	100	92	96	511	491	485	0	9	8	38	33	37	62	58	54	0	1	1
Non-Economically Disadvantaged	144	1665	40260	99	100	100	550	529	514	0	1	3	15	14	21	74	81	72	11	3	4

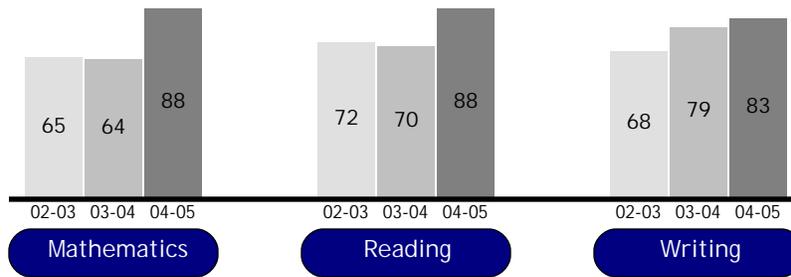
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	58	57	50	96	67	NA	58	99	62	53	47
	Language	99	51	53	43	99	61	58	50	99	63	52	47
	Mathematics	100	65	63	57	100	81	71	64	99	72	58	50
3	Reading	100	64	56	47	97	63	NA	55	100	64	54	44
	Language	100	77	63	54	97	72	66	61	100	61	52	44
	Mathematics	100	69	61	54	97	76	66	61	100	71	61	51
4	Reading	98	70	60	52	98	75	NA	56	100	61	56	48
	Language	100	70	54	48	99	67	59	52	100	62	56	49
	Mathematics	100	72	61	57	99	70	68	61	100	66	62	53
5	Reading	99	63	58	50	98	67	NA	55	100	68	57	50
	Language	100	60	54	46	99	60	56	49	100	68	58	50
	Mathematics	100	69	65	57	99	71	69	63	100	62	58	49
6	Reading	98	62	59	53	100	72	NA	56	100	71	60	51
	Language	99	51	52	45	100	67	57	48	100	68	55	47
	Mathematics	99	66	68	62	100	81	74	66	100	73	63	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relationships
- Ü School Safety Issues
- Ü Textbook Selection
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	5	0	0
4 to 6 years	4	3	0	0
7 to 9 years	4	5	0	0
10 or more years	8	21	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
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 Two Multimedia Technology Labs
- Ü Media Center

Extracurricular Activities

- Ü Technology Clubs
- Ü Art Masterpiece
- Ü Tutoring
- Ü After School Clubs

Social Services

- Ü After School Programs
- Ü Health Services
- Ü Church Services
- Ü Lunch Program

School Achievements/Accomplishments 2004-05

- ü Students in K-6 have exceeded one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- ü Students in each grade level use technology as a tool to supplement their learning.

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	14	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

Hull promotes a safe, orderly learning climate. The following procedures are in place: Monthly fire drills; badges worn by staff; volunteers sign-in and wear badges; district security visits daily; and a Crisis Management Plan is in place.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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

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

Contacts

	Name	Phone Number
School Site Council	Janis K. Weyenberg	(480) 883-4500
Transportation Policy	Constance Draper	(480) 812-7275
Community Resources	Janis K. Weyenberg	(480) 883-4500
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	K. Brewer/ C. Brugman	(480) 883-4500
Student Health/Nurse	Janet Liles	(480) 883-4500

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.