



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

930 South Serrine, Mesa, AZ 85210

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Elizabeth Mullavey  
 Schedule : 08:01 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 725  
 Web Address :  
 Phone Number : (480) 472-6400  
 Fax Number : (480) 472-6390  
 E-mail : elmullav@mpsaz.org

Mission

At Lincoln our mission is to develop and maintain a positive learning environment that is safe and non-threatening. We will enable our students to become responsible lifelong learners who are productive citizens with positive interpersonal skills.

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 Dibels interventions, Waterford Lab and SOAR are schoolwide reading programs. Resources are organized to ensure that no student will fall between the cracks. With hopes of expanding into more grade levels.
- ü Students will use reading, writing, listening and speaking skills to acquire, exchange and express information and ideas in an effective manner.
- ü EXCEL and Bridges are math programs used to supplement the district curriculum to ensure that math skills are reinforced and revisited throughout the school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 763  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 59

Instructional Programs

- Traditional
- Accelerated Reader Program
- Lincoln Lightning Math Club
- ELL
- Waterford Lab
- DIBELS interventions
- Soar to Success
- EXCEL Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school is responsible for providing a safe environment for learning; communicating clear and fair school and classroom expectations; providing relevant standard based instruction. Lincoln also welcomes parent participation through volunteerism.

Parents

Parents can contribute to the education of their children by making sure that their children attend school regularly and on time and by ensuring that they complete assigned homework; communicate with the school on a regular basis and participate in school activities such as PTO and Site Council.

Transportation Policy

Busing is not provided for our students or 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
• Mini-grants	2004
• Rodel Teacher	2004
• Honor Roll for Students	1995
• Family Tree Literacy Awards	1995

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	109	5983	79306	99	99	99	429	454	445	8	6	10	24	15	18	49	53	51	19	26	20
All Students (Prior Year)	94	5651	75509	98	98	100	536	532	521	6	9	13	23	19	23	34	33	33	37	39	31
Female	59	2922	38691	100	99	99	405	454	446	10	5	10	31	16	18	48	53	52	12	25	20
Male	50	3060	40583	98	99	99	457	455	445	7	7	11	16	14	18	51	52	50	27	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	103	2187	32869	100	100	99	439	437	429	8	9	15	23	21	25	50	58	51	20	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	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	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	18	685	10321	95	100	100	318	377	389	19	25	30	25	29	27	56	37	34	0	9	9
Students without Disabilities	91	5298	69060	100	99	98	451	464	454	6	4	7	23	13	17	48	55	54	22	28	22
Limited English Proficient Students	36	703	15509	100	100	100	381	391	406	18	17	20	30	28	30	50	49	45	3	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	94	3051	39415	95	97	96	447	442	431	8	9	15	25	21	25	48	56	50	19	14	10
Non-Economically Disadvantaged	15	2932	39966	100	100	100	311	466	459	8	4	6	15	9	12	62	50	52	15	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	109	5986	79395	99	0	99	419	454	446	8	6	9	37	21	25	48	60	55	6	13	11
All Students (Prior Year)	88	5641	75492	92	98	100	513	522	519	8	11	12	19	14	16	58	48	47	14	27	24
Female	59	2926	38743	100	0	100	401	458	451	6	5	7	48	20	24	38	61	57	8	15	12
Male	50	3059	40618	98	0	99	441	450	440	11	7	11	24	23	27	60	58	53	4	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	103	2189	32915	100	0	99	429	433	426	8	10	15	37	32	35	50	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	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	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	18	684	10331	95	0	100	316	375	388	6	21	25	44	40	37	44	34	34	6	5	4
Students without Disabilities	91	5302	69139	100	0	99	440	464	454	9	4	7	36	19	24	49	63	58	6	15	11
Limited English Proficient Students	36	703	15545	100	0	100	373	382	399	18	18	21	48	43	42	33	36	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	94	3052	39484	95	0	96	438	440	429	7	9	14	39	30	35	49	55	47	5	6	4
Non-Economically Disadvantaged	15	2934	39986	100	0	100	299	466	461	15	2	4	23	13	16	46	64	63	15	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	107	5935	78869	97	98	99	401	442	442	9	6	6	28	21	21	56	62	63	6	12	10
All Students (Prior Year)	93	5611	75053	97	98	99	517	578	597	17	10	7	21	14	12	63	68	72	0	7	9
Female	57	2903	38536	97	99	99	389	458	458	10	4	4	20	14	15	60	65	67	10	16	14
Male	50	3031	40302	98	98	99	415	425	428	9	8	8	38	26	26	51	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	100	2160	32606	97	98	98	410	419	426	10	9	8	29	29	27	55	57	60	6	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	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	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	19	676	10246	100	100	100	292	347	367	12	18	18	53	40	39	29	37	40	6	5	4
Students without Disabilities	88	5259	68697	97	98	98	425	454	454	9	4	4	23	18	18	62	65	67	6	13	11
Limited English Proficient Students	36	687	15339	100	100	100	345	366	399	20	15	11	30	35	31	48	48	54	3	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	91	3015	39106	92	96	95	419	426	427	9	8	8	32	28	28	54	59	59	5	5	5
Non-Economically Disadvantaged	16	2920	39837	100	100	100	296	457	457	14	4	4	7	13	14	64	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	92	5594	78906	100	99	99	478	509	498	10	8	13	19	15	19	50	50	48	21	26	20
All Students (Prior Year)	86	5809	76019	99	99	100	486	514	499	19	9	14	43	34	39	7	13	14	31	44	33
Female	44	2679	38644	98	99	99	502	507	500	7	8	12	22	16	19	51	51	49	20	25	19
Male	48	2915	40236	100	99	99	455	510	497	12	8	15	16	15	19	49	50	46	23	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	84	1921	31938	100	100	99	475	486	481	9	13	19	19	23	25	52	51	46	19	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	16	650	10664	100	100	100	342	417	430	20	33	42	27	26	27	53	33	26	0	7	5
Students without Disabilities	76	4944	68310	96	98	98	507	521	509	7	5	9	17	14	18	49	53	51	26	29	22
Limited English Proficient Students	26	560	12573	100	100	100	426	427	454	15	23	27	24	31	30	53	41	38	9	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	80	2737	38679	96	95	96	500	495	483	10	13	20	21	21	25	50	50	45	19	15	10
Non-Economically Disadvantaged	12	2857	40295	100	100	100	346	520	513	8	4	7	8	9	13	50	51	50	33	36	30

