

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5334 E. Thunderbird Rd., Scottsdale, AZ 85254

Mohave Charter School, 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 Plus
2003-04 N/A
2002-03 N/A

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

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 Overview

Principal/Administrator : Mr. Jeff Maynard
Schedule : 08:00 AM to 04:00 PM
Grades : K-12
2005 Enrollment : 210
Web Address : www.starsprep.com
Phone Number : (602) 393-6500
Fax Number : (602) 393-6501
E-mail : jmaynard@starsprep.com

Mission

Stars Prep Academy provides a dynamic and innovative educational community dedicated to academic excellence. A rigorous curriculum challenges Students allowing exemplary Teachers to cultivate successful educated leaders. Stars Prep Academy emphasizes individual student Achievement and inspires students, and staff, to reach beyond for exceptional Results. The overall mission of Stars Prep Academy is to ensure every student is a Success!

School / Academic Goals

- ü Stars Prep Academy will strive to be a successful, high quality charter school program demonstrating academic achievement through proven methods, educational leadership, community collaboration and fiscal responsibility.
- ü Stars Prep Academy's goals include providing academic instruction in a nurturing learning environment steeped in content rich curriculum and researched based instructional methodologies.
- ü Stars Prep Academy will provide initial and on-going benchmark assessments of student progress in order to better address each child's individual learning needs.

Enrollment

October 1, 2004 School Year Student Enrollment : 203
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 210

Instructional Programs

- Ü College Preparatory
- Ü Direct Instruction
- Ü Academic Ability Grouping
- Ü AP/Honors Classes
- Ü All Day Kindergarten
- Ü Spalding Phonics
- Ü Small Class Sizes
- Ü Performing & Fine Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Stars Prep Academy uses a college preparatory curriculum that centers around the four core content areas of English, History, Math, and Science. In addition to these areas, Stars Prep provides instruction in the areas of Foreign Language, Fine Arts, Character, Leadership and Technology.

Parents

Parents serve as an integral link between school and home and are required to sign a Parent Student Commitment agreement. Parents provide daily transportation to and from school, provide students with the required school uniform, ensure that students adhere to school policy and uphold the schools mission and values.

Transportation Policy

Parents of Stars Prep Academy students are required to supply their own transportation to and from school.

