

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

406 N 41st Ave, Phoenix, AZ 85009

Isaac 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 Plus
2003-04	Not Evaluated
2002-03	New School

(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	Met
2002-03	Met

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mr. Chris Gutierrez  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 634  
 Web Address : [www.isaacschools.org/schools/moya.htm](http://www.isaacschools.org/schools/moya.htm)  
 Phone Number : (602) 442-3100  
 Fax Number : (602) 442-3199  
 E-mail : [cgutierrez@isaacschools.org](mailto:cgutierrez@isaacschools.org)

### Mission

Moya School in partnership with students, families and community members is committed to high levels of reading, writing and math achievement for all students.

### School / Academic Goals

- ü Moya School will implement a standards-based approach to teaching and learning with an emphasis on reading, writing and math.
- ü Moya School will implement a coordinated comprehensive professional development program to support the implementation of a standards-based approach to teaching and learning with a focus on reading, writing and math.
- ü Moya School will continue utilize current and future Technologies to effectively enhance student achievement in the areas of reading, writing and math.
- ü Moya School will increase the number of students achieving "meets" or "exceeds" status as measured by TerraNova and AIMS annual assessments by 5%.

### Enrollment

October 1, 2004 School Year Student Enrollment : 649  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- ü Small Group Leveled Reading
- ü Six Traits Writing
- ü Writers Workshop
- ü SRA Corrective Reading
- ü Project LEAP After-School Tutoring
- ü Title I Reading Specialist
- ü Cross-grade Reading Buddies/Pen Pals
- ü Research Based phonics strategies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our school's responsibility is to promote a positive and safe climate for learning; notify parents about student progress; provide a bias-free and culturally relevant school climate; and appropriate assessment and care of special needs students.

Parents

The parent's responsibility is to have their child attend school on a daily basis; provide proper clothing; and support the school's discipline and homework policies, in order to assure all students of a safe and productive learning environment.

Transportation Policy

Our transportation policy is consistent with directives set down by the Isaac School District Governing Board. This policy dictates rules and regulations mandated by the state of Arizona and the Department of Public Safety.

