



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4941 w. Union Hills Drive, Glendale, AZ 85308

Pointe Educational Services

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 Plus
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. Kim Agnew
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 350
 Web Address : www.northpointeacademy.org
 Phone Number : (602) 896-1166
 Fax Number : (602) 896-1164
 E-mail : kagnew@pesaz.org

Mission

NPA exists to support students and parents by providing a safe and challenging environment for young scholars. Education at NPA is built on a foundation of basic skills, fortified by character education and sustained through parent involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Not 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 North Pointe Academy's Core Knowledge Sequence implementation is currently at 90 percent. The goal is 100 percent implementation. NPA is going through Core Knowledge certification.
- ü North Pointe Academy is dedicated to building a community environment through involved parents, exemplary students, and a professional staff working together.
- ü North Pointe Academy is dedicated to the academic growth of all students. We pretest students' skills in reading, math, and spelling and place students in the curriculum that best fits their learning.
- ü North Pointe Academy offers tutoring for students' academic success.

Enrollment

October 1, 2004 School Year Student Enrollment : 301
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 308

Instructional Programs

- ü Core Knowledge
- ü Spalding
- ü Saxon Math
- ü Great Books
- ü Open Court
- ü Comprehension Training
- ü Character Education Development
- ü After School Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

North Pointe Academy is responsible for providing all students with a solid, balanced education, improving student achievement, character development, strict discipline procedures, homework policies, strict dress code policies, distributing handbooks, policies and other materials, regular home/school communication, and enforcing school policies consistently.

Parents

Parents are responsible for getting students to school on time, providing proper nourishment, homework support, supporting school policies including dress codes and behavior codes, attending parent team meeting, attending school functions, volunteering when possible, supporting fundraisers, and communicating regularly with the school and your child.

Transportation Policy

North Pointe Academy has limited transportation available. There are several bus stop locations in the North West Valley. There is also transportation available between the three campuses (North Pointe Preparatory, North Pointe Academy and Pinnacle Pointe Academy). Transportation is a fee based service.

School Honors

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

Award/Honor	Year
ü Won a Wells Fargo Grant	2005
ü Banner Health Poison Control Poster Contest	2005
ü AZ Skin Cancer Prevention Poster Contest	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	29	52	79306	91	98	99	450	454	445	0	0	10	29	24	18	58	61	51	13	15	20
All Students (Prior Year)	22	44	75509	100	100	100	523	518	521	10	10	13	10	15	23	55	50	33	25	25	31
Female	19	33	38691	90	97	99	450	452	446	0	0	10	29	26	18	59	58	52	12	16	20
Male	10	19	40583	91	100	99	450	459	445	0	0	11	29	20	18	57	67	50	14	13	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	28	47	36197	90	98	99	453	459	463	0	0	5	26	20	11	61	63	53	13	17	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	26	47	69060	93	100	98	446	456	454	0	0	7	33	22	17	52	61	54	14	17	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	29	52	39966	94	98	100	450	454	459	0	0	6	29	24	12	58	61	52	13	15	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	29	52	79395	91	0	99	456	463	446	0	0	9	29	24	25	67	70	55	4	7	11
All Students (Prior Year)	22	44	75492	100	100	100	525	527	519	5	3	12	20	18	16	45	48	47	30	33	24
Female	19	33	38743	90	0	100	459	465	451	0	0	7	29	26	24	71	71	57	0	3	12
Male	10	19	40618	91	0	99	448	458	440	0	0	11	29	20	27	57	67	53	14	13	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	28	47	36221	90	0	99	459	465	465	0	0	4	26	22	15	70	71	63	4	7	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	26	47	69139	93	0	99	456	465	454	0	0	7	33	22	24	62	71	58	5	7	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	29	52	39986	94	0	100	456	463	461	0	0	4	29	24	16	67	70	63	4	7	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	29	52	78869	91	98	99	471	470	442	4	7	6	4	2	21	79	78	63	13	13	10
All Students (Prior Year)	22	44	75053	100	100	99	685	640	597	0	5	7	5	3	12	75	83	72	20	10	9
Female	19	33	38536	90	97	99	486	482	458	0	3	4	0	0	15	82	81	67	18	16	14
Male	10	19	40302	91	100	99	435	444	428	14	13	8	14	7	26	71	73	60	0	7	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	28	47	36078	90	98	99	472	476	459	4	5	4	4	2	16	78	78	66	13	15	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	26	47	68697	93	100	98	465	468	454	5	7	4	5	2	18	76	76	67	14	15	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	29	52	39837	94	98	100	471	470	457	4	7	4	4	2	14	79	78	67	13	13	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	49	61	78906	92	95	99	517	515	498	5	6	13	7	9	19	62	62	48	26	23	20
All Students (Prior Year)	30	42	76019	100	100	100	539	543	499	4	3	14	15	11	39	23	19	14	58	67	33
Female	24	30	38644	89	94	99	523	517	500	0	0	12	5	11	19	67	67	49	29	22	19
Male	25	31	40236	96	97	99	511	512	497	10	12	15	10	8	19	57	58	46	24	23	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	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	46	56	36483	92	95	99	517	517	517	5	4	7	5	8	13	67	67	51	23	21	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	42	54	68310	91	95	98	523	519	509	0	2	9	6	9	18	66	65	51	29	24	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	49	61	40295	96	97	100	517	515	513	5	6	7	7	9	13	62	62	50	26	23	30

