

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1350 N. 48th Street, Phoenix, AZ 85008

Balsz 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Louis Laffitte Jr.  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 2005 Enrollment : 626  
 Web Address : www.balsz.k12.az.us  
 Phone Number : (602) 629-6900  
 Fax Number : (602) 629-6904  
 E-mail : llaffitte@balsz.k12.az.us

### Mission

The mission of Brunson-Lee School is to inspire and encourage future leaders, using creative and meaningful experiences for promotion of academic and social growth. At Brunson-Lee, we are proud of who we are and who we will become.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

#### 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 To connect standards, curriculum, assessment, and classroom practices in order to improve student achievement.
- ü To use technology to increase student achievement and communicate classroom information and student progress.

### Enrollment

October 1, 2004 School Year Student Enrollment : 628  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- SRA Open Court
- Saxon Math
- 6 Traits Writing Instruction
- Special Education Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

School responsibilities include: Maintaining a safe school environment; instruction designed to meet the individual needs of students; meaningful community involvement; parent education; regular communication; and quarterly academic report cards.

Parents

Parent responsibilities include: Ensuring daily and timely student attendance; establishment of a time and place for homework; supporting school policies including dress code and behavior; and regular communications.

Transportation Policy

The goal of the Balsz School District is to provide safe, efficient, and economical transportation for all eligible students residing within the school district boundaries, under provisions of the appropriate AZ State Statutes and Board of Ed Policy.

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	101	436	79306	100	99	99	415	426	445	28	16	10	33	20	18	33	55	51	5	9	20
All Students (Prior Year)	75	401	75509	99	99	100	499	507	521	26	17	13	26	27	23	30	34	33	19	22	31
Female	62	230	38691	100	99	99	418	424	446	23	16	10	37	22	18	37	54	52	4	8	20
Male	39	206	40583	100	99	99	411	427	445	38	15	11	28	18	18	28	57	50	7	10	21
African American	15	42	4041	100	100	99	403	428	426	44	23	17	22	12	23	33	58	50	0	8	10
Hispanic	74	315	32869	100	99	99	418	426	429	26	16	15	35	22	25	32	54	51	6	9	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	NC	33	4264	NC	100	100	NC	441	419	NC	18	19	NC	6	30	NC	71	45	NC	6	6
White	NC	38	36197	NC	90	99	NC	424	463	NC	10	5	NC	13	11	NC	60	53	NC	17	31
Students with Disabilities	NC	44	10321	NC	100	100	NC	314	389	NC	38	30	NC	36	27	NC	23	34	NC	3	9
Students without Disabilities	96	392	69060	100	98	98	417	440	454	28	13	7	32	18	17	36	59	54	5	10	22
Limited English Proficient Students	43	174	15509	100	100	100	415	404	406	24	18	20	42	27	30	27	51	45	7	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	99	422	39415	98	96	96	415	437	431	29	15	15	34	19	25	33	56	50	5	9	10
Non-Economically Disadvantaged	NC	14	39966	NC	0	100	NC	82	459	NC	27	6	NC	45	12	NC	27	52	NC	0	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	102	438	79395	100	0	99	409	418	446	23	13	9	44	36	25	31	47	55	1	3	11
All Students (Prior Year)	76	400	75492	100	99	100	506	504	519	23	23	12	15	24	16	54	39	47	8	15	24
Female	62	230	38743	100	0	100	411	422	451	23	12	7	44	39	24	31	45	57	2	4	12
Male	40	208	40618	100	0	99	407	414	440	24	15	11	45	33	27	31	50	53	0	2	9
African American	15	42	4052	100	0	100	404	426	434	22	15	11	56	27	29	22	54	54	0	4	6
Hispanic	75	317	32915	100	0	99	407	417	426	27	15	15	42	38	35	29	44	47	2	2	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	NC	33	4271	NC	0	100	NC	437	420	NC	0	15	NC	41	42	NC	53	41	NC	6	2
White	NC	38	36221	NC	0	99	NC	426	465	NC	0	4	NC	23	15	NC	70	63	NC	7	17
Students with Disabilities	NC	45	10331	NC	0	100	NC	316	388	NC	23	25	NC	36	37	NC	41	34	NC	0	4
Students without Disabilities	96	393	69139	100	0	99	410	431	454	24	12	7	45	36	24	30	48	58	1	3	11
Limited English Proficient Students	43	174	15545	100	0	100	397	389	399	36	23	21	47	46	42	16	31	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	100	424	39484	99	0	96	409	429	429	24	13	14	45	37	35	30	47	47	1	3	4
Non-Economically Disadvantaged	NC	14	39986	NC	0	100	NC	87	461	NC	27	4	NC	18	16	NC	55	63	NC	0	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	100	438	78869	99	99	99	399	418	442	16	9	6	32	22	21	49	64	63	2	5	10
All Students (Prior Year)	74	400	75053	97	99	99	565	567	597	7	9	7	30	16	12	56	71	72	7	4	9
Female	62	230	38536	100	99	99	413	430	458	12	6	4	33	23	15	52	65	67	4	6	14
Male	38	208	40302	97	100	99	373	405	428	24	12	8	31	22	26	45	63	60	0	3	7
African American	14	41	4015	93	98	99	343	408	430	33	12	8	44	38	24	22	46	61	0	4	7
Hispanic	74	316	32606	100	99	98	407	416	426	15	10	8	27	22	27	55	64	60	3	4	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	NC	33	4245	NC	100	100	NC	452	423	NC	0	9	NC	24	26	NC	76	61	NC	0	4
White	NC	40	36078	NC	95	99	NC	430	459	NC	6	4	NC	13	16	NC	71	66	NC	10	14
Students with Disabilities	NC	44	10246	NC	100	100	NC	270	367	NC	31	18	NC	26	39	NC	41	40	NC	3	4
Students without Disabilities	95	394	68697	99	98	98	410	436	454	12	6	4	33	22	18	53	67	67	3	5	11
Limited English Proficient Students	42	173	15339	98	100	100	387	384	399	20	13	11	33	30	31	47	56	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	98	424	39106	97	96	95	398	429	427	16	9	8	33	23	28	49	64	59	3	5	5
Non-Economically Disadvantaged	NC	14	39837	NC	0	100	NC	91	457	NC	18	4	NC	9	14	NC	73	67	NC	0	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	87	378	78906	98	99	99	464	476	498	31	18	13	29	25	19	39	49	48	1	8	20
All Students (Prior Year)	70	372	76019	96	98	100	481	485	499	18	17	14	55	47	39	13	17	14	15	19	33
Female	50	176	38644	98	98	99	469	471	500	24	17	12	34	25	19	39	51	49	2	7	19
Male	37	201	40236	97	99	99	456	480	497	41	19	15	21	25	19	38	47	46	0	9	20
African American	10	44	4087	100	98	99	478	458	481	25	29	20	0	19	24	75	45	45	0	6	11
Hispanic	70	285	31938	99	98	99	461	474	481	34	19	19	30	26	25	34	47	46	2	8	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	493	467	NC	0	26	NC	36	29	NC	64	39	NC	0	6
White	NC	28	36483	NC	100	99	NC	510	517	NC	0	7	NC	18	13	NC	71	51	NC	12	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	403	430	NC	48	42	NC	20	27	NC	30	26	NC	2	5
Students without Disabilities	81	324	68310	96	97	98	467	488	509	27	13	9	31	26	18	41	52	51	2	9	22
Limited English Proficient Students	36	128	12573	100	100	100	456	450	454	42	29	27	27	32	30	29	37	38	2	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	86	370	38679	98	97	96	464	484	483	31	18	20	29	25	25	39	49	45	1	8	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

