

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

22706 E. Village Loop, Queen Creek, AZ 85242

Queen Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Linda F. Carr
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-5
2005 Enrollment : 411
Web Address : lcarr@qcusd.org
Phone Number : (480) 987-7420
Fax Number : (480) 987-7439
E-mail : lcarr@qcusd.org

Mission

FBPE is a brand new school. Our mission for this first year is to provide all of our students with quality instruction in a safe and nurturing environment using technology to support the curriculum.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 N/A
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 / Academic Goals

- ü Students will meet or exceed the State Standards in Reading, Math and Language.
- ü Instruction in the Language Arts area will focus on the development and application of improved grammar and writing skills.
- ü Instruction will utilize technology as a tool to enable students to master curriculum.
- ü Students' academic needs will be met via classroom instruction, extra tutoring and/or other necessary interventions.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- Ü Full Day Tuition Kindergarten
- Ü Special Education Pre School
- Ü ELP
- Ü ELL
- Ü Technology Based Curriculum
- Ü Standards Based Curriculum
- Ü On Site Special Education
- Ü Tutition Pre School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school welcomes our parents to participate as partners in the education of their children. Regular communication will be provided to the parents via newsletters, handbooks, the school website and flyers sent home regularly. It is our responsibility to provide a quality education on a safe orderly campus.

Parents

FBPE parents are our partners in the education of their children. Therefore, their support and involvement are essential. Our expectations of our parents are for them to ensure that their child(ren) attend school regularly and on time with their homework completed, volunteer when they can, attend conferences and assist the school so that their child can be successful.

Transportation Policy

FBPE is a neighborhood school. Bus transportation is provided for students living beyond a half mile radius with the school boundary. Transportation is provided for special needs students.