School Honors

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

Award/Honor	Year
Ü Arizona Model United Nations Teacher of the Year	2005
Ü Recipient 2005 Federal Charter Schools Stimulus Grant	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	19	21	79306	95	100	99	466	414	445	7	20	10	7	45	18	50	35	51	36	0	20
All Students (Prior Year)	--	19	75509	--	100	100	--	453	521	--	46	13	--	38	23	--	8	33	--	8	31
Female	11	NC	38691	92	NC	99	453	NC	446	13	NC	10	13	NC	18	50	NC	52	25	NC	20
Male	NC	12	40583	NC	100	99	NC	425	445	NC	9	11	NC	45	18	NC	45	50	NC	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	NC	--	1935	NC	--	99	NC	--	474	NC	--	3	NC	--	9	NC	--	48	NC	--	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	414	419	--	20	19	--	45	30	--	35	45	--	0	6
White	18	--	36197	95	--	99	468	--	463	8	--	5	8	--	11	46	--	53	38	--	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	18	18	69060	95	95	98	468	412	454	8	18	7	8	47	17	46	35	54	38	0	22
Limited English Proficient Students	--	20	15509	--	100	100	--	415	406	--	21	20	--	42	30	--	37	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	20	39415	--	100	96	--	414	431	--	21	15	--	42	25	--	37	50	--	0	10
Non-Economically Disadvantaged	19	NC	39966	100	NC	100	466	NC	459	7	NC	6	7	NC	12	50	NC	52	36	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	19	21	79395	95	0	99	474	413	446	7	20	9	21	50	25	43	30	55	29	0	11
All Students (Prior Year)	--	19	75492	--	100	100	--	479	519	--	38	12	--	38	16	--	23	47	--	0	24
Female	11	NC	38743	92	NC	100	457	NC	451	13	NC	7	13	NC	24	63	NC	57	13	NC	12
Male	NC	12	40618	NC	0	99	NC	418	440	NC	9	11	NC	55	27	NC	36	53	NC	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	NC	--	1936	NC	--	99	NC	--	468	NC	--	3	NC	--	14	NC	--	63	NC	--	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	413	420	--	20	15	--	50	42	--	30	41	--	0	2
White	18	--	36221	95	--	99	474	--	465	8	--	4	23	--	15	38	--	63	31	--	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	18	18	69139	95	0	99	480	411	454	8	24	7	15	47	24	46	29	58	31	0	11
Limited English Proficient Students	--	20	15545	--	0	100	--	415	399	--	16	21	--	53	42	--	32	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	20	39484	--	0	96	--	414	429	--	21	14	--	47	35	--	32	47	--	0	4
Non-Economically Disadvantaged	19	NC	39986	100	NC	100	474	NC	461	7	NC	4	21	NC	16	43	NC	63	29	NC	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	19	21	78869	95	100	99	462	437	442	7	0	6	0	25	21	93	70	63	0	5	10
All Students (Prior Year)	--	19	75053	--	100	99	--	534	597	--	8	7	--	23	12	--	69	72	--	0	9
Female	11	NC	38536	92	NC	99	486	NC	458	0	NC	4	0	NC	15	100	NC	67	0	NC	14
Male	NC	12	40302	NC	100	99	NC	433	428	NC	0	8	NC	18	26	NC	82	60	NC	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	NC	--	1925	NC	--	99	NC	--	471	NC	--	3	NC	--	11	NC	--	64	NC	--	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	437	423	--	0	9	--	25	26	--	70	61	--	5	4
White	18	--	36078	95	--	99	458	--	459	8	--	4	0	--	16	92	--	66	0	--	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	18	18	68697	95	95	98	483	437	454	0	0	4	0	29	18	100	65	67	0	6	11
Limited English Proficient Students	--	20	15339	--	100	100	--	436	399	--	0	11	--	26	31	--	68	54	--	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	20	39106	--	100	95	--	439	427	--	0	8	--	21	28	--	74	59	--	5	5
Non-Economically Disadvantaged	19	NC	39837	100	NC	100	462	NC	457	7	NC	4	0	NC	14	93	NC	67	0	NC	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	19	25	78906	86	100	99	557	446	498	0	30	13	0	57	19	54	13	48	46	0	20
All Students (Prior Year)	--	20	76019	--	95	100	--	441	499	--	40	14	--	50	39	--	5	14	--	5	33
Female	13	11	38644	93	100	99	538	453	500	0	18	12	0	64	19	67	18	49	33	0	19
Male	NC	14	40236	NC	100	99	NC	440	497	NC	42	15	NC	50	19	NC	8	46	NC	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	--	31938	NC	--	99	NC	--	481	NC	--	19	NC	--	25	NC	--	46	NC	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	446	467	--	30	26	--	57	29	--	13	39	--	0	6
White	18	--	36483	86	--	99	558	--	517	0	--	7	0	--	13	50	--	51	50	--	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	17	22	68310	85	100	98	558	445	509	0	30	9	0	60	18	50	10	51	50	0	22
Limited English Proficient Students	--	17	12573	--	100	100	--	442	454	--	38	27	--	56	30	--	6	38	--	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	22	38679	--	100	96	--	444	483	--	33	20	--	57	25	--	10	45	--	0	10
