

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

738 S Longmore, Mesa, AZ 85202

Mesa 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	Performing
2003-04	Performing
2002-03	Performing

(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	Not 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 : Ms. Devon L. Isherwood
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-6
 2005 Enrollment : 904
 Web Address :
 Phone Number : (480) 472-4300
 Fax Number : (480) 472-4350
 E-mail : dlisherw@mpsaz.org

Mission

Adams School is an inclusive, safe, loving environment where everyone is treated with dignity and respect and diversity is appreciated. We believe all children want to be and can be successful learners. We empower parents, students and teachers to be proactive, problem solve and learn together. As their child's first teacher, partnerships with parents are important to ensure optimal progress. Our high expectations ensure all students become readers, writers, thinkers, problem solvers and doers.

School / Academic Goals

- Ü Literacy: Ensure that all students become fluent readers, competent writers and users of language to learn new things; comprehend and express thoughts, knowledge and feelings.
- Ü Mathematics: Ensure that all students learn to understand, compute and use mathematical principles, operations and skills to solve mathematical problems quickly and accurately.
- Ü Science: Ensure that all students experience real science with opportunities to use inquiry and the scientific method to experience and understand scientific phenomena and learn scientific content.
- Ü Character Education:
All students will develop self control, compassion, learn social skills and conflict resolution. Students will learn to access higher- order thinking to create solutions and to respond to life's situations rather than react.

Enrollment

October 1, 2004 School Year Student Enrollment : 934
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 214

Instructional Programs

- Comprehensive K-6 Program
- Conscious Discipline/character Education
- Family Literacy
- Early Learning Program
- Head Start
- Comprehensive Literacy Program
- Guided Language Acquisition Design
- Structured English Immersion

Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	9/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We work with parents to support student success by having high standards and expectations; providing a safe, loving learning environment; regularly communicating with parents; providing a family resource center; and holding family events and classes.

Parents

Parents support children's success by working with the classroom teacher and school staff; having positive attitudes about school and learning; reading to and with children daily; providing time and place for homework; ensuring children come to school on time and ready to learn.

Transportation Policy

Busing is provided for students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Special transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
• Chase Manhattan School Change Award	2000