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	--	267	79306	--	99	99	--	462	445	--	4	10	--	12	18	--	58	51	--	26	20
All Students (Prior Year)	--	199	75509	--	100	100	--	553	521	--	4	13	--	19	23	--	25	33	--	52	31
Female	--	132	38691	--	99	99	--	460	446	--	4	10	--	13	18	--	60	52	--	23	20
Male	--	135	40583	--	99	99	--	464	445	--	5	11	--	10	18	--	56	50	--	29	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	72	32869	--	100	99	--	446	429	--	10	15	--	20	25	--	51	51	--	19	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	186	36197	--	99	99	--	468	463	--	2	5	--	9	11	--	59	53	--	29	31
Students with Disabilities	--	28	10321	--	100	100	--	417	389	--	20	30	--	20	27	--	52	34	--	8	9
Students without Disabilities	--	239	69060	--	97	98	--	468	454	--	2	7	--	11	17	--	59	54	--	28	22
Limited English Proficient Students	--	23	15509	--	100	100	--	401	406	--	20	20	--	30	30	--	45	45	--	5	5
Migrant Students	--	20	118	--	NA	NA	--	432	419	--	20	25	--	15	21	--	55	50	--	10	3
Economically Disadvantaged	--	59	39415	--	97	96	--	448	431	--	11	15	--	25	25	--	44	50	--	20	10
Non-Economically Disadvantaged	--	208	39966	--	100	100	--	467	459	--	2	6	--	7	12	--	62	52	--	28	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	--	267	79395	--	0	99	--	463	446	--	4	9	--	13	25	--	68	55	--	15	11
All Students (Prior Year)	--	199	75492	--	100	100	--	540	519	--	3	12	--	12	16	--	47	47	--	38	24
Female	--	132	38743	--	0	100	--	465	451	--	2	7	--	15	24	--	67	57	--	16	12
Male	--	135	40618	--	0	99	--	460	440	--	6	11	--	11	27	--	69	53	--	14	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	72	32915	--	0	99	--	441	426	--	12	15	--	25	35	--	58	47	--	5	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	186	36221	--	0	99	--	470	465	--	1	4	--	9	15	--	72	63	--	18	17
Students with Disabilities	--	28	10331	--	0	100	--	417	388	--	16	25	--	20	37	--	56	34	--	8	4
Students without Disabilities	--	239	69139	--	0	99	--	468	454	--	2	7	--	12	24	--	70	58	--	16	11
Limited English Proficient Students	--	23	15545	--	0	100	--	388	399	--	25	21	--	40	42	--	35	35	--	0	1
Migrant Students	--	20	120	--	NA	NA	--	415	414	--	30	20	--	25	45	--	45	35	--	0	0
Economically Disadvantaged	--	59	39484	--	0	96	--	444	429	--	11	14	--	25	35	--	49	47	--	15	4
Non-Economically Disadvantaged	--	208	39986	--	0	100	--	468	461	--	2	4	--	9	16	--	74	63	--	15	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	--	267	78869	--	99	99	--	463	442	--	1	6	--	18	21	--	65	63	--	16	10
All Students (Prior Year)	--	198	75053	--	100	99	--	627	597	--	3	7	--	10	12	--	75	72	--	12	9
Female	--	132	38536	--	99	99	--	475	458	--	0	4	--	14	15	--	69	67	--	17	14
Male	--	135	40302	--	99	99	--	452	428	--	3	8	--	22	26	--	61	60	--	14	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	73	32606	--	100	98	--	441	426	--	3	8	--	27	27	--	62	60	--	8	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	185	36078	--	99	99	--	470	459	--	1	4	--	16	16	--	65	66	--	18	14
Students with Disabilities	--	28	10246	--	100	100	--	415	367	--	4	18	--	28	39	--	64	40	--	4	4
Students without Disabilities	--	239	68697	--	97	98	--	469	454	--	1	4	--	17	18	--	65	67	--	17	11
Limited English Proficient Students	--	23	15339	--	100	100	--	383	399	--	10	11	--	40	31	--	50	54	--	0	3
Migrant Students	--	20	119	--	NA	NA	--	411	402	--	10	16	--	35	30	--	55	53	--	0	1
Economically Disadvantaged	--	59	39106	--	97	95	--	440	427	--	2	8	--	35	28	--	55	59	--	9	5
Non-Economically Disadvantaged	--	208	39837	--	100	100	--	470	457	--	1	4	--	13	14	--	68	67	--	18	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	234	78906	--	99	99	--	514	498	--	7	13	--	13	19	--	56	48	--	25	20
All Students (Prior Year)	--	214	76019	--	100	100	--	513	499	--	4	14	--	39	39	--	14	14	--	43	33
Female	--	117	38644	--	98	99	--	515	500	--	5	12	--	13	19	--	56	49	--	26	19
Male	--	117	40236	--	100	99	--	512	497	--	8	15	--	12	19	--	56	46	--	24	20
African American	--	10	4087	--	100	99	--	502	481	--	0	20	--	0	24	--	100	45	--	0	11
Hispanic	--	62	31938	--	100	99	--	502	481	--	16	19	--	11	25	--	60	46	--	13	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	158	36483	--	98	99	--	518	517	--	3	7	--	14	13	--	53	51	--	30	30
Students with Disabilities	--	28	10664	--	100	100	--	436	430	--	30	42	--	22	27	--	43	26	--	4	5
Students without Disabilities	--	206	68310	--	97	98	--	524	509	--	3	9	--	11	18	--	57	51	--	28	22
Limited English Proficient Students	--	14	12573	--	100	100	--	376	454	--	58	27	--	0	30	--	42	38	--	0	5
Migrant Students	--	17	125	--	NA	NA	--	491	476	--	24	18	--	18	35	--	47	42	--	12	5
Economically Disadvantaged	--	58	38679	--	85	96	--	509	483	--	9	20	--	15	25	--	59	45	--	17	10
Non-Economically Disadvantaged	--	176	40295	--	100	100	--	516	513	--	6	7	--	12	13	--	54	50	--	28	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	--	235	78908	--	0	99	--	497	484	--	5	10	--	14	23	--	69	58	--	12	9
All Students (Prior Year)	--	214	76020	--	100	100	--	506	503	--	10	25	--	24	23	--	54	40	--	12	12
Female	--	118	38648	--	0	99	--	499	489	--	3	8	--	15	22	--	68	61	--	14	10
Male	--	117	40233	--	0	99	--	495	479	--	7	12	--	13	25	--	70	55	--	10	8
African American	--	10	4092	--	0	99	--	488	473	--	0	12	--	25	28	--	75	54	--	0	5
Hispanic	--	62	31940	--	0	99	--	478	465	--	13	16	--	25	32	--	60	49	--	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	159	36502	--	0	99	--	504	502	--	2	4	--	9	14	--	72	67	--	16	15
Students with Disabilities	--	29	10665	--	0	100	--	428	423	--	22	30	--	26	36	--	48	31	--	4	2
Students without Disabilities	--	206	68312	--	0	98	--	506	493	--	3	7	--	13	21	--	72	62	--	13	10
Limited English Proficient Students	--	14	12556	--	0	100	--	364	436	--	25	24	--	67	40	--	8	35	--	0	1
Migrant Students	--	17	125	--	NA	NA	--	475	457	--	24	22	--	18	40	--	59	38	--	0	0
Economically Disadvantaged	--	59	38662	--	0	96	--	486	468	--	9	16	--	19	32	--	70	49	--	2	3
Non-Economically Disadvantaged	--	176	40315	--	0	100	--	501	498	--	3	5	--	12	15	--	68	66	--	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	233	78750	--	99	99	--	521	500	--	4	6	--	18	29	--	74	63	--	4	2
All Students (Prior Year)	--	214	75673	--	100	100	--	563	530	--	10	12	--	19	25	--	64	58	--	7	4
Female	--	117	38586	--	98	99	--	537	515	--	2	4	--	9	22	--	83	71	--	6	3
Male	--	116	40135	--	100	99	--	504	486	--	6	8	--	28	35	--	65	56	--	1	1
African American	--	10	4081	--	100	99	--	543	488	--	0	8	--	0	32	--	100	59	--	0	2
Hispanic	--	62	31841	--	100	99	--	509	483	--	7	8	--	22	36	--	69	55	--	2	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	157	36440	--	98	99	--	524	516	--	3	3	--	18	22	--	75	71	--	4	4
Students with Disabilities	--	29	10622	--	100	100	--	421	415	--	13	21	--	48	50	--	39	28	--	0	1
Students without Disabilities	--	204	68196	--	96	98	--	534	513	--	3	3	--	14	25	--	79	69	--	4	3
Limited English Proficient Students	--	14	12504	--	100	100	--	362	451	--	17	12	--	50	44	--	33	43	--	0	1
Migrant Students	--	17	126	--	NA	NA	--	482	464	--	12	14	--	35	44	--	53	41	--	0	0
Economically Disadvantaged	--	59	38558	--	87	96	--	512	485	--	4	8	--	24	37	--	72	54	--	0	1
Non-Economically Disadvantaged	--	174	40260	--	100	100	--	524	514	--	4	3	--	16	21	--	75	72	--	5	4

