



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

948 S Horne, Mesa, AZ 85204

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.

School Overview

Principal/Administrator : Ms. Darlene Johnson
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
2005 Enrollment : 802
Web Address : www.mpsaz.org/holmes/
Phone Number : (480) 472-5600
Fax Number : (480) 472-5555
E-mail : djjohnso@mpsaz.org

Mission

Holmes primary mission for all students is to achieve mastery of essential skills. This learning will be based upon the standards and objectives established by the State of Arizona and the Mesa Unified School District. The Holmes School Staff will provide an instructional program integrating academic, social, and life skills in a child-centered, risk free environment.

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 / Academic Goals

- ü Holmes Elementary School will increase the percentage of students who attain the meets and/or exceeds performance levels on the Arizona's Instrument to Measure Standards (AIMS).
- ü By using DIBELS data in grades K-6 students will be monitored to ensure that they are making adequate progress toward reading milestones.
- ü Students will improve their scores on the District Benchmark Assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 762
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 113

Instructional Programs

- ü Traditional Classrooms
- ü Voyager Reading Program
- ü Full-Day Kindergarten
- ü Special Education/SLD Resource
- ü Speech and Language Services
- ü Computer Instruction
- ü Physical Education
- ü Fine Arts Programs

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

We provide a safe environment for learning. Communication with parents is achieved through newsletters, phone calls, conferences, Open House, Curriculum Night and Meet the Teacher Day. Parents participate through Site Council, PTO and volunteering.

Parents

Parents support their child's education by ensuring good attendance, the completion of homework, supporting our uniform policy and respecting school staff. Parents attend parent/teacher conferences and communicate with their child's teacher.

Transportation Policy

Holmes is a walking school because of the boundaries MPS has set. Busing is not provided for open enrollment students. Specialized 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
ü Essay Contest Winners	2004
ü Bicycles for Success	2003
ü Mesa Day Parade Float Honors	2001
ü State Choral Superior Rating	2001

