

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

630 North Hunt Dr, Mesa, AZ 85203

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	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. Scott Cumberledge
 Schedule : 07:55 AM to 02:25 PM
 Grades : Pre-K-6
 2005 Enrollment : 864
 Web Address : www.mpsaz.org/hawthorne
 Phone Number : (480) 472-7500
 Fax Number : (480) 472-7474
 E-mail : sdcumber@mpsaz.org

Mission

Hawthorne School is committed to all students becoming lifelong learners. This is supported by staff providing a positive and safe learning environment. Faculty uses research-based best practices, combined with an involved and supportive community.

School / Academic Goals

- ü At Hawthorne Elementary, all staff will do whatever it takes to have all students at or above grade level in reading.
- ü Students will develop effective communication skills.
- ü Through the implementation of a new character education program, students will learn the skills needed to enable them to be successful members of society.

Enrollment

October 1, 2004 School Year Student Enrollment : 833
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 22

Instructional Programs

- ü At-risk Preschool and Head Start
- ü On-site Special Education
- ü Title I
- ü Limited English Proficient and ELP
- ü Reading First
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Hawthorne Elementary has a responsibility to provide a safe environment conducive to learning, a quality education that prepares students with effective life skills, an interactive student/parent curriculum, as well as opportunities for community and parent education.

Parents

Parents need to ensure students arrive on time, ready to learn. They also need to help students develop a responsible and positive attitude toward life long learning. They can help accomplish this by maintaining open communication with the school, supporting school policies and activities, volunteering and providing a supportive environment for homework and reflection.

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not available for open enrollment students. Specialized transportation for special education students is covered in the IEP.

School Honors

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

Award/Honor	Year
ü District Writing Awards	2004
ü Individual and Classroom Writing Awards	
ü Annual Great Performances of Master Teachers	
ü Teacher Recognition at District	

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	115	5983	79306	100	99	99	445	454	445	7	6	10	19	15	18	62	53	51	13	26	20
All Students (Prior Year)	103	5651	75509	100	98	100	493	532	521	24	9	13	32	19	23	32	33	33	12	39	31
Female	65	2922	38691	100	99	99	437	454	446	11	5	10	19	16	18	63	53	52	7	25	20
Male	50	3060	40583	100	99	99	455	455	445	2	7	11	18	14	18	60	52	50	20	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	61	2187	32869	100	100	99	438	437	429	7	9	15	20	21	25	67	58	51	6	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	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	47	3156	36197	100	99	99	457	468	463	2	4	5	19	10	11	56	49	53	23	37	31
Students with Disabilities	12	685	10321	100	100	100	421	377	389	9	25	30	45	29	27	36	37	34	9	9	9
Students without Disabilities	103	5298	69060	100	99	98	448	464	454	7	4	7	15	13	17	65	55	54	13	28	22
Limited English Proficient Students	19	703	15509	100	100	100	429	391	406	14	17	20	21	28	30	61	49	45	4	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	72	3051	39415	99	97	96	438	442	431	8	9	15	22	21	25	65	56	50	6	14	10
Non-Economically Disadvantaged	43	2932	39966	100	100	100	456	466	459	5	4	6	14	9	12	57	50	52	24	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	115	5986	79395	100	0	99	443	454	446	8	6	9	26	21	25	62	60	55	4	13	11
All Students (Prior Year)	102	5641	75492	99	98	100	499	522	519	29	11	12	21	14	16	34	48	47	16	27	24
Female	65	2926	38743	100	0	100	437	458	451	11	5	7	26	20	24	61	61	57	2	15	12
Male	50	3059	40618	100	0	99	450	450	440	4	7	11	27	23	27	62	58	53	7	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	61	2189	32915	100	0	99	434	433	426	7	10	15	33	32	35	57	53	47	2	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	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	47	3158	36221	100	0	99	457	469	465	7	3	4	16	14	15	70	64	63	7	20	17
Students with Disabilities	12	684	10331	100	0	100	417	375	388	9	21	25	64	40	37	27	34	34	0	5	4
Students without Disabilities	103	5302	69139	100	0	99	446	464	454	8	4	7	22	19	24	66	63	58	4	15	11
Limited English Proficient Students	19	703	15545	100	0	100	421	382	399	14	18	21	36	43	42	46	36	35	4	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	72	3052	39484	99	0	96	436	440	429	11	9	14	31	30	35	55	55	47	3	6	4
Non-Economically Disadvantaged	43	2934	39986	100	0	100	456	466	461	3	2	4	19	13	16	73	64	63	5	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	114	5935	78869	99	98	99	436	442	442	8	6	6	21	21	21	60	62	63	11	12	10
All Students (Prior Year)	101	5611	75053	98	98	99	549	578	597	13	10	7	16	14	12	66	68	72	6	7	9
Female	65	2903	38536	100	99	99	438	458	458	7	4	4	19	14	15	61	65	67	12	16	14
Male	49	3031	40302	98	98	99	434	425	428	9	8	8	23	26	26	59	58	60	9	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	60	2160	32606	98	98	98	426	419	426	11	9	8	25	29	27	55	57	60	9	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	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	47	3142	36078	100	98	99	450	457	459	5	4	4	12	15	16	72	65	66	12	16	14
Students with Disabilities	12	676	10246	100	100	100	374	347	367	18	18	18	45	40	39	36	37	40	0	5	4
Students without Disabilities	102	5259	68697	99	98	98	444	454	454	7	4	4	18	18	18	63	65	67	12	13	11
Limited English Proficient Students	19	687	15339	100	100	100	417	366	399	7	15	11	41	35	31	44	48	54	7	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	71	3015	39106	97	96	95	430	426	427	9	8	8	25	28	28	56	59	59	9	5	5
Non-Economically Disadvantaged	43	2920	39837	100	100	100	447	457	457	5	4	4	14	13	14	68	64	67	14	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	115	5594	78906	99	99	99	496	509	498	15	8	13	25	15	19	42	50	48	19	26	20
All Students (Prior Year)	91	5809	76019	98	99	100	498	514	499	22	9	14	24	34	39	16	13	14	39	44	33
Female	52	2679	38644	100	99	99	496	507	500	10	8	12	33	16	19	41	51	49	16	25	19
Male	63	2915	40236	98	99	99	495	510	497	19	8	15	17	15	19	43	50	46	21	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	62	1921	31938	100	100	99	477	486	481	20	13	19	35	23	25	39	51	46	6	13	10
Asian/Pacific Islander	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	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	49	3081	36483	98	98	99	518	525	517	8	4	7	13	10	13	46	50	51	33	36	30
Students with Disabilities	12	650	10664	100	100	100	451	417	430	40	33	42	40	26	27	20	33	26	0	7	5
Students without Disabilities	103	4944	68310	99	98	98	501	521	509	12	5	9	23	14	18	45	53	51	21	29	22
Limited English Proficient Students	20	560	12573	100	100	100	458	427	454	36	23	27	32	31	30	32	41	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	78	2737	38679	98	95	96	485	495	483	16	13	20	32	21	25	41	50	45	10	15	10
Non-Economically Disadvantaged	37	2857	40295	100	100	100	518	520	513	12	4	7	9	9	13	44	51	50	35	36	30