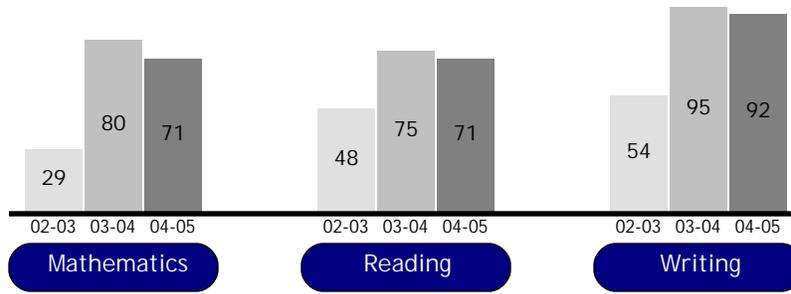
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	61	78908	92	0	99	509	507	484	2	2	10	10	9	23	76	79	58	12	9	9
All Students (Prior Year)	30	42	76020	100	100	100	520	519	503	12	11	25	12	11	23	62	56	40	15	22	12
Female	24	30	38648	89	0	99	511	509	489	0	0	8	5	4	22	90	93	61	5	4	10
Male	25	31	40233	96	0	99	506	505	479	5	4	12	14	15	25	62	65	55	19	15	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	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	46	56	36502	92	0	99	510	509	502	3	2	4	8	6	14	77	81	67	13	10	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	42	54	68312	91	0	98	517	513	493	0	0	7	6	7	21	80	83	62	14	11	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	49	61	40315	96	0	100	509	507	498	2	2	5	10	9	15	76	79	66	12	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	49	61	78750	92	95	99	541	540	500	2	2	6	10	9	29	79	79	63	10	9	2
All Students (Prior Year)	30	42	75673	100	100	100	557	585	530	4	3	12	15	14	25	77	75	58	4	8	4
Female	24	30	38586	89	94	99	558	555	515	0	0	4	0	0	22	95	96	71	5	4	3
Male	25	31	40135	96	97	99	525	526	486	5	4	8	19	19	35	62	62	56	14	15	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	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	46	56	36440	92	95	99	539	539	516	3	2	3	10	10	22	79	79	71	8	8	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	42	54	68196	91	95	98	555	551	513	0	0	3	3	4	25	89	87	69	9	9	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	49	61	40260	96	97	100	541	540	514	2	2	3	10	9	21	79	79	72	10	9	4

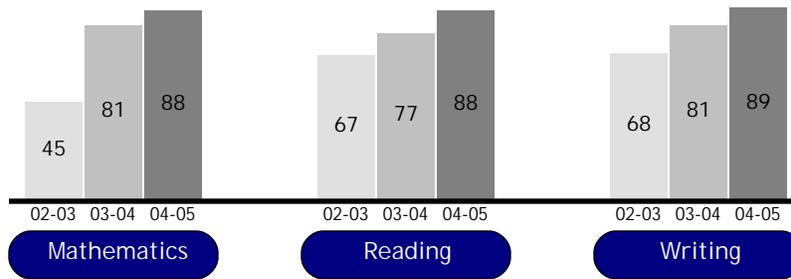
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	100	62	65	50	100	60	NA	58	90	64	65	47
	Language	100	46	51	43	100	44	57	50	90	73	68	47
	Mathematics	94	67	68	57	100	64	71	64	90	66	66	50
3	Reading	100	36	40	47	96	65	NA	55	97	51	55	44
	Language	95	33	39	54	96	72	65	61	97	49	52	44
	Mathematics	95	41	49	54	96	79	71	61	97	53	55	51
4	Reading	79	44	67	52	100	54	NA	56	97	53	51	48
	Language	100	43	60	48	100	50	54	52	97	52	52	49
	Mathematics	86	55	71	57	100	65	70	61	97	64	59	53
5	Reading	97	56	56	50	88	70	NA	55	96	63	62	50
	Language	97	57	57	46	88	71	74	49	96	69	68	50
	Mathematics	97	67	67	57	88	87	89	63	96	64	61	49
6	Reading	94	67	67	53	94	69	NA	56	95	61	61	51
	Language	97	64	64	45	96	64	64	48	95	62	61	47
	Mathematics	97	87	87	62	96	79	79	66	95	74	71	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

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Two Separate Playgrounds
- Ü Picnic Area

Extracurricular Activities

- Ü Student Council
- Ü Year Book, Young Rembrandts Art Classes
- Ü Drama, Sign Language,
- Ü Newspaper, Girl Scouts
- Ü Taekwondo, Chess
- Ü Hip Hop Dance
- Ü Athletic Clubs-football, volleyball
- Ü Tutoring After School

Social Services

- Ü SHAPE Before and After School Care
- Ü Parent/Staff Support Team - The Pride
- Ü Special Education
- Ü Speech
- Ü Occupational Therapy

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü North Pointe Academy's students recite the Preamble to the United States Constitution and the Statement of Rights from the Declaration of Independence daily. A kindergartener was invited to recite the Preamble at a Civil Rights Rally.

- ü Our fifth grade students scored in the 90 percent on their Stanford 9 tests in the math area.

- ü North Pointe Academy continues to grow and add students each year. We had nine classrooms the first year, 11 classrooms the second year, 13 classrooms our third year, and this year we have 17 classrooms.

- ü One of our sixth graders was nominated for a volunteer award for the tutoring work that she does. She won at the local and regional level.

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	38	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	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

North Pointe Academy is a closed campus. Visitors are required to sign in at the office and wear an identification badge. Students are monitored at all times. Sense of community insures that staff, parents and students are able to recognize each other. At North Pointe Academy we teach 'Character Education' and help students grow in citizenship skills.

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		
Transportation Policy	Tanna Farnsworth	(602) 896-1166
Community Resources	Kim Agnew	(602) 896-1166
School Nutrition Programs		
Parent Organization	Rusty Smith and Sharon Grassi	(602) 896-1166
Student Health/Nurse	Tanna Farnsworth	(602) 896-1166

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.