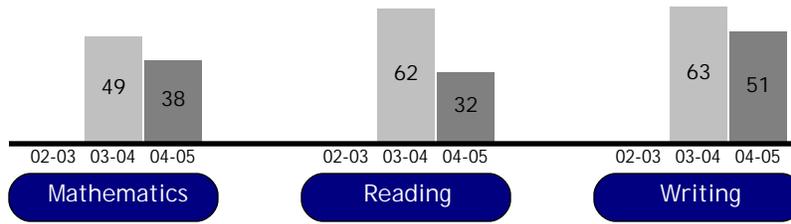
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	378	78908	98	0	99	445	455	484	29	19	10	44	33	23	27	45	58	0	2	9
All Students (Prior Year)	71	373	76020	97	99	100	496	496	503	33	33	25	10	23	23	54	37	40	3	8	12
Female	50	176	38648	98	0	99	450	453	489	22	18	8	46	32	22	32	47	61	0	2	10
Male	37	201	40233	97	0	99	437	457	479	38	20	12	41	34	25	21	43	55	0	2	8
African American	10	44	4092	100	0	99	446	435	473	25	35	12	50	23	28	25	42	54	0	0	5
Hispanic	70	285	31940	99	0	99	442	454	465	31	19	16	46	36	32	23	43	49	0	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	462	457	NC	9	18	NC	55	39	NC	36	41	NC	0	2
White	NC	28	36502	NC	0	99	NC	497	502	NC	0	4	NC	6	14	NC	76	67	NC	18	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	401	423	NC	30	30	NC	36	36	NC	30	31	NC	5	2
Students without Disabilities	81	324	68312	96	0	98	448	465	493	25	18	7	45	33	21	30	48	62	0	2	10
Limited English Proficient Students	36	128	12556	100	0	100	436	428	436	38	31	24	44	41	40	19	27	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	86	370	38662	98	0	96	445	463	468	29	19	16	44	33	32	27	45	49	0	2	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	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	87	381	78750	98	99	99	476	486	500	12	6	6	30	36	29	58	58	63	0	1	2
All Students (Prior Year)	70	370	75673	96	98	100	524	524	530	15	15	12	28	30	25	56	52	58	0	3	4
Female	49	176	38586	96	98	99	500	498	515	3	2	4	30	29	22	68	68	71	0	1	3
Male	38	204	40135	100	100	99	442	476	486	24	9	8	31	41	35	45	49	56	0	1	1
African American	10	44	4081	100	98	99	474	451	488	0	13	8	50	45	32	50	42	59	0	0	2
Hispanic	69	287	31841	97	99	99	472	487	483	13	6	8	32	35	36	55	59	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	16	4586	NC	100	100	NC	501	481	NC	0	8	NC	36	37	NC	64	54	NC	0	1
White	NC	28	36440	NC	100	99	NC	524	516	NC	0	3	NC	24	22	NC	65	71	NC	12	4
Students with Disabilities	NC	55	10622	NC	100	100	NC	407	415	NC	13	21	NC	58	50	NC	27	28	NC	2	1
Students without Disabilities	81	326	68196	96	98	98	482	500	513	10	4	3	29	32	25	62	63	69	0	0	3
Limited English Proficient Students	35	128	12504	97	100	100	465	456	451	15	9	12	36	51	44	49	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	86	373	38558	98	98	96	476	494	485	12	6	8	30	35	37	58	58	54	0	1	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