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	116	5983	79306	99	99	99	430	454	445	10	6	10	29	15	18	56	53	51	5	26	20
All Students (Prior Year)	103	5651	75509	100	98	100	502	532	521	16	9	13	34	19	23	33	33	33	18	39	31
Female	52	2922	38691	98	99	99	428	454	446	9	5	10	27	16	18	59	53	52	5	25	20
Male	64	3060	40583	100	99	99	431	455	445	10	7	11	31	14	18	54	52	50	5	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	101	2187	32869	99	100	99	427	437	429	11	9	15	29	21	25	55	58	51	4	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	NC	3156	36197	NC	99	99	NC	468	463	NC	4	5	NC	10	11	NC	49	53	NC	37	31
Students with Disabilities	12	685	10321	100	100	100	401	377	389	33	25	30	42	29	27	25	37	34	0	9	9
Students without Disabilities	104	5298	69060	97	99	98	434	464	454	7	4	7	27	13	17	60	55	54	5	28	22
Limited English Proficient Students	25	703	15509	100	100	100	412	391	406	21	17	20	41	28	30	36	49	45	3	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	102	3051	39415	97	97	96	428	442	431	10	9	15	30	21	25	57	56	50	2	14	10
Non-Economically Disadvantaged	14	2932	39966	100	100	100	443	466	459	7	4	6	21	9	12	50	50	52	21	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	116	5986	79395	99	0	99	428	454	446	13	6	9	40	21	25	48	60	55	0	13	11
All Students (Prior Year)	103	5641	75492	100	98	100	505	522	519	24	11	12	20	14	16	43	48	47	13	27	24
Female	52	2926	38743	98	0	100	432	458	451	9	5	7	36	20	24	55	61	57	0	15	12
Male	64	3059	40618	100	0	99	425	450	440	15	7	11	42	23	27	42	58	53	0	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	101	2189	32915	99	0	99	426	433	426	13	10	15	43	32	35	44	53	47	0	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	NC	3158	36221	NC	0	99	NC	469	465	NC	3	4	NC	14	15	NC	64	63	NC	20	17
Students with Disabilities	12	684	10331	100	0	100	402	375	388	25	21	25	58	40	37	17	34	34	0	5	4
Students without Disabilities	104	5302	69139	97	0	99	432	464	454	11	4	7	37	19	24	52	63	58	0	15	11
Limited English Proficient Students	25	703	15545	100	0	100	407	382	399	26	18	21	49	43	42	26	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	102	3052	39484	97	0	96	425	440	429	13	9	14	43	30	35	44	55	47	0	6	4
Non-Economically Disadvantaged	14	2934	39986	100	0	100	448	466	461	7	2	4	21	13	16	71	64	63	0	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	116	5935	78869	99	98	99	429	442	442	8	6	6	21	21	21	65	62	63	6	12	10
All Students (Prior Year)	103	5611	75053	100	98	99	549	578	597	11	10	7	20	14	12	65	68	72	3	7	9
Female	52	2903	38536	98	99	99	450	458	458	2	4	4	16	14	15	70	65	67	11	16	14
Male	64	3031	40302	100	98	99	413	425	428	12	8	8	25	26	26	61	58	60	2	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	101	2160	32606	99	98	98	422	419	426	9	9	8	22	29	27	65	57	60	3	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	NC	3142	36078	NC	98	99	NC	457	459	NC	4	4	NC	15	16	NC	65	66	NC	16	14
Students with Disabilities	12	676	10246	100	100	100	355	347	367	25	18	18	50	40	39	25	37	40	0	5	4
Students without Disabilities	104	5259	68697	97	98	98	438	454	454	5	4	4	18	18	18	70	65	67	7	13	11
Limited English Proficient Students	25	687	15339	100	100	100	401	366	399	10	15	11	36	35	31	54	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	102	3015	39106	97	96	95	426	426	427	8	8	8	24	28	28	63	59	59	6	5	5
Non-Economically Disadvantaged	14	2920	39837	100	100	100	446	457	457	7	4	4	7	13	14	79	64	67	7	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	109	5594	78906	100	99	99	480	509	498	16	8	13	31	15	19	45	50	48	8	26	20
All Students (Prior Year)	95	5809	76019	100	99	100	468	514	499	23	9	14	55	34	39	10	13	14	13	44	33
Female	56	2679	38644	100	99	99	476	507	500	13	8	12	35	16	19	48	51	49	4	25	19
Male	53	2915	40236	100	99	99	485	510	497	20	8	15	27	15	19	41	50	46	12	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	90	1921	31938	100	100	99	476	486	481	17	13	19	33	23	25	45	51	46	5	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	14	3081	36483	100	98	99	503	525	517	8	4	7	25	10	13	50	50	51	17	36	30
Students with Disabilities	13	650	10664	100	100	100	454	417	430	33	33	42	50	26	27	8	33	26	8	7	5
Students without Disabilities	96	4944	68310	100	98	98	484	521	509	14	5	9	28	14	18	51	53	51	7	29	22
Limited English Proficient Students	26	560	12573	100	100	100	451	427	454	23	23	27	58	31	30	19	41	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	93	2737	38679	100	95	96	479	495	483	17	13	20	33	21	25	42	50	45	8	15	10
Non-Economically Disadvantaged	16	2857	40295	100	100	100	487	520	513	13	4	7	20	9	13	60	51	50	7	36	30

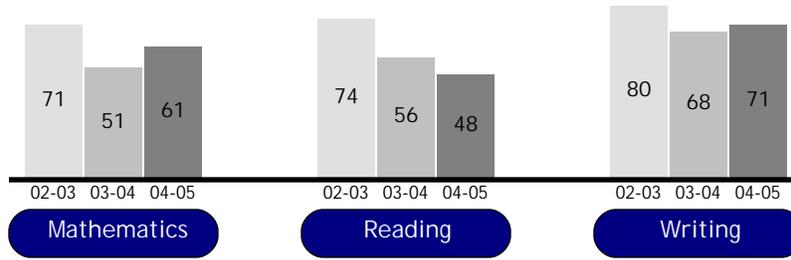
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5599	78908	100	0	99	467	491	484	17	6	10	34	19	23	46	63	58	2	12	9
All Students (Prior Year)	95	5803	76020	100	99	100	489	507	503	48	20	25	25	22	23	24	43	40	4	16	12
Female	56	2681	38648	100	0	99	469	494	489	13	5	8	35	18	22	50	64	61	2	12	10
Male	53	2918	40233	100	0	99	464	489	479	22	7	12	34	20	25	41	61	55	2	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	90	1925	31940	100	0	99	461	470	465	19	12	16	37	30	32	44	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	14	3082	36502	100	0	99	497	507	502	8	3	4	17	12	14	58	69	67	17	17	15
Students with Disabilities	13	651	10665	100	0	100	434	409	423	33	21	30	58	38	36	8	38	31	0	4	2
Students without Disabilities	96	4948	68312	100	0	98	471	502	493	15	4	7	31	17	21	52	66	62	2	13	10
Limited English Proficient Students	26	559	12556	100	0	100	437	408	436	29	22	24	55	43	40	16	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	93	2742	38662	100	0	96	463	479	468	19	10	16	35	28	32	46	56	49	0	5	3
Non-Economically Disadvantaged	16	2857	40315	100	0	100	486	502	498	7	2	5	33	11	15	47	68	66	13	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	109	5524	78750	100	98	99	474	500	500	10	5	6	45	28	29	45	63	63	0	3	2
All Students (Prior Year)	95	5771	75673	100	98	100	473	530	530	33	15	12	31	25	25	35	56	58	1	5	4
Female	56	2649	38586	100	98	99	482	514	515	12	4	4	35	21	22	54	70	71	0	4	3
Male	53	2874	40135	100	98	99	463	488	486	7	7	8	59	35	35	34	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	90	1884	31841	100	98	99	469	479	483	10	8	8	46	37	36	44	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	14	3058	36440	100	98	99	499	514	516	8	4	3	42	23	22	50	69	71	0	4	4
Students with Disabilities	13	642	10622	100	100	100	393	390	415	25	22	21	75	48	50	0	26	28	0	4	1
Students without Disabilities	96	4882	68196	100	97	98	486	515	513	7	3	3	41	26	25	52	68	69	0	3	3
Limited English Proficient Students	26	541	12504	100	100	100	422	407	451	26	17	12	48	48	44	26	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	93	2686	38558	100	93	96	467	486	485	12	9	8	44	37	37	45	53	54	0	1	1
Non-Economically Disadvantaged	16	2838	40260	100	100	100	509	513	514	0	3	3	53	21	21	47	71	72	0	5	4

