

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

40300 N. Simonton Blvd, Queen Creek, AZ 85242

J O Combs Elementary 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	Performing
2003-04	N/A
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Tamara Stimatze
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 713
 Web Address :
 Phone Number : (480) 987-5330
 Fax Number : (623) 987-5281
 E-mail : tstimatze@jocombs.k12.az.us

Mission

The Kathryn Sue Simonton Staff and community values each student and what they mean to the future of our community and country; therefore, each student will be provided a safe environment in which to acquire the knowledge and skills necessary to be a lifelong learner and a responsible citizen in our ever changing global society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will exceed one year's growth as measured by the Stanford 9, AIMS and District CRTs. Cross-curriculum, problem-solving and critical skills will be used to improve achievements in reading, writing, and math.
- ü We will actively seek ways to implement programs designed to involve parents in the community. We will utilize the six pillars of character through the CHARACTER COUNTS program.
- ü Simonton will provide a learning environment that will develop the unique giftedness of each student. Students will be challenged to take responsibility for their actions, academics and become life-long learners.
- ü Students will improve problem solving, reading comprehension and fluency across the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 759
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 48

Instructional Programs

- ü SmartBoard/Interactive Instruction
- ü Accelerated/STAR Reading
- ü All Day Kindergarten
- ü Preschool
- ü Gifted
- ü Special Education
- ü ELL
- ü Music/Band

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The Simonton staff has the responsibility to set high academic expectations and goal setting for all students. The staff will provide a safe and orderly environment conducive to learning.

Parents

Parents will be encouraged to support their child's efforts in school by providing quiet time for homework and being a good role model in developing lifelong learning. Positive communication will be encouraged between home and school.

Transportation Policy

As a rural school district, J.O. Combs School District boundaries include 68 square miles. Twelve buses provide morning and afternoon transportation.

School Honors

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

Award/Honor	Year
ü Migrant Close Up Recipient	2004
ü Science Olympiad - Third Place	2004
ü Pinal County Anti-Drug Poster Contest - Recognition	2004
ü Career Development Art Contest - 1st , 2nd & 3rd place	2004

