



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8632 W. Northern, Glendale, AZ 85305

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

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 : Dr. Sharon Foster
 Schedule : 07:30 AM to 04:30 PM
 Grades : 5-8
 2005 Enrollment : 72
 Web Address : omegak12.com
 Phone Number : (623) 878-8059
 Fax Number : (623) 878-8175
 E-mail : sfoster@omegak12.com

Mission

All students are encouraged to pursue a 90 percent mastery level. At our school, character development is as important as academic success. By using learning center instruction and technology, we realize our vision of 'Rekindling the joy of learning and work'.

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 close the achievement gaps in mathematics, reading, and language arts.
- ü Students will pursue a 90 percent mastery level for Language Arts Standards set by the state.
- ü Students will become technology proficient by 2010.

Enrollment

October 1, 2004 School Year Student Enrollment : 70
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 59

Instructional Programs

- Inclusion Model of Special Education
- College Prep Track/Internships
- Learning Center Approach to Instruction
- Instruction Based on AZ / Natl Standards

Calendar Information

Number of Instruction Days :	153
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Omega was formed on the premise that children can achieve untold heights if they are provided a quality education and the opportunity to learn in a nurturing, non-threatening and violence-free environment.

Parents

Omega encourages parents to be involved in their child's education. They are required to attend orientation meetings and offered the opportunity to frequently interact with the teaching staff.

Transportation Policy

BEELINE Transportation Services will determine a route for Omega.

School Honors

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

Award/Honor	Year
• National Awards for Outstanding Employees	2001
• Federal Grant-21st Century	2001
• Private Donations	2002
• Awards for Academic Scholarships for Graduates	2002

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	15	31	78906	100	100	99	471	465	498	36	30	13	18	25	19	45	45	48	0	0	20
All Students (Prior Year)	NC	23	76019	NC	96	100	NC	443	499	NC	55	14	NC	36	39	NC	5	14	NC	5	33
Female	10	22	38644	100	100	99	475	469	500	30	22	12	20	28	19	50	50	49	0	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	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	15	31938	NC	100	99	NC	452	481	NC	44	19	NC	22	25	NC	33	46	NC	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	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	14	30	68310	100	100	98	476	467	509	30	26	9	20	26	18	50	47	51	0	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	24	38679	91	89	96	471	463	483	43	36	20	14	21	25	43	43	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	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	15	31	78908	100	0	99	483	473	484	9	15	10	45	40	23	27	35	58	18	10	9
All Students (Prior Year)	NC	24	76020	NC	100	100	NC	479	503	NC	70	25	NC	22	23	NC	9	40	NC	0	12
Female	10	22	38648	100	0	99	487	476	489	10	17	8	40	33	22	30	39	61	20	11	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	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	15	31940	NC	0	99	NC	461	465	NC	22	16	NC	44	32	NC	33	49	NC	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	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	14	30	68312	100	0	98	489	476	493	0	11	7	50	42	21	30	37	62	20	11	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	24	38662	91	0	96	488	472	468	0	14	16	57	43	32	14	29	49	29	14	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	15	31	78750	100	100	99	503	492	500	0	5	6	45	47	29	55	47	63	0	0	2
All Students (Prior Year)	NC	24	75673	NC	100	100	NC	459	530	NC	35	12	NC	48	25	NC	13	58	NC	4	4
Female	10	22	38586	100	100	99	508	495	515	0	6	4	40	41	22	60	53	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	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	15	31841	NC	100	99	NC	492	483	NC	0	8	NC	56	36	NC	44	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	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	14	30	68196	100	100	98	513	497	513	0	6	3	40	44	25	60	50	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	23	38558	91	85	96	504	486	485	0	8	8	43	46	37	57	46	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

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

8th 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	23	60	78250	100	97	99	518	509	548	27	53	21	55	31	18	18	14	48	0	3	13
All Students (Prior Year)	11	51	75001	85	98	99	453	416	468	70	85	37	0	8	36	20	4	16	10	2	10
Female	10	28	38071	100	93	99	509	513	549	25	53	20	75	33	19	0	7	49	0	7	12
Male	12	31	40126	92	97	99	523	508	547	29	48	23	43	33	17	29	19	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	10	34	29129	91	94	99	512	507	527	33	48	32	50	35	23	17	17	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	11	17	38320	100	100	99	528	527	568	25	43	12	50	29	14	25	14	55	0	14	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	21	58	68996	100	100	99	518	508	561	27	54	16	55	30	18	18	14	52	0	3	14
Limited English Proficient Students	--	10	10133	--	100	100	--	497	488	--	57	45	--	29	25	--	14	28	--	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	44	33388	95	83	94	520	515	530	20	43	32	60	36	22	20	18	40	0	4	5
Non-Economically Disadvantaged	NC	18	44937	NC	100	100	NC	487	561	NC	80	13	NC	20	15	NC	0	54	NC	0	18