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

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

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	--	--	63	50	--	--	NA	58	--	--	57	47
	Language	--	--	54	43	--	--	57	50	--	--	62	47
	Mathematics	--	--	69	57	--	--	69	64	--	--	58	50
3	Reading	--	--	65	47	--	--	NA	55	--	--	55	44
	Language	--	--	68	54	--	--	70	61	--	--	56	44
	Mathematics	--	--	72	54	--	--	79	61	--	--	59	51
4	Reading	--	--	65	52	--	--	NA	56	--	--	60	48
	Language	--	--	59	48	--	--	63	52	--	--	61	49
	Mathematics	--	--	73	57	--	--	77	61	--	--	65	53
5	Reading	--	--	58	50	--	--	NA	55	--	--	60	50
	Language	--	--	49	46	--	--	60	49	--	--	60	50
	Mathematics	--	--	63	57	--	--	73	63	--	--	59	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	3	0	0
10 or more years	6	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi Purpose Room with stage
- Ü Library

Extracurricular Activities

- Ü Mustang Chorale
- Ü Sewing Club
- Ü Student Council
- Ü Home Alone Club
- Ü Intermediate After School Basketball
- Ü Peer Mediators
- Ü Library Club

Social Services

- Ü Counseling
- Ü 4th grade Drug Free/Tobacco Prevention
- Ü Parenting Classes for Pre School Speech
- Ü Health Aide/Nurse
- Ü Maricopa STARS for 5th grade

ü New School

Student Activity Rates for School Year 2004-05

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

FBPE provides a safe and orderly climate on its campus. Students and staff participate in monthly emergency drills. Character Counts with its six pillars is integrated into our daily curriculum. We focus on positive discipline where students are recognized for good behavior. The fire marshall visits our school annually and provides oportunities for students to learn about safety, via the Risk Watch Program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Edd Hennerlly	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5935
Parent Organization	Amy Moore and Jean Hunsaker	(480) 987-7420
Student Health/Nurse	Dorothy McClure	(480) 987-7420

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.