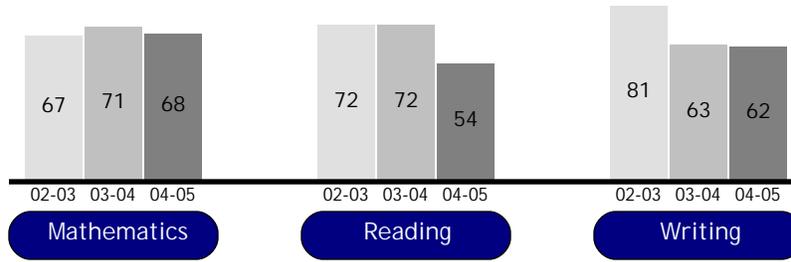
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5599	78908	100	0	99	452	491	484	10	6	10	29	19	23	57	63	58	5	12	9
All Students (Prior Year)	86	5803	76020	99	99	100	497	507	503	28	20	25	37	22	23	28	43	40	7	16	12
Female	44	2681	38648	98	0	99	474	494	489	12	5	8	34	18	22	51	64	61	2	12	10
Male	48	2918	40233	100	0	99	432	489	479	7	7	12	23	20	25	63	61	55	7	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	84	1925	31940	100	0	99	449	470	465	10	12	16	27	30	32	58	53	49	4	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	NC	3082	36502	NC	0	99	NC	507	502	NC	3	4	NC	12	14	NC	69	67	NC	17	15
Students with Disabilities	16	651	10665	100	0	100	344	409	423	7	21	30	13	38	36	73	38	31	7	4	2
Students without Disabilities	76	4948	68312	96	0	98	476	502	493	10	4	7	32	17	21	54	66	62	4	13	10
Limited English Proficient Students	26	559	12556	100	0	100	404	408	436	15	22	24	38	43	40	44	32	35	3	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	80	2742	38662	96	0	96	475	479	468	8	10	16	32	28	32	57	56	49	3	5	3
Non-Economically Disadvantaged	12	2857	40315	100	0	100	317	502	498	17	2	5	8	11	15	58	68	66	17	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	91	5524	78750	99	98	99	451	500	500	5	5	6	48	28	29	45	63	63	2	3	2
All Students (Prior Year)	86	5771	75673	99	98	100	486	530	530	22	15	12	33	25	25	43	56	58	1	5	4
Female	44	2649	38586	98	98	99	484	514	515	5	4	4	39	21	22	56	70	71	0	4	3
Male	47	2874	40135	100	98	99	420	488	486	5	7	8	56	35	35	35	56	56	5	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	84	1884	31841	100	98	99	450	479	483	4	8	8	47	37	36	47	54	55	3	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	NC	3058	36440	NC	98	99	NC	514	516	NC	4	3	NC	23	22	NC	69	71	NC	4	4
Students with Disabilities	16	642	10622	100	100	100	330	390	415	7	22	21	60	48	50	20	26	28	13	4	1
Students without Disabilities	75	4882	68196	95	97	98	477	515	513	4	3	3	45	26	25	51	68	69	0	3	3
Limited English Proficient Students	26	541	12504	100	100	100	403	407	451	6	17	12	56	48	44	32	33	43	6	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	79	2686	38558	95	93	96	472	486	485	6	9	8	49	37	37	46	53	54	0	1	1
Non-Economically Disadvantaged	12	2838	40260	100	100	100	327	513	514	0	3	3	42	21	21	42	71	72	17	5	4