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	146	146	79306	99	100	99	430	430	445	12	12	10	27	27	18	49	49	51	12	12	20
All Students (Prior Year)	88	88	75509	100	100	100	517	517	521	11	11	13	29	29	23	28	28	33	32	32	31
Female	69	69	38691	99	100	99	437	437	446	9	9	10	33	33	18	43	43	52	15	15	20
Male	76	76	40583	97	99	99	422	422	445	15	15	11	21	21	18	56	56	50	8	8	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	46	46	32869	100	100	99	398	398	429	30	30	15	36	36	25	27	27	51	6	6	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	92	92	36197	98	100	99	447	447	463	3	3	5	22	22	11	59	59	53	16	16	31
Students with Disabilities	17	17	10321	89	100	100	382	382	389	36	36	30	29	29	27	29	29	34	7	7	9
Students without Disabilities	129	129	69060	100	100	98	437	437	454	8	8	7	27	27	17	52	52	54	13	13	22
Limited English Proficient Students	18	18	15509	100	100	100	385	385	406	33	33	20	38	38	30	29	29	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	61	61	39415	92	95	96	416	416	431	17	17	15	37	37	25	44	44	50	2	2	10
Non-Economically Disadvantaged	85	85	39966	100	100	100	439	439	459	8	8	6	21	21	12	52	52	52	18	18	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	147	147	79395	99	0	99	441	441	446	7	7	9	32	32	25	50	50	55	11	11	11
All Students (Prior Year)	NC	87	75492	NC	100	100	NC	520	519	NC	10	12	NC	19	16	NC	46	47	NC	25	24
Female	69	69	38743	99	0	100	452	452	451	4	4	7	30	30	24	52	52	57	15	15	12
Male	77	77	40618	99	0	99	430	430	440	10	10	11	35	35	27	49	49	53	6	6	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	46	46	32915	100	0	99	409	409	426	18	18	15	39	39	35	36	36	47	6	6	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	93	93	36221	99	0	99	460	460	465	2	2	4	23	23	15	61	61	63	14	14	17
Students with Disabilities	18	18	10331	95	0	100	402	402	388	13	13	25	33	33	37	53	53	34	0	0	4
Students without Disabilities	129	129	69139	100	0	99	448	448	454	6	6	7	32	32	24	50	50	58	13	13	11
Limited English Proficient Students	18	18	15545	100	0	100	392	392	399	25	25	21	46	46	42	29	29	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	62	62	39484	94	0	96	424	424	429	10	10	14	48	48	35	40	40	47	2	2	4
Non-Economically Disadvantaged	85	85	39986	100	0	100	453	453	461	5	5	4	21	21	16	57	57	63	16	16	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	147	147	78869	99	100	99	433	433	442	3	3	6	34	34	21	54	54	63	9	9	10
All Students (Prior Year)	NC	87	75053	NC	100	99	NC	622	597	NC	3	7	NC	8	12	NC	77	72	NC	11	9
Female	69	69	38536	99	100	99	460	460	458	2	2	4	19	19	15	69	69	67	11	11	14
Male	77	77	40302	99	100	99	404	404	428	4	4	8	51	51	26	39	39	60	6	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	46	46	32606	100	100	98	420	420	426	3	3	8	36	36	27	52	52	60	9	9	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	93	93	36078	99	100	99	441	441	459	3	3	4	31	31	16	56	56	66	9	9	14
Students with Disabilities	18	18	10246	95	100	100	377	377	367	0	0	18	53	53	39	47	47	40	0	0	4
Students without Disabilities	129	129	68697	100	100	98	443	443	454	3	3	4	31	31	18	56	56	67	10	10	11
Limited English Proficient Students	18	18	15339	100	100	100	411	411	399	4	4	11	33	33	31	58	58	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	62	62	39106	94	97	95	435	435	427	2	2	8	33	33	28	60	60	59	5	5	5
Non-Economically Disadvantaged	85	85	39837	100	100	100	433	433	457	3	3	4	34	34	14	51	51	67	11	11	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	140	140	78906	100	100	99	494	494	498	13	13	13	16	16	19	52	52	48	19	19	20
All Students (Prior Year)	70	70	76019	100	100	100	486	486	499	16	16	14	54	54	39	9	9	14	21	21	33
Female	58	58	38644	100	100	99	491	491	500	9	9	12	14	14	19	60	60	49	16	16	19
Male	82	82	40236	100	100	99	496	496	497	17	17	15	19	19	19	44	44	46	20	20	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	46	46	31938	100	100	99	485	485	481	21	21	19	26	26	25	38	38	46	15	15	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	83	83	36483	100	100	99	497	497	517	7	7	7	12	12	13	63	63	51	18	18	30
Students with Disabilities	17	17	10664	100	100	100	412	412	430	43	43	42	36	36	27	21	21	26	0	0	5
Students without Disabilities	123	123	68310	100	100	98	508	508	509	8	8	9	13	13	18	57	57	51	22	22	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	69	69	38679	93	93	96	489	489	483	17	17	20	23	23	25	49	49	45	11	11	10
Non-Economically Disadvantaged	71	71	40295	100	100	100	500	500	513	9	9	7	9	9	13	55	55	50	27	27	30

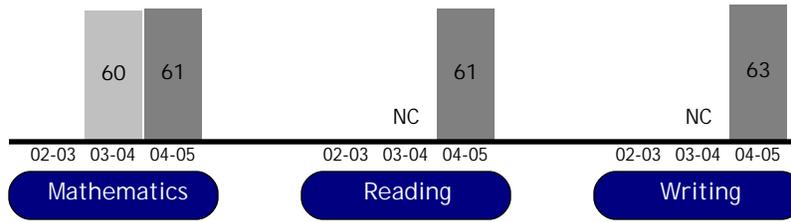
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	139	78908	99	0	99	490	490	484	3	3	10	24	24	23	69	69	58	4	4	9
All Students (Prior Year)	70	70	76020	100	100	100	504	504	503	33	33	25	26	26	23	31	31	40	10	10	12
Female	57	57	38648	98	0	99	488	488	489	0	0	8	17	17	22	79	79	61	5	5	10
Male	82	82	40233	100	0	99	490	490	479	6	6	12	30	30	25	61	61	55	4	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	45	45	31940	98	0	99	482	482	465	0	0	16	39	39	32	61	61	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	83	83	36502	100	0	99	492	492	502	4	4	4	18	18	14	74	74	67	5	5	15
Students with Disabilities	16	16	10665	94	0	100	425	425	423	8	8	30	54	54	36	38	38	31	0	0	2
Students without Disabilities	123	123	68312	100	0	98	500	500	493	2	2	7	19	19	21	73	73	62	5	5	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	68	68	38662	92	0	96	485	485	468	2	2	16	31	31	32	67	67	49	0	0	3
Non-Economically Disadvantaged	71	71	40315	100	0	100	495	495	498	5	5	5	16	16	15	70	70	66	9	9	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	140	140	78750	100	100	99	508	508	500	2	2	6	30	30	29	65	65	63	3	3	2
All Students (Prior Year)	70	70	75673	100	100	100	524	524	530	14	14	12	21	21	25	64	64	58	0	0	4
Female	58	58	38586	100	100	99	515	515	515	2	2	4	23	23	22	67	67	71	7	7	3
Male	82	82	40135	100	100	99	502	502	486	2	2	8	35	35	35	63	63	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	46	46	31841	100	100	99	501	501	483	3	3	8	41	41	36	56	56	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	83	83	36440	100	100	99	516	516	516	0	0	3	25	25	22	70	70	71	5	5	4
Students with Disabilities	17	17	10622	100	100	100	413	413	415	7	7	21	79	79	50	14	14	28	0	0	1
Students without Disabilities	123	123	68196	100	100	98	524	524	513	1	1	3	22	22	25	73	73	69	4	4	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	69	69	38558	93	93	96	503	503	485	4	4	8	34	34	37	62	62	54	0	0	1
Non-Economically Disadvantaged	71	71	40260	100	100	100	514	514	514	0	0	3	25	25	21	68	68	72	7	7	4