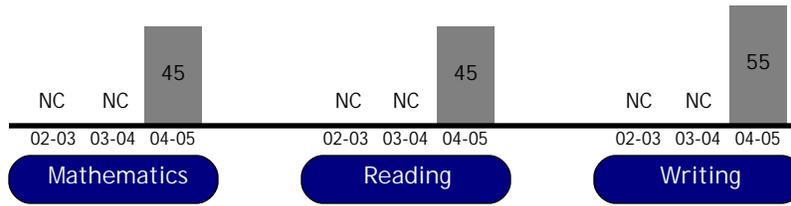
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	61	78302	100	0	99	509	494	512	9	11	11	18	47	25	73	39	57	0	3	7
All Students (Prior Year)	11	48	74918	85	92	99	474	437	497	20	73	32	60	22	19	20	4	35	0	0	15
Female	10	29	38082	100	0	99	515	500	518	0	0	8	25	60	24	75	33	61	0	7	7
Male	12	31	40166	92	0	99	505	491	507	14	19	14	14	33	26	71	48	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	10	35	29152	91	0	99	505	490	492	0	4	17	33	57	34	67	39	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	11	17	38347	100	0	99	504	504	531	25	43	5	0	0	17	75	43	68	0	14	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	21	59	69024	100	0	99	509	493	524	9	11	7	18	49	23	73	38	62	0	3	7
Limited English Proficient Students	--	10	10140	--	0	100	--	473	451	--	14	28	--	71	43	--	14	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	45	33398	95	0	94	511	498	495	10	11	18	10	39	35	80	46	46	0	4	2
Non-Economically Disadvantaged	NC	18	44979	NC	0	100	NC	482	525	NC	10	6	NC	70	18	NC	20	66	NC	0	10

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	23	60	78094	100	97	99	540	507	545	0	6	3	9	34	18	91	60	77	0	0	2
All Students (Prior Year)	11	44	74503	85	85	99	539	442	491	0	24	9	20	39	32	60	29	51	20	7	8
Female	10	29	38025	100	97	99	530	507	558	0	7	2	25	40	13	75	53	82	0	0	2
Male	12	30	40013	92	94	99	545	508	534	0	5	5	0	30	23	100	65	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	10	34	29068	91	94	99	537	502	523	0	9	5	17	36	27	83	55	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	11	17	38265	100	100	99	542	529	564	0	0	2	0	14	11	100	86	84	0	0	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	21	58	68892	100	100	98	540	507	559	0	6	2	9	36	14	91	58	82	0	0	2
Limited English Proficient Students	--	10	10084	--	100	100	--	469	474	--	29	10	--	29	39	--	43	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	45	33296	95	85	94	537	511	527	0	7	5	10	29	27	90	64	67	0	0	0
Non-Economically Disadvantaged	NC	17	44871	NC	100	100	NC	493	559	NC	0	2	NC	67	12	NC	33	84	NC	0	3

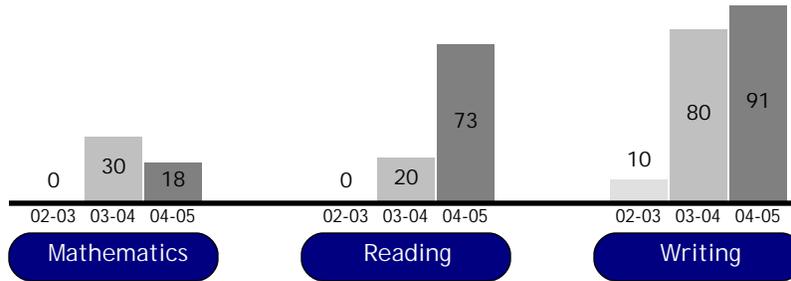
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	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
5	Reading	--	--	17	50	NC	NC	NA	55	100	47	41	50
	Language	--	--	15	46	NC	NC	17	49	100	43	40	50
	Mathematics	--	--	19	57	NC	NC	23	63	100	42	39	49
6	Reading	--	--	10	53	92	40	NA	56	100	52	37	51
	Language	--	--	8	45	85	NA	15	48	100	49	33	47
	Mathematics	--	--	17	62	85	NA	34	66	100	43	34	52
7	Reading	--	--	31	51	95	56	NA	54	NC	NC	32	50
	Language	--	--	32	54	95	34	25	58	NC	NC	33	52
	Mathematics	--	--	34	58	95	25	27	62	NC	NC	29	50
8	Reading	--	--	21	53	73	NA	NA	55	100	40	34	51
	Language	--	--	17	49	73	NA	13	52	100	47	39	50
	Mathematics	--	--	22	58	73	NA	27	61	100	37	31	53

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."

C. Doby Middle School

School Site Council

Council Composition

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

Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Transportation
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.25	Teacher	3.00
Other Professional Staff	.25	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	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.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs for 5-8 Grades
- Ü Buildings are Handicap Accessible

Extracurricular Activities

- Ü Field Trips
- Ü Student Council

Social Services

- Ü Partnership with Peoria Businesses
- Ü Member of Peoria Chamber of Commerce
- Ü Glendale Community College Partnership

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Director for after school program, IMPACT (I Motivate People and Community) was named the 'After School Hero of the Year' by American Isuzu Motors.

- ü Bus driver was recipient of 2001 National 'John Stanford Education Hero' award due to extraordinary contributions to school, community, and society. He went to Washington, DC to receive the award from Secretary of Education, Richard Riley.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Transfers Out Rates ⁵	50	12	12	17
Transfers In Rate ⁶	170	28	28	37
Stability Rate ⁷	50	87	87	82
Promotion Rate ⁸	77	96	95	81
Retention Rate ⁹	8	1	1	3
Dropout Rate ¹⁰	11	0	1	6
Status Unknown ¹¹	9	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

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has a policy concerning harassment and bullying. All visitors must sign in as they enter the campus.

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	Dr. Sharon Foster	(623) 878-8059
Transportation Policy	Sid Bailey	(602) 938-2092
Community Resources	Jolene LeFlore	(602) 938-2092
School Nutrition Programs	Rosa Lee	(623) 878-8059
Parent Organization	Dr. Sharon Foster	(623) 878-8059
Student Health/Nurse		

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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.