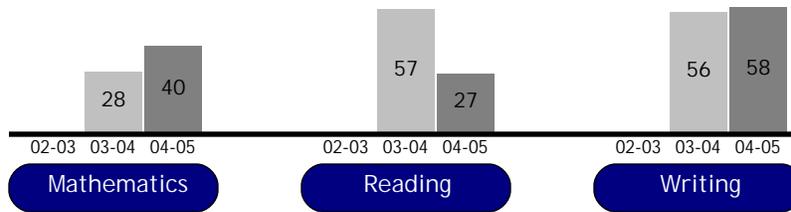
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	38	50	89	32	NA	58	99	29	33	47
	Language	--	--	26	43	96	15	32	50	99	27	38	47
	Mathematics	--	--	49	57	95	36	55	64	99	29	39	50
3	Reading	--	--	33	47	92	41	NA	55	100	24	33	44
	Language	--	--	39	54	96	48	51	61	100	29	36	44
	Mathematics	--	--	46	54	96	57	56	61	100	30	44	51
4	Reading	--	--	36	52	92	21	NA	56	97	29	36	48
	Language	--	--	34	48	95	26	47	52	97	31	38	49
	Mathematics	--	--	48	57	100	31	57	61	97	34	44	53
5	Reading	--	--	38	50	96	47	NA	55	98	34	39	50
	Language	--	--	39	46	95	49	45	49	98	32	38	50
	Mathematics	--	--	50	57	97	76	64	63	98	33	41	49
6	Reading	--	--	35	53	--	--	NA	56	97	43	43	51
	Language	--	--	29	45	--	--	40	48	97	39	40	47
	Mathematics	--	--	45	62	--	--	60	66	97	44	48	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)
- 1 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Consolidated Plan
- Ü Curriculum
- Ü School and Community Safety
- Ü Parent/Teacher Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.30
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	2	0	0
10 or more years	3	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Media Center/Library
- Ü Computer Lab

Extracurricular Activities

- Ü Phoenix Parks & Rec. After School Prog.
- Ü Student Council
- Ü Interscholastic Athletics

Social Services

- Ü Adult English Classes

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>	23	12	12	17
Transfers In Rate <sup>6</sup>	57	28	28	37
Stability Rate <sup>7</sup>	76	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	2	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

Brunson-Lee is committed to providing a safe and healthy learning environment by promoting conflict resolution and integrating positive classroom management strategies into the curriculum.

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	Louis Laffitte, Jr.	(602) 629-6900
Transportation Policy	Doyel Chancey	(602) 629-6480
Community Resources	Mirtha Campos	(602) 629-6900
School Nutrition Programs	Shawn Stevenson	(602) 629-6440
Parent Organization	Louis Laffitte, Jr.	(602) 629-6900
Student Health/Nurse	Trisha Collinson	(602) 629-6911

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 100 Copies = \$38.00

\*\* 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.