

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7004 E. Union Avenue, Mesa, AZ 85212

Maricopa County Regional 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 Performing Plus
2003-04 Underperforming
2002-03 Small School

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

School Overview

Principal/Administrator : Ms. Janice Holland
Schedule : 07:00 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 102
Web Address : www.mcrcsd.org
Phone Number : (480) 988-9690
Fax Number : (480) 988-2736
E-mail : jholland@mcrcsd.org

Mission

We commit to foster each child's full academic potential; build each child's self-esteem; and empower each child to become a responsible, resourceful and contributing citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not 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 / Academic Goals

- ü Provide standards-based instruction in reading at the correct level of difficulty, according to students' needs.
- ü Provide standards-based instruction in writing at the correct level of difficulty, according to students' needs.
- ü Provide standards-based instruction in math at the correct level of difficulty, according to students' needs.
- ü Provide effective student discipline and school safety programs and procedures.

Enrollment

October 1, 2004 School Year Student Enrollment : 110
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 95

Instructional Programs

- ü Multi-Age Instruction
- ü Character Education
- ü Special Education
- ü Integrated-Thematic Instruction
- ü Physical Education Program
- ü Standards-Based Curriculum
- ü Math/Science Technology Integration

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide effective and timely communication to parents. We notify parents of academic, emotional and social progress. We provide information to parents to access necessary support. We ensure a safe environment.

Parents

Parents are responsible for students' daily attendance. They are our partners in supporting students' success at school, and they agree to foster a positive attitude toward school, to place importance on homework and other skills necessary for productive citizenship.

Transportation Policy

Transportation is provided by Beeline Bus Transportation. Students are transported to Williams from Chandler, Gilbert, Mesa, Chandler Heights, and the North and South Desert Villages on the ASU East Campus.

School Honors

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

Award/Honor	Year
ü NDS	

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	10	132	79306	100	99	99	417	409	445	20	25	10	20	34	18	60	38	51	0	3	20
All Students (Prior Year)	19	113	75509	95	98	100	475	464	521	31	47	13	44	30	23	25	19	33	0	5	31
Female	NC	68	38691	NC	100	99	NC	412	446	NC	16	10	NC	46	18	NC	35	52	NC	3	20
Male	NC	64	40583	NC	94	99	NC	406	445	NC	33	11	NC	24	18	NC	40	50	NC	2	21
African American	--	18	4041	--	100	99	--	417	426	--	20	17	--	20	23	--	60	50	--	0	10
Hispanic	NC	68	32869	NC	94	99	NC	405	429	NC	24	15	NC	41	25	NC	32	51	NC	2	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	36	36197	NC	100	99	NC	412	463	NC	26	5	NC	35	11	NC	35	53	NC	4	31
Students with Disabilities	--	10	10321	--	100	100	--	369	389	--	67	30	--	17	27	--	17	34	--	0	9
Students without Disabilities	10	122	69060	100	95	98	417	412	454	20	22	7	20	36	17	60	40	54	0	3	22
Limited English Proficient Students	--	25	15509	--	100	100	--	396	406	--	39	20	--	33	30	--	28	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	131	39415	100	98	96	417	409	431	20	25	15	20	34	25	60	38	50	0	3	10
Non-Economically Disadvantaged	--	--	39966	--	--	100	--	--	459	--	--	6	--	--	12	--	--	52	--	--	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	10	133	79395	100	0	99	420	409	446	20	24	9	20	46	25	60	30	55	0	0	11
All Students (Prior Year)	21	116	75492	100	100	100	504	484	519	18	40	12	35	28	16	35	22	47	12	9	24
Female	NC	68	38743	NC	0	100	NC	415	451	NC	14	7	NC	51	24	NC	35	57	NC	0	12
Male	NC	65	40618	NC	0	99	NC	403	440	NC	33	11	NC	40	27	NC	26	53	NC	0	9
African American	--	18	4052	--	0	100	--	435	434	--	20	11	--	20	29	--	60	54	--	0	6
Hispanic	NC	69	32915	NC	0	99	NC	402	426	NC	24	15	NC	56	35	NC	20	47	NC	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	36	36221	NC	0	99	NC	410	465	NC	22	4	NC	39	15	NC	39	63	NC	0	17
Students with Disabilities	--	10	10331	--	0	100	--	364	388	--	83	25	--	0	37	--	17	34	--	0	4
Students without Disabilities	10	123	69139	100	0	99	420	412	454	20	19	7	20	49	24	60	32	58	0	0	11
Limited English Proficient Students	--	25	15545	--	0	100	--	399	399	--	28	21	--	50	42	--	22	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	132	39484	100	0	96	420	409	429	20	24	14	20	46	35	60	30	47	0	0	4
Non-Economically Disadvantaged	--	--	39986	--	--	100	--	--	461	--	--	4	--	--	16	--	--	63	--	--	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	10	129	78869	100	96	99	385	413	442	20	13	6	20	27	21	60	58	63	0	1	10
All Students (Prior Year)	18	113	75053	90	98	99	509	501	597	21	21	7	36	30	12	43	47	72	0	2	9
Female	NC	67	38536	NC	100	99	NC	443	458	NC	3	4	NC	25	15	NC	69	67	NC	3	14
Male	NC	62	40302	NC	91	99	NC	387	428	NC	22	8	NC	29	26	NC	49	60	NC	0	7
African American	--	18	4015	--	100	99	--	434	430	--	10	8	--	20	24	--	60	61	--	10	7
Hispanic	NC	66	32606	NC	92	98	NC	411	426	NC	10	8	NC	33	27	NC	58	60	NC	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	35	36078	NC	100	99	NC	413	459	NC	18	4	NC	23	16	NC	59	66	NC	0	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	10	120	68697	100	93	98	385	418	454	20	10	4	20	28	18	60	61	67	0	1	11
Limited English Proficient Students	--	24	15339	--	96	100	--	401	399	--	12	11	--	29	31	--	59	54	--	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	10	128	39106	100	96	95	385	413	427	20	13	8	20	27	28	60	58	59	0	1	5
Non-Economically Disadvantaged	--	--	39837	--	--	100	--	--	457	--	--	4	--	--	14	--	--	67	--	--	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	10	128	78906	77	93	99	516	440	498	20	56	13	0	21	19	20	19	48	60	4	20
All Students (Prior Year)	12	97	76019	92	88	100	476	440	499	10	43	14	70	52	39	10	3	14	10	3	33
Female	NC	63	38644	NC	90	99	NC	446	500	NC	53	12	NC	23	19	NC	18	49	NC	8	19
Male	NC	66	40236	NC	97	99	NC	435	497	NC	60	15	NC	20	19	NC	20	46	NC	0	20
African American	--	17	4087	--	85	99	--	439	481	--	50	20	--	21	24	--	29	45	--	0	11
Hispanic	--	72	31938	--	100	99	--	430	481	--	69	19	--	16	25	--	14	46	--	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	11	4593	NC	79	100	NC	463	467	NC	29	26	NC	29	29	NC	43	39	NC	0	6
White	NC	28	36483	NC	88	99	NC	462	517	NC	33	7	NC	33	13	NC	13	51	NC	20	30
Students with Disabilities	NC	24	10664	NC	100	100	NC	408	430	NC	95	42	NC	5	27	NC	0	26	NC	0	5
Students without Disabilities	NC	105	68310	NC	88	98	NC	449	509	NC	45	9	NC	26	18	NC	24	51	NC	5	22
Limited English Proficient Students	--	38	12573	--	100	100	--	428	454	--	74	27	--	10	30	--	16	38	--	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	125	38679	NC	92	96	NC	440	483	NC	56	20	NC	22	25	NC	18	45	NC	4	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