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	126	5983	79306	100	99	99	451	454	445	8	6	10	19	15	18	55	53	51	19	26	20
All Students (Prior Year)	119	5651	75509	100	98	100	513	532	521	19	9	13	21	19	23	31	33	33	29	39	31
Female	61	2922	38691	100	99	99	439	454	446	9	5	10	21	16	18	62	53	52	9	25	20
Male	65	3060	40583	100	99	99	462	455	445	7	7	11	16	14	18	49	52	50	27	27	21
African American	17	269	4041	100	100	99	459	429	426	0	12	17	13	19	23	75	57	50	13	12	10
Hispanic	76	2187	32869	100	100	99	446	437	429	11	9	15	19	21	25	52	58	51	17	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	11	221	4264	100	98	100	442	437	419	0	9	19	27	27	30	73	54	45	0	10	6
White	20	3156	36197	95	99	99	476	468	463	6	4	5	11	10	11	44	49	53	39	37	31
Students with Disabilities	14	685	10321	100	100	100	398	377	389	33	25	30	44	29	27	22	37	34	0	9	9
Students without Disabilities	112	5298	69060	99	99	98	456	464	454	5	4	7	16	13	17	58	55	54	20	28	22
Limited English Proficient Students	29	703	15509	100	100	100	436	391	406	14	17	20	18	28	30	54	49	45	14	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	104	3051	39415	95	97	96	447	442	431	8	9	15	20	21	25	56	56	50	16	14	10
Non-Economically Disadvantaged	22	2932	39966	100	100	100	475	466	459	6	4	6	13	9	12	50	50	52	31	38	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	126	5986	79395	100	0	99	434	454	446	17	6	9	27	21	25	47	60	55	9	13	11
All Students (Prior Year)	120	5641	75492	100	98	100	505	522	519	18	11	12	23	14	16	47	48	47	12	27	24
Female	61	2926	38743	100	0	100	429	458	451	15	5	7	30	20	24	53	61	57	2	15	12
Male	65	3059	40618	100	0	99	438	450	440	18	7	11	25	23	27	42	58	53	15	12	9
African American	17	269	4052	100	0	100	465	434	434	0	9	11	0	24	29	88	60	54	13	6	6
Hispanic	76	2189	32915	100	0	99	423	433	426	22	10	15	32	32	35	41	53	47	5	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	11	220	4271	100	0	100	435	437	420	9	8	15	36	33	42	55	56	41	0	3	2
White	20	3158	36221	95	0	99	462	469	465	6	3	4	17	14	15	50	64	63	28	20	17
Students with Disabilities	14	684	10331	100	0	100	395	375	388	22	21	25	56	40	37	22	34	34	0	5	4
Students without Disabilities	112	5302	69139	99	0	99	438	464	454	16	4	7	25	19	24	49	63	58	10	15	11
Limited English Proficient Students	29	703	15545	100	0	100	410	382	399	29	18	21	29	43	42	43	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	104	3052	39484	95	0	96	429	440	429	19	9	14	26	30	35	50	55	47	6	6	4
Non-Economically Disadvantaged	22	2934	39986	100	0	100	458	466	461	6	2	4	38	13	16	31	64	63	25	21	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	126	5935	78869	100	98	99	416	442	442	7	6	6	38	21	21	55	62	63	0	12	10
All Students (Prior Year)	119	5611	75053	100	98	99	536	578	597	13	10	7	17	14	12	69	68	72	1	7	9
Female	61	2903	38536	100	99	99	435	458	458	2	4	4	36	14	15	62	65	67	0	16	14
Male	65	3031	40302	100	98	99	399	425	428	11	8	8	40	26	26	49	58	60	0	8	7
African American	17	267	4015	100	100	99	448	426	430	0	6	8	25	25	24	75	61	61	0	7	7
Hispanic	76	2160	32606	100	98	98	400	419	426	10	9	8	46	29	27	44	57	60	0	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	11	216	4245	100	96	100	453	426	423	0	8	9	18	30	26	82	55	61	0	8	4
White	20	3142	36078	95	98	99	433	457	459	6	4	4	28	15	16	67	65	66	0	16	14
Students with Disabilities	14	676	10246	100	100	100	343	347	367	33	18	18	44	40	39	22	37	40	0	5	4
Students without Disabilities	112	5259	68697	99	98	98	423	454	454	4	4	4	38	18	18	58	65	67	0	13	11
Limited English Proficient Students	29	687	15339	100	100	100	391	366	399	14	15	11	36	35	31	50	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	104	3015	39106	95	96	95	414	426	427	7	8	8	37	28	28	56	59	59	0	5	5
Non-Economically Disadvantaged	22	2920	39837	100	100	100	424	457	457	6	4	4	44	13	14	50	64	67	0	19	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	84	5594	78906	93	99	99	495	509	498	13	8	13	24	15	19	50	50	48	14	26	20
All Students (Prior Year)	125	5809	76019	100	99	100	489	514	499	12	9	14	51	34	39	11	13	14	27	44	33
Female	42	2679	38644	95	99	99	496	507	500	11	8	12	25	16	19	50	51	49	14	25	19
Male	42	2915	40236	91	99	99	495	510	497	14	8	15	22	15	19	50	50	46	14	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	61	1921	31938	97	100	99	489	486	481	17	13	19	22	23	25	50	51	46	11	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	NC	3081	36483	NC	98	99	NC	525	517	NC	4	7	NC	10	13	NC	50	51	NC	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	77	4944	68310	96	98	98	501	521	509	9	5	9	22	14	18	54	53	51	15	29	22
Limited English Proficient Students	17	560	12573	94	100	100	480	427	454	14	23	27	32	31	30	50	41	38	5	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	74	2737	38679	95	95	96	497	495	483	13	13	20	22	21	25	50	50	45	16	15	10
Non-Economically Disadvantaged	10	2857	40295	83	100	100	484	520	513	13	4	7	38	9	13	50	51	50	0	36	30