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	88	955	79306	98	100	99	429	428	445	18	16	10	25	24	18	49	51	51	8	9	20
All Students (Prior Year)	109	975	75509	100	100	100	497	509	521	21	15	13	37	28	23	21	34	33	21	22	31
Female	50	477	38691	96	99	99	426	426	446	14	16	10	33	25	18	51	52	52	2	7	20
Male	38	479	40583	100	100	99	434	430	445	22	16	11	17	23	18	47	50	50	14	10	21
African American	NC	21	4041	NC	100	99	NC	405	426	NC	36	17	NC	45	23	NC	18	50	NC	0	10
Hispanic	86	896	32869	98	100	99	429	427	429	18	16	15	26	24	25	48	51	51	8	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	429	419	NC	25	19	NC	0	30	NC	75	45	NC	0	6
White	--	26	36197	--	100	99	--	452	463	--	9	5	--	9	11	--	64	53	--	18	31
Students with Disabilities	10	104	10321	100	100	100	390	372	389	50	34	30	30	35	27	20	30	34	0	0	9
Students without Disabilities	78	852	69060	96	100	98	435	436	454	13	13	7	25	22	17	54	54	54	9	10	22
Limited English Proficient Students	65	596	15509	98	100	100	425	422	406	19	17	20	26	26	30	50	50	45	5	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	88	938	39415	98	98	96	429	431	431	18	16	15	25	24	25	49	51	50	8	9	10
Non-Economically Disadvantaged	--	18	39966	--	0	100	--	64	459	--	0	6	--	50	12	--	50	52	--	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	88	956	79395	98	0	99	413	421	446	25	16	9	39	36	25	34	45	55	1	2	11
All Students (Prior Year)	109	973	75492	100	100	100	504	509	519	16	17	12	26	18	16	37	49	47	21	16	24
Female	50	478	38743	96	0	100	417	423	451	21	14	7	37	37	24	40	46	57	2	3	12
Male	38	479	40618	100	0	99	409	419	440	31	19	11	42	35	27	28	44	53	0	2	9
African American	NC	21	4052	NC	0	100	NC	404	434	NC	18	11	NC	64	29	NC	18	54	NC	0	6
Hispanic	86	897	32915	98	0	99	412	420	426	26	17	15	39	36	35	34	45	47	1	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	421	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	--	26	36221	--	0	99	--	455	465	--	0	4	--	27	15	--	59	63	--	14	17
Students with Disabilities	10	104	10331	100	0	100	368	361	388	80	46	25	20	32	37	0	21	34	0	0	4
Students without Disabilities	78	853	69139	96	0	99	420	429	454	17	12	7	42	37	24	39	49	58	1	2	11
Limited English Proficient Students	65	596	15545	98	0	100	410	412	399	26	20	21	40	39	42	32	40	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	88	939	39484	98	0	96	413	424	429	25	16	14	39	36	35	34	45	47	1	2	4
Non-Economically Disadvantaged	--	18	39986	--	0	100	--	60	461	--	17	4	--	33	16	--	50	63	--	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	87	951	78869	97	100	99	422	437	442	8	6	6	28	21	21	59	66	63	5	6	10
All Students (Prior Year)	109	966	75053	100	100	99	607	601	597	5	6	7	21	13	12	63	71	72	11	11	9
Female	50	478	38536	96	100	99	440	449	458	5	5	4	19	18	15	70	68	67	7	10	14
Male	37	474	40302	97	100	99	401	426	428	11	8	8	39	25	26	47	65	60	3	3	7
African American	NC	21	4015	NC	100	99	NC	433	430	NC	0	8	NC	27	24	NC	73	61	NC	0	7
Hispanic	85	892	32606	97	100	98	422	437	426	8	6	8	27	22	27	60	66	60	5	7	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	422	423	NC	13	9	NC	0	26	NC	88	61	NC	0	4
White	--	26	36078	--	100	99	--	455	459	--	5	4	--	9	16	--	77	66	--	9	14
Students with Disabilities	10	105	10246	100	100	100	345	341	367	20	23	18	70	41	39	10	35	40	0	1	4
Students without Disabilities	77	847	68697	95	99	98	433	451	454	6	4	4	22	18	18	67	71	67	6	7	11
Limited English Proficient Students	64	591	15339	97	100	100	419	429	399	8	8	11	27	23	31	60	65	54	5	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	87	934	39106	97	98	95	422	440	427	8	6	8	28	21	28	59	66	59	5	6	5
Non-Economically Disadvantaged	--	18	39837	--	0	100	--	69	457	--	0	4	--	33	14	--	67	67	--	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	94	916	78906	99	100	99	454	474	498	34	21	13	38	29	19	28	44	48	0	7	20
All Students (Prior Year)	77	890	76019	100	100	100	464	465	499	16	21	14	68	63	39	10	8	14	6	9	33
Female	42	444	38644	98	100	99	455	473	500	33	19	12	39	32	19	28	40	49	0	9	19
Male	52	471	40236	100	100	99	454	474	497	35	22	15	38	25	19	28	48	46	0	5	20
African American	NC	16	4087	NC	100	99	NC	468	481	NC	27	20	NC	27	24	NC	45	45	NC	0	11
Hispanic	88	865	31938	99	100	99	455	474	481	33	20	19	40	29	25	27	44	46	0	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	28	36483	NC	97	99	NC	475	517	NC	19	7	NC	33	13	NC	43	51	NC	5	30
Students with Disabilities	18	104	10664	100	100	100	429	399	430	77	55	42	15	30	27	8	15	26	0	0	5
Students without Disabilities	76	814	68310	96	100	98	460	483	509	25	16	9	43	28	18	32	48	51	0	8	22
Limited English Proficient Students	60	507	12573	100	100	100	453	464	454	33	24	27	42	31	30	25	40	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	94	899	38679	99	99	96	454	477	483	34	21	20	38	29	25	28	44	45	0	7	10
Non-Economically Disadvantaged	--	19	40295	--	0	100	--	193	513	--	30	7	--	20	13	--	40	50	--	10	30

