



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

550 N. Emmett, Chandler, AZ 85225

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Excelling
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 : Mr. Don R. Shelley  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 740  
 Web Address :  
 Phone Number : (480) 883-4900  
 Fax Number : (480) 883-4920  
 E-mail : shelley.don@chandler.k12.az.us

Mission

The CTA-Liberty back-to-basics curriculum, pace of studies, and expectations for academic achievement, behavior, and dress require a firm commitment from every parent, student, and teacher. All are committed to following the policies of the school.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase the number of students meeting or exceeding expectations on the AIMS test in reading and math and writing.
- ü Continue to refine our curriculum as we align our programs to district and state standards within the Back-to-Basics framework. Successfully plan for the addition of 7th grade for next year, and the building of a second traditional school in CUSD.

Enrollment

October 1, 2004 School Year Student Enrollment : 759  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 121

Instructional Programs

- Ü Spalding Method-Integrated Lang. Arts
- Ü Six Traits Writing Rubric
- Ü Houghton/Mifflin Mathematics
- Ü 5 Steps of Inquiry Science Method

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

CTA Liberty shall meet or exceed all objectives of CUSD. CTA develops a foundation of skills through a structured curriculum that strives to meet the individual needs of each student. CTA uses strategies which connect subject matter to real-life.

Parents

Parents and students sign a contract stating their support of the programs of the school. Parents volunteer a minimum of 5 hours per year to the school. Parents check homework and sign it each night as a partner in their child's learning.

Transportation Policy

Transportation to and from CTA Liberty is the responsibility of the parent. District provides transportation for CTA students living below the canal, within the square mile of the school. (East of Cooper, South of Ray, and North of Chandler Blvd.)

School Honors

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

Award/Honor	Year
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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	105	2417	79306	99	100	99	472	465	445	2	5	10	13	11	18	48	49	51	38	36	20
All Students (Prior Year)	62	2220	75509	98	100	100	519	531	521	11	8	13	18	19	23	32	37	33	39	36	31
Female	47	1140	38691	98	99	99	471	468	446	2	5	10	12	10	18	52	49	52	33	36	20
Male	58	1276	40583	100	100	99	474	463	445	2	5	11	13	11	18	44	49	50	41	35	21
African American	--	127	4041	--	100	99	--	434	426	--	8	17	--	20	23	--	55	50	--	17	10
Hispanic	14	750	32869	100	100	99	453	438	429	8	12	15	25	20	25	33	51	51	33	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	85	1398	36197	98	100	99	477	481	463	1	2	5	10	5	11	49	48	53	40	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	97	2123	69060	100	99	98	476	477	454	1	3	7	10	9	17	49	49	54	39	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	96	1741	39966	100	100	100	476	476	459	2	2	6	11	7	12	46	47	52	40	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	106	2417	79395	100	0	99	477	462	446	3	4	9	10	15	25	64	64	55	23	17	11
All Students (Prior Year)	62	2224	75492	98	100	100	523	526	519	8	8	12	19	14	16	47	50	47	26	29	24
Female	48	1141	38743	100	0	100	480	471	451	2	3	7	14	13	24	56	63	57	28	21	12
Male	58	1275	40618	100	0	99	475	454	440	4	6	11	7	17	27	70	64	53	19	13	9
African American	--	127	4052	--	0	100	--	435	434	--	6	11	--	18	29	--	70	54	--	6	6
Hispanic	14	749	32915	100	0	99	453	434	426	17	12	15	0	30	35	83	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	86	1399	36221	99	0	99	482	478	465	1	1	4	11	8	15	60	70	63	27	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	97	2122	69139	100	0	99	480	473	454	3	3	7	7	13	24	66	65	58	24	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	97	1743	39986	100	0	100	479	473	461	3	1	4	10	9	16	62	68	63	24	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	106	2410	78869	100	100	99	482	458	442	0	3	6	11	13	21	72	69	63	16	14	10
All Students (Prior Year)	62	2206	75053	98	99	99	612	618	597	11	4	7	6	8	12	74	77	72	8	11	9
Female	48	1139	38536	100	99	99	493	475	458	0	2	4	7	9	15	70	68	67	23	21	14
Male	58	1270	40302	100	100	99	474	443	428	0	4	8	15	18	26	74	70	60	11	8	7
African American	--	126	4015	--	99	99	--	438	430	--	2	8	--	21	24	--	70	61	--	6	7
Hispanic	14	747	32606	100	99	98	472	433	426	0	8	8	17	22	27	58	63	60	25	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	86	1396	36078	99	100	99	484	472	459	0	2	4	11	8	16	74	72	66	15	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	97	2115	68697	100	99	98	488	472	454	0	2	4	7	10	18	75	72	67	18	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	97	1737	39837	100	100	100	484	469	457	0	2	4	11	9	14	71	71	67	18	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	72	2303	78906	100	100	99	550	519	498	5	7	13	5	13	19	35	49	48	55	32	20
All Students (Prior Year)	58	2175	76019	100	99	100	512	510	499	9	9	14	28	33	39	23	16	14	40	42	33
Female	40	1138	38644	100	100	99	559	521	500	3	5	12	3	14	19	29	50	49	65	32	19
Male	32	1160	40236	100	99	99	540	518	497	7	9	15	7	12	19	43	47	46	43	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	481	491	481	22	13	19	22	23	25	56	48	46	0	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	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	48	1303	36483	100	100	99	562	532	517	2	3	7	2	8	13	33	51	51	62	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	65	1973	68310	97	99	98	556	530	509	2	4	9	4	10	18	38	51	51	57	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	NC	641	38679	NC	92	96	NC	494	483	NC	14	20	NC	23	25	NC	48	45	NC	14	10
Non-Economically Disadvantaged	65	1667	40295	100	100	100	552	530	513	4	4	7	5	9	13	36	48	50	55	39	30