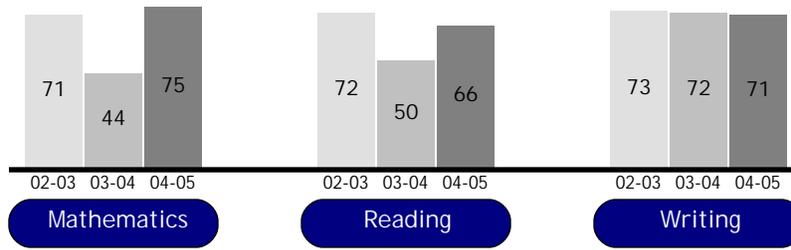
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	5599	78908	98	0	99	483	491	484	15	6	10	23	19	23	53	63	58	9	12	9
All Students (Prior Year)	91	5803	76020	98	99	100	500	507	503	25	20	25	19	22	23	46	43	40	10	16	12
Female	51	2681	38648	98	0	99	486	494	489	10	5	8	25	18	22	54	64	61	10	12	10
Male	63	2918	40233	98	0	99	479	489	479	19	7	12	21	20	25	52	61	55	8	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	62	1925	31940	100	0	99	459	470	465	16	12	16	39	30	32	45	53	49	0	5	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	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	48	3082	36502	96	0	99	512	507	502	11	3	4	7	12	14	63	69	67	20	17	15
Students with Disabilities	12	651	10665	100	0	100	427	409	423	44	21	30	44	38	36	11	38	31	0	4	2
Students without Disabilities	102	4948	68312	98	0	98	488	502	493	12	4	7	21	17	21	57	66	62	10	13	10
Limited English Proficient Students	20	559	12556	100	0	100	433	408	436	27	22	24	55	43	40	18	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	78	2742	38662	98	0	96	469	479	468	15	10	16	31	28	32	49	56	49	4	5	3
Non-Economically Disadvantaged	36	2857	40315	100	0	100	510	502	498	15	2	5	6	11	15	61	68	66	18	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	114	5524	78750	98	98	99	490	500	500	9	5	6	36	28	29	53	63	63	2	3	2
All Students (Prior Year)	91	5771	75673	98	98	100	511	530	530	25	15	12	20	25	25	52	56	58	4	5	4
Female	52	2649	38586	100	98	99	500	514	515	4	4	4	35	21	22	59	70	71	2	4	3
Male	62	2874	40135	97	98	99	480	488	486	13	7	8	37	35	35	48	56	56	2	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	62	1884	31841	100	98	99	471	479	483	12	8	8	45	37	36	43	54	55	0	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	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	48	3058	36440	96	98	99	514	514	516	4	4	3	23	23	22	68	69	71	4	4	4
Students with Disabilities	11	642	10622	92	100	100	436	390	415	33	22	21	44	48	50	22	26	28	0	4	1
Students without Disabilities	103	4882	68196	99	97	98	495	515	513	7	3	3	35	26	25	57	68	69	2	3	3
Limited English Proficient Students	20	541	12504	100	100	100	433	407	451	23	17	12	59	48	44	18	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	77	2686	38558	96	93	96	478	486	485	12	9	8	40	37	37	48	53	54	0	1	1
Non-Economically Disadvantaged	37	2838	40260	100	100	100	513	513	514	3	3	3	26	21	21	65	71	72	6	5	4