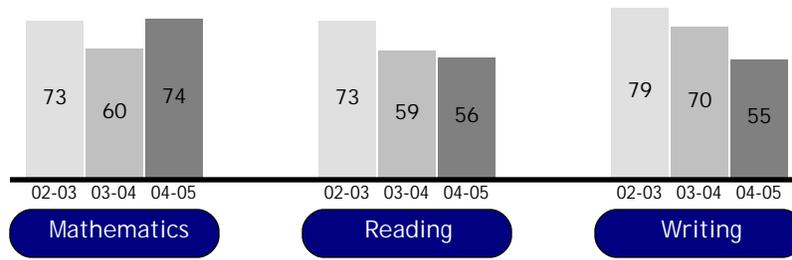
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5599	78908	94	0	99	475	491	484	8	6	10	26	19	23	65	63	58	0	12	9
All Students (Prior Year)	125	5803	76020	100	99	100	487	507	503	50	20	25	26	22	23	25	43	40	0	16	12
Female	41	2681	38648	93	0	99	476	494	489	6	5	8	25	18	22	69	64	61	0	12	10
Male	44	2918	40233	96	0	99	474	489	479	11	7	12	28	20	25	61	61	55	0	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	61	1925	31940	97	0	99	468	470	465	11	12	16	28	30	32	61	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	10	3082	36502	83	0	99	513	507	502	0	3	4	0	12	14	100	69	67	0	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	77	4948	68312	96	0	98	477	502	493	7	4	7	25	17	21	67	66	62	0	13	10
Limited English Proficient Students	17	559	12556	94	0	100	457	408	436	14	22	24	32	43	40	55	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	75	2742	38662	96	0	96	475	479	468	8	10	16	27	28	32	66	56	49	0	5	3
Non-Economically Disadvantaged	10	2857	40315	83	0	100	472	502	498	13	2	5	25	11	15	63	68	66	0	18	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	84	5524	78750	93	98	99	489	500	500	6	5	6	38	28	29	56	63	63	0	3	2
All Students (Prior Year)	125	5771	75673	100	98	100	500	530	530	19	15	12	28	25	25	53	56	58	0	5	4
Female	40	2649	38586	91	98	99	504	514	515	0	4	4	37	21	22	63	70	71	0	4	3
Male	44	2874	40135	96	98	99	474	488	486	11	7	8	39	35	35	50	56	56	0	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	60	1884	31841	95	98	99	488	479	483	6	8	8	40	37	36	55	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	10	3058	36440	83	98	99	490	514	516	14	4	3	14	23	22	71	69	71	0	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	77	4882	68196	96	97	98	500	515	513	0	3	3	40	26	25	60	68	69	0	3	3
Limited English Proficient Students	16	541	12504	89	100	100	466	407	451	10	17	12	52	48	44	38	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	74	2686	38558	95	93	96	490	486	485	5	9	8	40	37	37	56	53	54	0	1	1
Non-Economically Disadvantaged	10	2838	40260	83	100	100	478	513	514	13	3	3	25	21	21	63	71	72	0	5	4

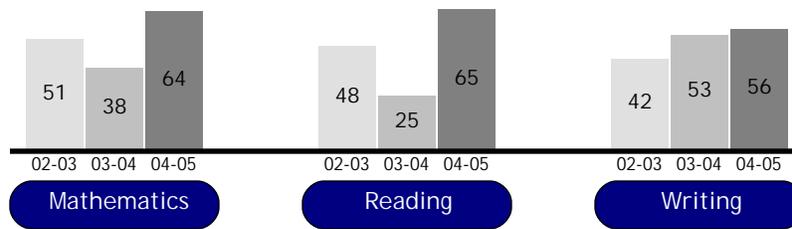
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	91	46	61	50	83	45	NA	58	100	43	50	47
	Language	96	35	49	43	93	37	53	50	100	48	49	47
	Mathematics	97	50	67	57	95	49	71	64	100	47	54	50
3	Reading	92	36	57	47	91	38	NA	55	100	34	50	44
	Language	94	54	61	54	92	45	63	61	100	33	49	44
	Mathematics	92	55	64	54	93	54	66	61	100	49	55	51
4	Reading	90	35	62	52	94	33	NA	56	97	35	52	48
	Language	93	33	54	48	99	32	55	52	97	38	52	49
	Mathematics	96	58	68	57	99	46	68	61	97	43	59	53
5	Reading	93	36	59	50	97	35	NA	55	94	42	55	50
	Language	91	27	53	46	98	30	55	49	94	44	55	50
	Mathematics	91	50	68	57	98	60	71	63	93	41	54	49
6	Reading	90	50	62	53	95	47	NA	56	99	45	58	51
	Language	95	42	53	45	98	35	55	48	99	40	54	47
	Mathematics	95	70	75	62	96	61	76	66	99	52	62	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goals
- Ü Student Discipline, School Safety Issues
- Ü Budget Priorities
- Ü Attendance and Tardy Policy
- Ü Homework Policy
- Ü Quality Service

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	2.60	Teacher Aide	29.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	3	0	0	0
10 or more years	10	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	80
Teachers with Emergency Certificaton.	48
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Gym
- Ü Music Rooms

Extracurricular Activities

- Ü Student Council
- Ü Homework Clubs
- Ü Trendsetters
- Ü Drill Team
- Ü After School Clubs

Social Services

- Ü Adult Literacy Education
- Ü After School Programs
- Ü Tutoring Programs
- Ü Counseling Services
- Ü Family Resource Center

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	49	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	2	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

Adams Agreements: Be Respectful, Be Responsible, Be Kind, Be Helpful, Be Safe. We use Conscious Discipline to teach the skills needed to successfully manage life tasks, forming relationships, communicating effectively, problem solving, compassion, getting along with others and anger management, helpfulness, assertiveness, impulse control, cooperation and empathy. Every adult's job is to keep students safe and the students' job is to help keep it that way. Safety is the bottom line.

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	D. Isherwood	(480) 472-4300
Transportation Policy	Community Relations	(480) 472-0000
Community Resources	D. Isherwood	(480) 472-4300
School Nutrition Programs	Jean Freeman	(480) 472-4368
Parent Organization		
Student Health/Nurse		(480) 472-4364

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.