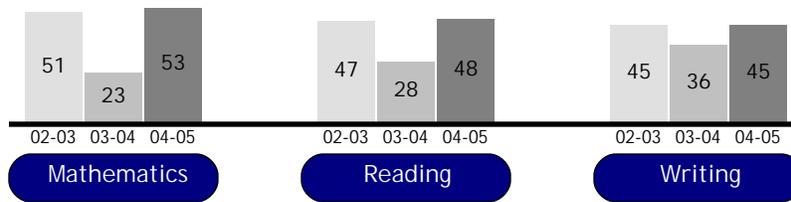
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	40	61	50	89	50	NA	58	98	35	50	47
	Language	97	32	49	43	97	26	53	50	98	38	49	47
	Mathematics	100	60	67	57	95	49	71	64	98	37	54	50
3	Reading	94	35	57	47	94	38	NA	55	99	29	50	44
	Language	97	46	61	54	99	46	63	61	99	31	49	44
	Mathematics	96	47	64	54	98	48	66	61	99	41	55	51
4	Reading	92	36	62	52	89	41	NA	56	99	38	52	48
	Language	92	34	54	48	98	35	55	52	99	39	52	49
	Mathematics	97	46	68	57	98	41	68	61	99	45	59	53
5	Reading	95	35	59	50	89	32	NA	55	100	37	55	50
	Language	96	31	53	46	100	31	55	49	100	35	55	50
	Mathematics	100	50	68	57	98	43	71	63	100	34	54	49
6	Reading	82	38	62	53	96	42	NA	56	99	41	58	51
	Language	96	26	53	45	100	36	55	48	99	35	54	47
	Mathematics	99	58	75	62	94	60	76	66	98	41	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Develop elementary academic goals
- Ü Monitor policies and procedures
- Ü Approve extracurricular activities
- Ü Develop safety plans and procedures
- Ü Monitor school uniform policies
- Ü Recognize outstanding teachers/students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	7	3	0	0
7 to 9 years	2	3	0	0
10 or more years	5	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 Labs
- Ü TV Studio
- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Government
- Ü After School Sports
- Ü Orchestra, Band and Choral Groups
- Ü Tutoring

Social Services

- Ü School Community Liaison
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Program
- Ü Headstart
- Ü Parks and Recreation Programs
- Ü Adult English Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Holmes School met or exceeded 7 out of 10 academic goals established for the 2004-2005 school year.

- ü Holmes School met or exceeded 5 out of 6 academic goals set for the 2004-2005 school year.

- ü Holmes School scored 97 percent on the Parent Quality Service Index, which means 97 percent of parents graded the school A or B, which is above average.

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	12	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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

Holmes teaches students procedures for classroom, playground and cafeteria behavior. School staff enforce the school rules with support from the school administration. We enhance opportunities to practice good behavior by providing social skills lessons.

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	Darlene Johnson	(480) 472-5600
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Cheryl Davis	(480) 472-5600
School Nutrition Programs	Pamela Velazquez	(480) 472-5644
Parent Organization	Olivia Espinoza	(480) 472-5600
Student Health/Nurse	Kristi Johnston	(480) 472-5588

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 500 Copies = \$191.00

** 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.