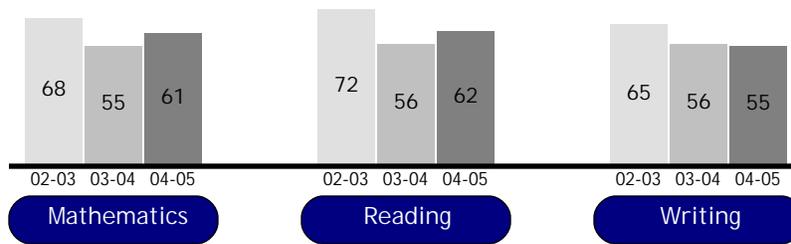
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	97	39	61	50	93	55	NA	58	97	41	50	47
	Language	99	32	49	43	97	37	53	50	97	38	49	47
	Mathematics	99	51	67	57	99	56	71	64	97	42	54	50
3	Reading	97	50	57	47	91	38	NA	55	100	37	50	44
	Language	96	55	61	54	93	46	63	61	100	42	49	44
	Mathematics	96	57	64	54	97	39	66	61	100	48	55	51
4	Reading	96	47	62	52	95	57	NA	56	100	46	52	48
	Language	99	44	54	48	95	53	55	52	100	48	52	49
	Mathematics	96	59	68	57	98	68	68	61	100	52	59	53
5	Reading	96	53	59	50	91	48	NA	55	98	44	55	50
	Language	97	45	53	46	96	40	55	49	98	46	55	50
	Mathematics	100	69	68	57	96	59	71	63	99	44	54	49
6	Reading	96	56	62	53	99	60	NA	56	100	50	58	51
	Language	97	44	53	45	100	47	55	48	100	48	54	47
	Mathematics	99	69	75	62	100	70	76	66	100	56	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)
- 0 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Increased Parent Involvement
- Ü Review Student Management Policies
- Ü Implement School Vision
- Ü Expend Tax Credit Fund
- Ü Review Homework Policy
- Ü Improve Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	12.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	2	3	0	0
7 to 9 years	7	3	0	0
10 or more years	3	17	1	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 Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC Productivity Computer Lab
- Ü TV Intra-school Broadcast Studio
- Ü Extended Library Hours

Extracurricular Activities

- Ü Student Council
- Ü Boeing Math Academy
- Ü Afterschool Enrichment Classes & Sports
- Ü Summer School On-site
- Ü KHWK TV Station
- Ü Beta Club
- Ü Chorus
- Ü Orchestra/Band

Social Services

- Ü Afterschool Program (Kids Corner)
- Ü Recreational Activities
- Ü Parent University (District)
- Ü Community College Classes
- Ü Parent center on site

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 'Hablemos' Spanish-speaking Parent Group formed to provide parent involvement and continued interaction between school and home.

- ü Hawthorne successfully completed the school improvement plan and has shown Adequate Yearly Progress for the past 2 years.

- ü Hawthorne completed it's second year under the Reading First grant consistently showing achievement in improving student's reading scores as evidenced by the DIBELS assessment.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

All aspects of the school climate are considered to determine safety for the students. Hawthorne has a Safety Committee that meets monthly, or more often as needed, to review the school's overall plan. Every staff member takes responsibility for student safety. There is also an I-CARE committee that reviews individual student needs and concerns. Hawthorne's character education program is in place school wide to reduce incidents of bullying and harassment.

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) :

3

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	Scott Cumberledge	(480) 472-7510
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Allie Van Beek	(480) 472-7513
School Nutrition Programs	Debbie Rosser	(480) 472-7504
Parent Organization	Sandy Ward	(480) 472-7509
Student Health/Nurse	Christine Sabo	(480) 472-7503

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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** Due to booklet size printing, print copies are produced in multiples of 4.