Non-Economically Disadvantaged	19	NC	40295	86	NC	100	557	NC	513	0	NC	7	0	NC	13	54	NC	50	46	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	19	23	78908	86	0	99	537	446	484	0	14	10	0	64	23	62	23	58	38	0	9
All Students (Prior Year)	--	20	76020	--	95	100	--	486	503	--	50	25	--	40	23	--	10	40	--	0	12
Female	13	11	38648	93	0	99	528	448	489	0	18	8	0	55	22	78	27	61	22	0	10
Male	NC	12	40233	NC	0	99	NC	444	479	NC	9	12	NC	73	25	NC	18	55	NC	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	--	31940	NC	--	99	NC	--	465	NC	--	16	NC	--	32	NC	--	49	NC	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	446	457	--	14	18	--	64	39	--	23	41	--	0	2
White	18	--	36502	86	--	99	538	--	502	0	--	4	0	--	14	58	--	67	42	--	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	17	20	68312	85	0	98	534	444	493	0	16	7	0	63	21	67	21	62	33	0	10
Limited English Proficient Students	--	15	12556	--	0	100	--	442	436	--	13	24	--	73	40	--	13	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	20	38662	--	0	96	--	444	468	--	15	16	--	65	32	--	20	49	--	0	3
Non-Economically Disadvantaged	19	NC	40315	86	NC	100	537	NC	498	0	NC	5	0	NC	15	62	NC	66	38	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	19	25	78750	86	100	99	571	488	500	0	0	6	0	48	29	92	52	63	8	0	2
All Students (Prior Year)	--	20	75673	--	95	100	--	499	530	--	5	12	--	50	25	--	45	58	--	0	4
Female	13	11	38586	93	100	99	575	492	515	0	0	4	0	36	22	89	64	71	11	0	3
Male	NC	14	40135	NC	100	99	NC	485	486	NC	0	8	NC	58	35	NC	42	56	NC	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	--	31841	NC	--	99	NC	--	483	NC	--	8	NC	--	36	NC	--	55	NC	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	488	481	--	0	8	--	48	37	--	52	54	--	0	1
White	18	--	36440	86	--	99	571	--	516	0	--	3	0	--	22	92	--	71	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	17	22	68196	85	100	98	573	483	513	0	0	3	0	55	25	92	45	69	8	0	3
Limited English Proficient Students	--	17	12504	--	100	100	--	479	451	--	0	12	--	63	44	--	38	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	22	38558	--	100	96	--	487	485	--	0	8	--	48	37	--	52	54	--	0	1
Non-Economically Disadvantaged	19	NC	40260	86	NC	100	571	NC	514	0	NC	3	0	NC	21	92	NC	72	8	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	19	23	78250	86	100	99	551	486	548	7	67	21	43	17	18	43	17	48	7	0	13
All Students (Prior Year)	--	14	75001	--	88	99	--	393	468	--	100	37	--	0	36	--	0	16	--	0	10
Female	12	NC	38071	80	NC	99	552	NC	549	0	NC	20	63	NC	19	25	NC	49	13	NC	12
Male	NC	11	40126	NC	100	99	NC	484	547	NC	70	23	NC	10	17	NC	20	46	NC	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	21	4996	NC	100	100	NC	482	518	NC	71	36	NC	18	25	NC	12	36	NC	0	4
White	16	--	38320	89	--	99	552	--	568	8	--	12	42	--	14	42	--	55	8	--	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	19	18	68996	86	95	99	551	485	561	7	69	16	43	15	18	43	15	52	7	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	19	23	44937	90	100	100	551	486	561	7	67	13	43	17	15	43	17	54	7	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	19	22	78302	86	0	99	532	466	512	0	41	11	14	29	25	79	29	57	7	0	7
All Students (Prior Year)	--	13	74918	--	81	99	--	433	497	--	83	32	--	8	19	--	8	35	--	0	15
Female	12	NC	38082	80	NC	99	534	NC	518	0	NC	8	13	NC	24	75	NC	61	13	NC	7
Male	NC	11	40166	NC	0	99	NC	466	507	NC	40	14	NC	20	26	NC	40	54	NC	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	464	484	NC	44	19	NC	31	38	NC	25	42	NC	0	1
White	16	--	38347	89	--	99	528	--	531	0	--	5	17	--	17	75	--	68	8	--	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	19	17	69024	86	0	99	532	482	524	0	25	7	14	33	23	79	42	62	7	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	19	22	44979	90	0	100	532	466	525	0	41	6	14	29	18	79	29	66	7	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	19	21	78094	86	100	99	589	484	545	0	18	3	0	35	18	93	47	77	7	0	2
All Students (Prior Year)	--	14	74503	--	88	99	--	416	491	--	31	9	--	46	32	--	23	51	--	0	8
Female	12	NC	38025	80	NC	99	606	NC	558	0	NC	2	0	NC	13	88	NC	82	13	NC	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	19	4981	NC	100	100	NC	484	526	NC	19	4	NC	31	25	NC	50	70	NC	0	0
White	16	--	38265	89	--	99	584	--	564	0	--	2	0	--	11	92	--	84	8	--	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	19	17	68892	86	89	98	589	504	559	0	8	2	0	31	14	93	62	82	7	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	19	21	44871	90	100	100	589	484	559	0	18	2	0	35	12	93	47	84	7	0	3