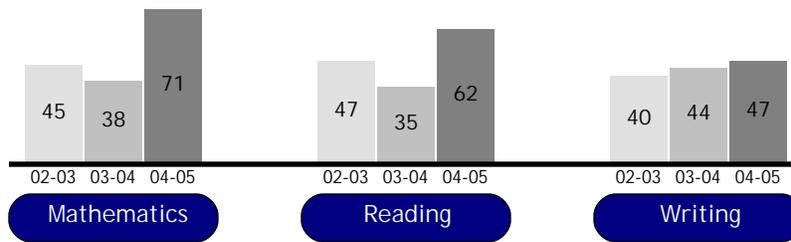
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	42	61	50	89	54	NA	58	96	38	50	47
	Language	94	27	49	43	88	30	53	50	96	35	49	47
	Mathematics	94	60	67	57	93	63	71	64	96	47	54	50
3	Reading	97	30	57	47	89	45	NA	55	95	36	50	44
	Language	93	42	61	54	89	57	63	61	95	36	49	44
	Mathematics	97	45	64	54	90	74	66	61	95	47	55	51
4	Reading	91	37	62	52	82	32	NA	56	100	41	52	48
	Language	96	36	54	48	99	36	55	52	100	41	52	49
	Mathematics	99	53	68	57	98	44	68	61	100	54	59	53
5	Reading	95	35	59	50	96	44	NA	55	96	41	55	50
	Language	93	33	53	46	97	40	55	49	96	47	55	50
	Mathematics	98	51	68	57	97	56	71	63	96	45	54	49
6	Reading	96	58	62	53	99	49	NA	56	94	43	58	51
	Language	92	35	53	45	100	40	55	48	94	41	54	47
	Mathematics	92	71	75	62	99	69	76	66	94	53	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Parent/Community/Educator Relations
- Ü School Safety Issues
- Ü Homework Policies
- Ü Attendance Policies
- Ü School Dress Standards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	51.00
Other Professional Staff	3.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	5	6	0	0
10 or more years	9	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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 Accelerated Reader Lab
- Ü PC Computer Lab
- Ü Waterford Lab

Extracurricular Activities

- Ü Cares (Homework Club)
- Ü Afterschool Sports
- Ü Afterschool Lincolnettes
- Ü Musicals/Choir
- Ü Mentor Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü GED Classes
- Ü Headstart
- Ü Dental & vision services
- Ü Monthly parent informational meetings

School Achievements/Accomplishments 2004-05

- ü Students were above potential as indicated by MPS measures.
  
- ü Business partnership with Drive Time Dealership.
  
- ü Lincoln made Adequate Yearly Progress (AYP)a state measurement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Safety drills for evacuation and securing buildings on campus, are practiced regularly. These plans are on file at the district level. We have worked closely with local law officials to promote a safe and orderly climate for learning.

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	Elizabeth Mullavey	(480) 472-6400
Transportation Policy	Transportation Department	(480) 472-6100
Community Resources	Connie Murdock	(480) 472-6354
School Nutrition Programs	Kathy Moss	(480) 472-6381
Parent Organization	Amy Ramirez	(520) 472-6400
Student Health/Nurse	Pam Skoczen	(480) 472-6392

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

\*\* 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.