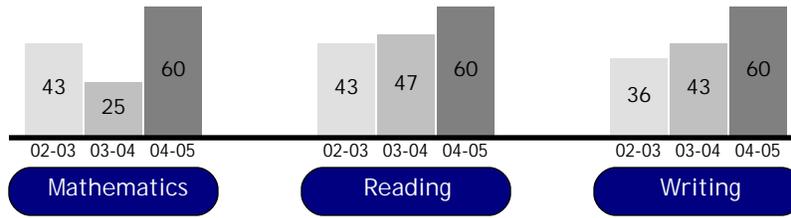
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	128	78908	NC	0	99	NC	442	484	NC	43	10	NC	31	23	NC	25	58	NC	1	9
All Students (Prior Year)	11	99	76020	85	90	100	490	485	503	40	58	25	40	18	23	20	23	40	0	3	12
Female	NC	64	38648	NC	0	99	NC	447	489	NC	40	8	NC	30	22	NC	28	61	NC	3	10
Male	NC	65	40233	NC	0	99	NC	437	479	NC	45	12	NC	32	25	NC	23	55	NC	0	8
African American	--	18	4092	--	0	99	--	453	473	--	29	12	--	36	28	--	36	54	--	0	5
Hispanic	--	72	31940	--	0	99	--	425	465	--	55	16	--	33	32	--	12	49	--	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	11	4569	NC	0	100	NC	476	457	NC	14	18	NC	14	39	NC	71	41	NC	0	2
White	NC	27	36502	NC	0	99	NC	470	502	NC	29	4	NC	29	14	NC	36	67	NC	7	15
Students with Disabilities	--	23	10665	--	0	100	--	412	423	--	61	30	--	39	36	--	0	31	--	0	2
Students without Disabilities	NC	106	68312	NC	0	98	NC	449	493	NC	38	7	NC	29	21	NC	32	62	NC	2	10
Limited English Proficient Students	--	38	12556	--	0	100	--	415	436	--	74	24	--	19	40	--	6	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	125	38662	NC	0	96	NC	441	468	NC	43	16	NC	31	32	NC	25	49	NC	1	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	124	78750	77	90	99	478	446	500	20	17	6	20	48	29	40	34	63	20	1	2
All Students (Prior Year)	10	96	75673	77	87	100	495	449	530	22	40	12	33	31	25	44	29	58	0	0	4
Female	NC	64	38586	NC	91	99	NC	462	515	NC	12	4	NC	46	22	NC	39	71	NC	2	3
Male	NC	61	40135	NC	90	99	NC	431	486	NC	22	8	NC	49	35	NC	29	56	NC	0	1
African American	--	17	4081	--	85	99	--	476	488	--	7	8	--	43	32	--	50	59	--	0	2
Hispanic	--	70	31841	--	99	99	--	430	483	--	21	8	--	54	36	--	25	55	--	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	12	4586	NC	86	100	NC	479	481	NC	0	8	NC	50	37	NC	50	54	NC	0	1
White	NC	25	36440	NC	78	99	NC	457	516	NC	25	3	NC	25	22	NC	42	71	NC	8	4
Students with Disabilities	NC	21	10622	NC	100	100	NC	377	415	NC	44	21	NC	44	50	NC	13	28	NC	0	1
Students without Disabilities	NC	104	68196	NC	87	98	NC	463	513	NC	11	3	NC	48	25	NC	39	69	NC	2	3
Limited English Proficient Students	--	38	12504	--	100	100	--	404	451	--	29	12	--	58	44	--	13	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	121	38558	NC	89	96	NC	446	485	NC	18	8	NC	47	37	NC	34	54	NC	1	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