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

10th 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	--	NC	69846	--	NC	100	--	NC	699	--	NC	21	--	NC	11	--	NC	49	--	NC	18
All Students (Prior Year)	--	10	65934	--	59	100	--	450	492	--	100	43	--	0	18	--	0	24	--	0	15
Female	--	NC	34328	--	NC	99	--	NC	702	--	NC	19	--	NC	12	--	NC	51	--	NC	18
Male	--	NC	35509	--	NC	100	--	NC	696	--	NC	23	--	NC	11	--	NC	48	--	NC	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	--	NC	7690	--	NC	100	--	NC	593	--	NC	64	--	NC	14	--	NC	21	--	NC	2
Students without Disabilities	--	NC	62220	--	NC	99	--	NC	712	--	NC	16	--	NC	11	--	NC	53	--	NC	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	NC	21421	--	NC	92	--	NC	686	--	NC	35	--	NC	15	--	NC	43	--	NC	7
Non-Economically Disadvantaged	--	--	48489	--	--	100	--	--	704	--	--	15	--	--	10	--	--	52	--	--	23

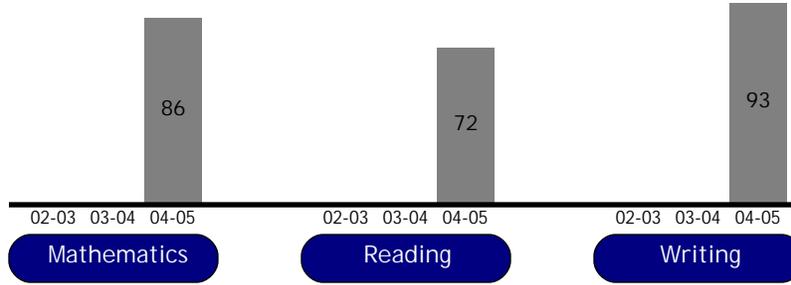
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	71311	NC	NC	100	NC	NC	694	NC	NC	7	NC	NC	21	NC	NC	63	NC	NC	9
All Students (Prior Year)	--	18	68162	--	90	100	--	453	509	--	65	18	--	29	24	--	6	51	--	0	8
Female	--	NC	34899	--	NC	100	--	NC	700	--	NC	5	--	NC	19	--	NC	66	--	NC	10
Male	NC	NC	36430	NC	NC	100	NC	NC	688	NC	NC	9	NC	NC	22	NC	NC	61	NC	NC	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	NC	5110	--	NC	100	--	NC	661	--	NC	14	--	NC	38	--	NC	46	--	NC	2
White	NC	--	36841	NC	--	99	NC	--	713	NC	--	3	NC	--	12	NC	--	72	NC	--	13
Students with Disabilities	--	NC	8021	--	NC	100	--	NC	590	--	NC	27	--	NC	42	--	NC	29	--	NC	1
Students without Disabilities	NC	NC	63379	NC	NC	100	NC	NC	707	NC	NC	5	NC	NC	18	NC	NC	68	NC	NC	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	NC	22243	--	NC	93	--	NC	677	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Non-Economically Disadvantaged	NC	NC	49157	NC	NC	100	NC	NC	702	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

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	NC	NC	70868	NC	NC	100	NC	NC	688	NC	NC	5	NC	NC	23	NC	NC	63	NC	NC	9
All Students (Prior Year)	--	16	67629	--	80	100	--	428	524	--	80	22	--	7	16	--	13	59	--	0	3
Female	--	NC	34710	--	NC	99	--	NC	697	--	NC	3	--	NC	19	--	NC	66	--	NC	12
Male	NC	NC	36176	NC	NC	100	NC	NC	678	NC	NC	7	NC	NC	27	NC	NC	59	NC	NC	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	NC	5001	--	NC	100	--	NC	661	--	NC	9	--	NC	41	--	NC	48	--	NC	2
White	NC	--	36710	NC	--	99	NC	--	702	NC	--	2	NC	--	15	NC	--	69	NC	--	13
Students with Disabilities	--	NC	7900	--	NC	100	--	NC	580	--	NC	22	--	NC	49	--	NC	28	--	NC	1
Students without Disabilities	NC	NC	63054	NC	NC	99	NC	NC	701	NC	NC	3	NC	NC	20	NC	NC	67	NC	NC	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	NC	21994	--	NC	92	--	NC	673	--	NC	10	--	NC	36	--	NC	52	--	NC	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	12

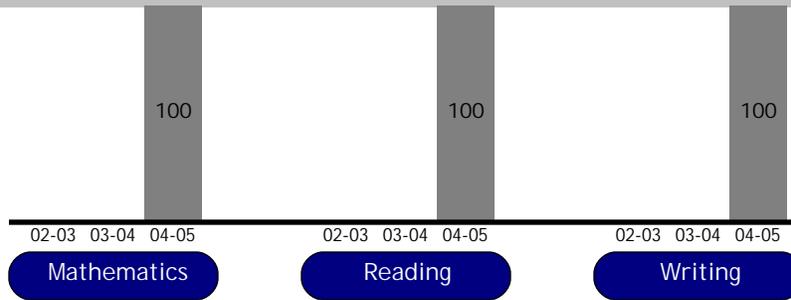
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