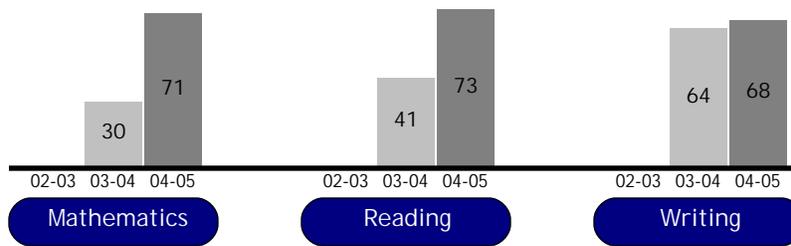
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	53	50	100	54	NA	58	99	48	48	47
	Language	--	--	59	43	100	55	55	50	99	51	51	47
	Mathematics	--	--	46	57	100	62	62	64	99	54	54	50
3	Reading	--	--	41	47	98	56	NA	55	99	47	47	44
	Language	--	--	46	54	99	63	63	61	99	45	45	44
	Mathematics	--	--	35	54	99	54	54	61	98	44	44	51
4	Reading	--	--	53	52	100	58	NA	56	100	52	52	48
	Language	--	--	51	48	100	52	52	52	100	52	52	49
	Mathematics	--	--	42	57	100	52	52	61	100	54	54	53
5	Reading	--	--	38	50	100	54	NA	55	99	57	57	50
	Language	--	--	37	46	100	46	46	49	99	55	55	50
	Mathematics	--	--	39	57	100	60	60	63	99	51	51	49
6	Reading	--	--	55	53	99	47	NA	56	--	--	49	51
	Language	--	--	34	45	99	41	41	48	--	--	43	47
	Mathematics	--	--	50	62	96	54	54	66	--	--	50	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)
- 6 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Student Discipline
- Ü Program Development
- Ü Fundraising
- Ü Student Handbook

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Media Center/Technology Labs
- Ü Music/Band
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Science Olympiad
- Ü Geography/Spelling Bee
- Ü Science Camp (5th Grade)
- Ü Tutoring
- Ü Gifted
- Ü Art/Science Fair

Social Services

- Ü Migrant Program
- Ü Crisis Intervention Partnership
- Ü Character Counts Philosophy
- Ü Clothing and Food Bank

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The staff actively participated in various professional growth opportunities designed to enhance teaching techniques. Specific activities included ongoing training in SmartBoard technology, ELL, reading and mathematics.

- ü Received grants and donations from corporate foundations to provide teachers with materials to ensure students receive a quality education. Funds were also utilized for special events and activities.

- ü The teachers at each grade level have a common planning time every day. This allows the teachers to meet as a team and to ensure the needs of each individual student as well as the need of the team are being met.

- ü We have established a TAT team that meets once a month to ensure that students who need the extra help are not getting left behind but are getting the accommodations needed to be successful.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	53	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	4	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

Simonton Elementary is a CHARACTER COUNTS school. Students are encouraged to explore their own unique talents and learn how to thrive in a community following the Character Counts pillars.

Simonton Elementary is a gated campus with mandatory office check-in.

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	Tamara Stimatze	(480) 987-5330
Transportation Policy	Karla Slovitsky	(480) 987-5300
Community Resources	Susan Kruse	(480) 987-5300
School Nutrition Programs	Michelle Swendseid	(480) 987-5330
Parent Organization	Cheri White	(480) 987-5330
Student Health/Nurse	Jessica Teeter	(480) 987-5330

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.