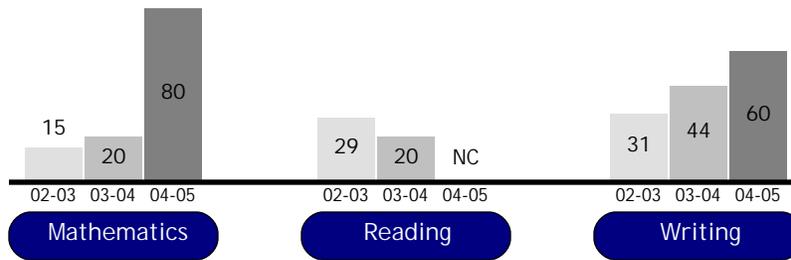
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	43	27	50	91	31	NA	58	NC	NC	29	47
	Language	88	27	22	43	95	25	19	50	NC	NC	25	47
	Mathematics	92	25	23	57	100	42	26	64	NC	NC	25	50
3	Reading	92	26	16	47	82	21	NA	55	100	41	22	44
	Language	92	35	22	54	95	18	26	61	100	47	25	44
	Mathematics	92	29	16	54	91	18	18	61	100	48	30	51
4	Reading	85	53	28	52	NC	NC	NA	56	NC	NC	25	48
	Language	92	47	28	48	NC	NC	27	52	NC	NC	27	49
	Mathematics	69	30	20	57	NC	NC	27	61	NC	NC	28	53
5	Reading	92	41	25	50	85	NA	NA	55	NC	NC	26	50
	Language	100	37	22	46	85	NA	20	49	NC	NC	23	50
	Mathematics	92	35	17	57	77	NA	21	63	77	56	23	49
6	Reading	NC	NC	19	53	100	44	NA	56	NC	NC	30	51
	Language	NC	NC	14	45	100	36	19	48	NC	NC	25	47
	Mathematics	NC	NC	21	62	100	47	33	66	NC	NC	26	52

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

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

Council Duties

- Ü Advise Staff on Areas to Improve
- Ü Provide Ideas for PTSA to Act On
- Ü Review Testing Data
- Ü Generate Academic Goals
- Ü Review Current Processes

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Library
- Ü Gymnasium

Extracurricular Activities

- Ü Yearbook
- Ü Student Government
- Ü Service Learning
- Ü Afterschool Activities
- Ü Homework Club
- Ü Before School Activities
- Ü Boys & Girls Club Partnership
- Ü ASU East Academic and Teacher Training

Social Services

- Ü ASU East Interns/Student Teachers
- Ü Community Bridges
- Ü Daycare/Preschool
- Ü Chandler/Gilbert C.C. Service Program
- Ü ASU Reading Tutors
- Ü ASU Half-Day Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Williams continued to embed a school-wide management program to ensure a safe and orderly environment.

- ü Williams implemented a blocked schedule to ensure 100 and 90 minutes of language arts and math instruction daily.

- ü Williams implemented a multi-age learning team at K-1 level.

- ü Williams partnered with ASU East to provide structured learning activities for students during district half-day inservices.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	49	12	12	17
Transfers In Rate ⁶	58	28	28	37
Stability Rate ⁷	50	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

Last year this school used the CC progressive discipline plan supported by ADE. This year the school will continue to follow this school-wide discipline plan.

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	Janice Holland	(480) 988-9690
Transportation Policy	J.D. Dworshsh	(480) 988-9690
Community Resources	Rexanne Meredith	(602) 452-4752
School Nutrition Programs	Ginny Durso	(480) 988-9690
Parent Organization		
Student Health/Nurse	Cara Palmer	(480) 557-6211

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.