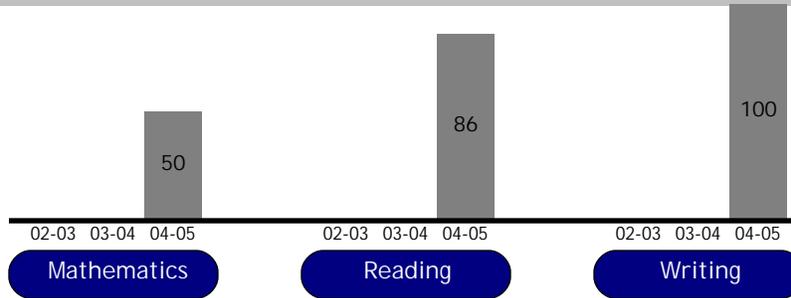
3rd Grade Proficiency



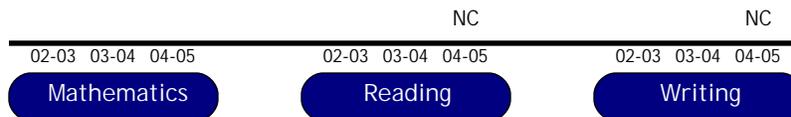
5th Grade Proficiency



8th Grade Proficiency



10th 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?	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	--	--	45	50	--	--	NA	58	--	--	25	47
	Language	--	--	41	43	--	--	NA	50	--	--	25	47
	Mathematics	--	--	48	57	--	--	NA	64	--	--	29	50
3	Reading	--	--	28	47	--	--	NA	55	--	--	29	44
	Language	--	--	33	54	--	--	24	61	--	--	29	44
	Mathematics	--	--	37	54	--	--	23	61	--	--	27	51
4	Reading	--	--	34	52	--	--	NA	56	--	--	37	48
	Language	--	--	28	48	--	--	10	52	--	--	27	49
	Mathematics	--	--	22	57	--	--	7	61	--	--	29	53
5	Reading	--	--	37	50	--	--	NA	55	--	--	29	50
	Language	--	--	35	46	--	--	30	49	--	--	26	50
	Mathematics	--	--	37	57	--	--	32	63	--	--	20	49
6	Reading	--	--	38	53	--	--	NA	56	--	--	43	51
	Language	--	--	28	45	--	--	10	48	--	--	31	47
	Mathematics	--	--	36	62	--	--	30	66	--	--	35	52
7	Reading	--	--	35	51	--	--	NA	54	--	--	22	50
	Language	--	--	32	54	--	--	12	58	--	--	25	52
	Mathematics	--	--	42	58	--	--	16	62	--	--	19	50
8	Reading	--	--	28	53	--	--	NA	55	--	--	26	51
	Language	--	--	16	49	--	--	10	52	--	--	22	50
	Mathematics	--	--	27	58	--	--	19	61	--	--	16	53
9	Reading	--	--	28	41	--	--	NC	42	--	--	28	51
	Language	--	--	27	42	--	--	NC	42	--	--	33	50
	Mathematics	--	--	43	60	--	--	NC	63	--	--	17	50

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

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

Council Duties

- Ü Budget
- Ü Instructional Programs / Strategies
- Ü School Improvement
- Ü School / Business / Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	14.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Classroom Libraries
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Tech Club
- Ü Model United Nations
- Ü 4-H
- Ü Stings/Orchestra
- Ü Karate
- Ü Dance
- Ü Gymnastics

Social Services

- Ü Citizenship Classes
- Ü 7 Habits of Highly Effective Teens
- Ü Volunteer Programs
- Ü Parent Classes (Spalding Phonics)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Stars Prep Academy is the recipient of the 2005 Federal Charter Schools Stimulus Grant for Planning, Program Design, and Implementation.
- ü Stars Prep Academy was one of the highest performing schools in the East Valley based on the 2005 AIMS scores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	36	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	63	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Stars Prep Academy is committed to a secure and safe learning environment, and uses various educational programs to educate students in character education and also substance abuse prevention.

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	Jeff Maynard	(602) 393-6500
Transportation Policy	Jeff Maynard	(602) 393-6500
Community Resources	Jeff Maynard	(602) 393-6500
School Nutrition Programs	Bev Kemp	(602) 393-6500
Parent Organization	Bev Kemp	(602) 393-6500
Student Health/Nurse	Bev Kemp	(602) 393-6500

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.

Footnotes

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: 16 Pages X .0318 Per page X 210 Copies = \$107.00

** 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.