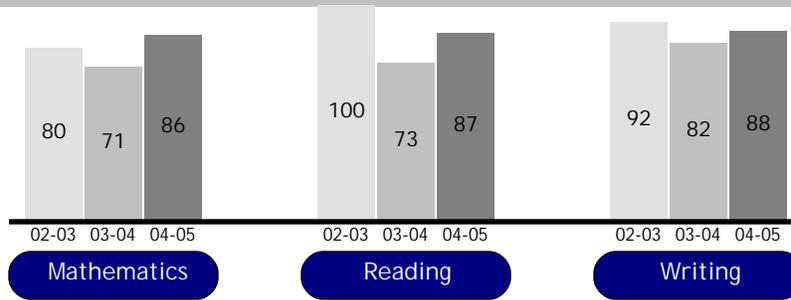
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2303	78908	100	0	99	511	498	484	5	6	10	10	17	23	71	65	58	15	13	9
All Students (Prior Year)	58	2174	76020	100	99	100	516	506	503	16	22	25	16	20	23	49	43	40	19	14	12
Female	40	1138	38648	100	0	99	524	503	489	0	4	8	6	15	22	74	67	61	21	15	10
Male	32	1160	40233	100	0	99	497	493	479	11	7	12	14	19	25	68	63	55	7	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	465	470	465	33	13	16	11	29	32	56	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	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	48	1303	36502	100	0	99	519	511	502	0	2	4	9	10	14	73	70	67	18	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	65	1973	68312	97	0	98	514	506	493	5	4	7	4	14	21	75	69	62	16	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	NC	641	38662	NC	0	96	NC	471	468	NC	14	16	NC	31	32	NC	52	49	NC	3	3
Non-Economically Disadvantaged	65	1667	40315	100	0	100	511	509	498	5	2	5	9	11	15	71	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	72	2299	78750	100	100	99	543	518	500	0	4	6	16	20	29	76	74	63	8	3	2
All Students (Prior Year)	58	2165	75673	100	99	100	574	544	530	2	7	12	11	23	25	82	65	58	5	4	4
Female	40	1134	38586	100	99	99	559	530	515	0	2	4	3	14	22	85	81	71	12	3	3
Male	32	1160	40135	100	99	99	523	506	486	0	5	8	32	25	35	64	68	56	4	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	502	491	483	0	7	8	56	31	36	44	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	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	48	1302	36440	100	100	99	548	530	516	0	1	3	11	15	22	80	80	71	9	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	65	1971	68196	97	99	98	548	531	513	0	2	3	11	16	25	80	80	69	9	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	NC	640	38558	NC	92	96	NC	491	485	NC	9	8	NC	33	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	65	1665	40260	100	100	100	543	529	514	0	1	3	15	14	21	76	81	72	9	3	4