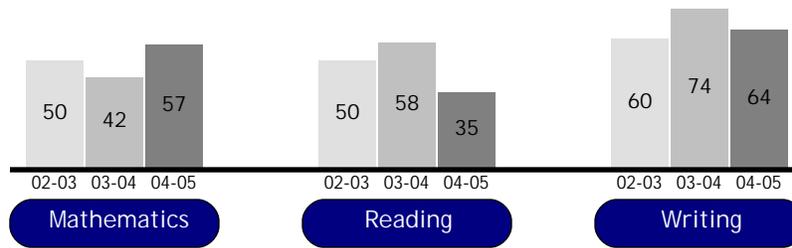
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	917	78908	99	0	99	451	460	484	26	17	10	42	36	23	30	44	58	1	3	9
All Students (Prior Year)	77	890	76020	100	100	100	483	489	503	58	46	25	26	24	23	16	27	40	0	3	12
Female	42	445	38648	98	0	99	458	465	489	22	15	8	42	32	22	33	49	61	3	4	10
Male	52	471	40233	100	0	99	445	455	479	30	19	12	43	39	25	28	39	55	0	2	8
African American	NC	16	4092	NC	0	99	NC	460	473	NC	18	12	NC	27	28	NC	55	54	NC	0	5
Hispanic	88	866	31940	99	0	99	450	460	465	26	17	16	44	36	32	29	44	49	1	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	28	36502	NC	0	99	NC	466	502	NC	10	4	NC	48	14	NC	43	67	NC	0	15
Students with Disabilities	18	104	10665	100	0	100	435	389	423	38	46	30	54	43	36	8	11	31	0	0	2
Students without Disabilities	76	815	68312	96	0	98	454	469	493	24	14	7	40	35	21	35	48	62	2	3	10
Limited English Proficient Students	60	507	12556	100	0	100	448	448	436	25	21	24	47	42	40	26	36	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	94	900	38662	99	0	96	451	463	468	26	17	16	42	36	32	30	43	49	1	3	3
Non-Economically Disadvantaged	--	19	40315	--	0	100	--	191	498	--	20	5	--	10	15	--	70	66	--	0	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	94	915	78750	99	100	99	487	488	500	11	5	6	25	35	29	64	60	63	0	1	2
All Students (Prior Year)	77	888	75673	100	100	100	501	508	530	13	12	12	32	32	25	55	55	58	0	1	4
Female	42	444	38586	98	100	99	489	496	515	14	5	4	19	26	22	67	68	71	0	1	3
Male	52	470	40135	100	100	99	485	480	486	8	6	8	30	43	35	63	51	56	0	0	1
African American	NC	16	4081	NC	100	99	NC	482	488	NC	0	8	NC	55	32	NC	45	59	NC	0	2
Hispanic	88	864	31841	99	100	99	489	488	483	9	5	8	27	34	36	64	60	55	0	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	28	36440	NC	97	99	NC	483	516	NC	10	3	NC	43	22	NC	48	71	NC	0	4
Students with Disabilities	18	104	10622	100	100	100	409	408	415	38	9	21	54	67	50	8	22	28	0	1	1
Students without Disabilities	76	813	68196	96	100	98	503	498	513	5	5	3	19	30	25	76	64	69	0	1	3
Limited English Proficient Students	60	505	12504	100	100	100	486	477	451	9	7	12	30	39	44	61	54	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	94	898	38558	99	99	96	487	492	485	11	5	8	25	35	37	64	59	54	0	1	1
Non-Economically Disadvantaged	--	19	40260	--	0	100	--	185	514	--	0	3	--	30	21	--	60	72	--	10	4

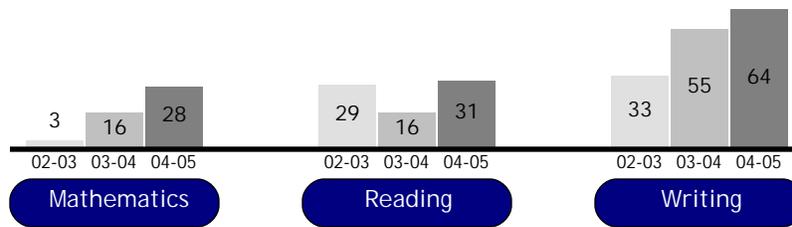
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	26	35	50	96	30	NA	58	100	36	34	47
	Language	99	15	24	43	100	28	33	50	100	42	41	47
	Mathematics	100	29	44	57	100	33	46	64	99	44	37	50
3	Reading	97	18	24	47	100	35	NA	55	98	24	28	44
	Language	99	30	39	54	100	50	55	61	98	26	32	44
	Mathematics	100	28	40	54	100	37	57	61	98	31	40	51
4	Reading	98	19	25	52	100	35	NA	56	100	31	33	48
	Language	100	25	28	48	100	37	39	52	100	32	36	49
	Mathematics	100	18	33	57	100	40	48	61	100	40	43	53
5	Reading	100	28	23	50	100	36	NA	55	99	28	35	50
	Language	100	27	28	46	99	30	34	49	99	31	37	50
	Mathematics	100	28	38	57	99	32	42	63	99	23	36	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/](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)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü School Safety Issues
- Ü Academic Achievement
- Ü Technology
- Ü School Climate Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	4.25	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	2	0	0
10 or more years	2	8	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü Mobile Computer Lab
- Ü Art & Music Room

Extracurricular Activities

- Ü Student Council
- Ü After School Art Program
- Ü Girl Scouts
- Ü After School Tutoring
- Ü After School Sports Program

Social Services

- Ü Breakfast Program
- Ü Adult ESL Classes
- Ü Lunch Program
- Ü After School Tutoring & Sports
- Ü Crisis Intervention

ü Project GOAL (Grade One at the Library)

ü Boys Hope of Arizona 2005 Scholarship Recipient

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school character theme is respect, which teaches our students to show kindness and care toward others in their actions and their words.

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	Chris Gutierrez	(602) 442-3100
Transportation Policy	Antonio Mlynek	(602) 484-4104
Community Resources	Laura Serna	(602) 442-3100
School Nutrition Programs	Barbara Ortiz	(602) 442-3100
Parent Organization	Veronica Flores	(602) 442-3100
Student Health/Nurse	Kim Sands	(602) 442-3100

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).

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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.