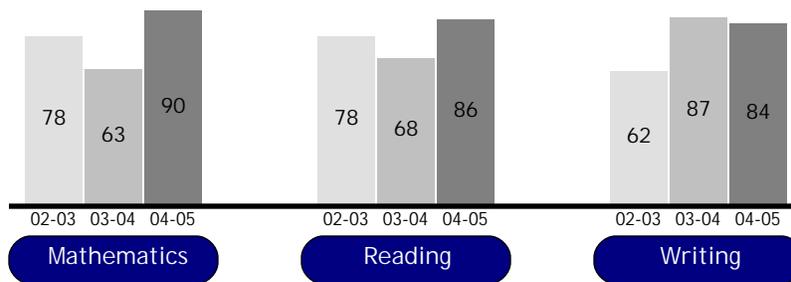
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	72	57	50	100	72	NA	58	100	67	53	47
	Language	100	68	53	43	100	61	58	50	100	68	52	47
	Mathematics	100	85	63	57	100	79	71	64	100	72	58	50
3	Reading	100	59	56	47	98	61	NA	55	100	59	54	44
	Language	98	68	63	54	100	67	66	61	100	55	52	44
	Mathematics	98	72	61	54	100	69	66	61	99	67	61	51
4	Reading	98	75	60	52	96	82	NA	56	100	66	56	48
	Language	100	68	54	48	100	61	59	52	100	64	56	49
	Mathematics	100	73	61	57	100	81	68	61	100	73	62	53
5	Reading	100	71	58	50	98	67	NA	55	100	64	57	50
	Language	100	59	54	46	100	60	56	49	100	64	58	50
	Mathematics	100	78	65	57	100	75	69	63	100	67	58	49
6	Reading	100	60	59	53	100	72	NA	56	98	67	60	51
	Language	100	52	52	45	100	63	57	48	98	63	55	47
	Mathematics	100	74	68	62	100	81	74	66	98	74	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/](http://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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum
- Ü Volunteerism
- Ü School Policy
- Ü School Governance
- Ü Textbooks and Materials
- Ü Establish and Direct School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	11.00

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	5	4	0	0
7 to 9 years	0	3	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü After School Band/Morning Orchestra
- Ü After School Chorus
- Ü After School Tutoring Programs
- Ü After School Sports Programs

Social Services

- Ü Before and After School Care
- Ü Parent Teacher Organization (PTO)
- Ü Parent Spalding Classes
- Ü District Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Grown from less than 300 students our first year, to 740 students at this time. Because of the success of our program, positive parent and student satisfaction, and word of mouth advertising, we opened a second traditional school this year.
  
- ü Successful implementation of the school has resulted in the plan to add a third traditional school to be opened for the 2006-2007 school year. This will provide the traditional school choice in most sections of the school district.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Chandler Traditional Academy actively monitors the safety and security of our students. We maintain a secured campus throughout the day. Entrance is only permitted through selected doorways. Fire and lock-down drills are scheduled and completed.

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	Leslie Decker	(480) 883-4900
Transportation Policy	Don Shelley	(480) 883-4900
Community Resources	Officer Dave Parson	(480) 782-4538
School Nutrition Programs	Mario Garcia	(480) 883-4900
Parent Organization	Trish Bowman/Pam Buddinger	(480) 883-4900
Student Health/Nurse	Jolye Bartelme	(480) 883-4900

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](http://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](http://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](http://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 70 Copies = \$27.00

\*\* 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.