



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

920 E Broadway, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Miss Sandi Kuhn  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 861  
 Web Address : www.mesa.k12.az.us  
 Phone Number : (480) 472-1400  
 Fax Number : (480) 472-1482  
 E-mail : slkuhn@mpsaz.org

### Mission

Lowell School provides a safe environment where student learning is our focus. Instruction is tied to state academic standards. We provide remediation for students needing extra assistance and enrichment for those students achieving standards.

### 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	Out of Improvement
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Improve reading, math and writing skills. Our K-3 classrooms provide 90-120 minutes of uninterrupted literacy instruction each day. Our goals is for all students to be reading on grade level when they exit third grade.
- ü Improve parental involvement and communication. Parenting workshops are provided to show parents how they can assist their children with school-related tasks.
- ü Provide additional instructional support to our 4th-6th grade students in the area of reading. We have established a learning lab to support struggling readers.

### Enrollment

October 1, 2004 School Year Student Enrollment : 902  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 262

Instructional Programs

- Traditional Classrooms
- Sheltered English Immersion Classrooms
- Primary and Intermediate MIMD Classes
- Reading First School
- Learning Lab support i K-6 Reading

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

Home/school partnership is a must. Parent workshops are provided. Parents are encouraged to visit classrooms, becoming involved in school/classroom activities. Working in partnership, we create a positive learning environment for all students.

Parents

Our parents set high expectations concerning their child's academic performance. We encourage children to share school successes and challenges with parents. As a team; parents, children and teachers, we foster student growth and success.

Transportation Policy

Busing is provided for all students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education and 504 students is provided by the district.

School Honors

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

Award/Honor	Year
• Reading First School	2003
• Certified Employee of the Month	2005
• Reading First School	2004
• Reading First School	2005

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	146	5983	79306	99	99	99	411	454	445	12	6	10	36	15	18	47	53	51	6	26	20
All Students (Prior Year)	99	5651	75509	97	98	100	541	532	521	10	9	13	18	19	23	26	33	33	47	39	31
Female	74	2922	38691	100	99	99	413	454	446	15	5	10	41	16	18	38	53	52	7	25	20
Male	72	3060	40583	99	99	99	409	455	445	8	7	11	31	14	18	56	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	132	2187	32869	99	100	99	411	437	429	13	9	15	37	21	25	43	58	51	7	12	10
Asian/Pacific Islander	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	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	11	3156	36197	100	99	99	408	468	463	0	4	5	10	10	11	90	49	53	0	37	31
Students with Disabilities	14	685	10321	93	100	100	268	377	389	31	25	30	46	29	27	23	37	34	0	9	9
Students without Disabilities	132	5298	69060	100	99	98	428	464	454	9	4	7	35	13	17	50	55	54	7	28	22
Limited English Proficient Students	69	703	15509	100	100	100	392	391	406	18	17	20	38	28	30	39	49	45	4	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	142	3051	39415	99	97	96	414	442	431	12	9	15	35	21	25	47	56	50	6	14	10
Non-Economically Disadvantaged	NC	2932	39966	NC	100	100	NC	466	459	NC	4	6	NC	9	12	NC	50	52	NC	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	146	5986	79395	99	0	99	411	454	446	13	6	9	42	21	25	43	60	55	3	13	11
All Students (Prior Year)	98	5641	75492	96	98	100	508	522	519	22	11	12	15	14	16	44	48	47	19	27	24
Female	74	2926	38743	100	0	100	414	458	451	15	5	7	44	20	24	38	61	57	3	15	12
Male	72	3059	40618	99	0	99	407	450	440	10	7	11	39	23	27	47	58	53	3	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	132	2189	32915	99	0	99	411	433	426	13	10	15	44	32	35	39	53	47	4	5	4
Asian/Pacific Islander	--	150	1936	--	0	99	--	469	468	--	2	3	--	15	14	--	58	63	--	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	11	3158	36221	100	0	99	404	469	465	10	3	4	10	14	15	80	64	63	0	20	17
Students with Disabilities	14	684	10331	93	0	100	265	375	388	31	21	25	46	40	37	15	34	34	8	5	4
Students without Disabilities	132	5302	69139	100	0	99	428	464	454	10	4	7	41	19	24	46	63	58	3	15	11
Limited English Proficient Students	69	703	15545	100	0	100	387	382	399	18	18	21	48	43	42	32	36	35	1	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	142	3052	39484	99	0	96	413	440	429	13	9	14	42	30	35	42	55	47	3	6	4
Non-Economically Disadvantaged	NC	2934	39986	NC	0	100	NC	466	461	NC	2	4	NC	13	16	NC	64	63	NC	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	142	5935	78869	97	98	99	403	442	442	8	6	6	31	21	21	60	62	63	2	12	10
All Students (Prior Year)	99	5611	75053	97	98	99	531	578	597	10	10	7	19	14	12	71	68	72	0	7	9
Female	71	2903	38536	96	99	99	420	458	458	3	4	4	34	14	15	59	65	67	3	16	14
Male	71	3031	40302	97	98	99	385	425	428	12	8	8	28	26	26	60	58	60	0	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	128	2160	32606	96	98	98	405	419	426	8	9	8	31	29	27	60	57	60	2	5	5
Asian/Pacific Islander	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	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	11	3142	36078	100	98	99	371	457	459	10	4	4	20	15	16	70	65	66	0	16	14
Students with Disabilities	12	676	10246	80	100	100	230	347	367	18	18	18	36	40	39	36	37	40	9	5	4
Students without Disabilities	130	5259	68697	98	98	98	421	454	454	7	4	4	30	18	18	62	65	67	1	13	11
Limited English Proficient Students	65	687	15339	96	100	100	378	366	399	12	15	11	28	35	31	59	48	54	1	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	138	3015	39106	96	96	95	406	426	427	8	8	8	31	28	28	59	59	59	2	5	5
Non-Economically Disadvantaged	NC	2920	39837	NC	100	100	NC	457	457	NC	4	4	NC	13	14	NC	64	67	NC	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	103	5594	78906	99	99	99	464	509	498	21	8	13	23	15	19	50	50	48	6	26	20
All Students (Prior Year)	86	5809	76019	99	99	100	483	514	499	18	9	14	49	34	39	13	13	14	21	44	33
Female	58	2679	38644	98	99	99	461	507	500	23	8	12	25	16	19	51	51	49	2	25	19
Male	45	2915	40236	100	99	99	469	510	497	19	8	15	21	15	19	49	50	46	12	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	97	1921	31938	99	100	99	468	486	481	21	13	19	23	23	25	50	51	46	6	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	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	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	11	650	10664	100	100	100	323	417	430	45	33	42	27	26	27	18	33	26	9	7	5
Students without Disabilities	92	4944	68310	99	98	98	483	521	509	18	5	9	22	14	18	54	53	51	6	29	22
Limited English Proficient Students	44	560	12573	100	100	100	444	427	454	29	23	27	31	31	30	35	41	38	5	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	101	2737	38679	98	95	96	469	495	483	21	13	20	23	21	25	50	50	45	5	15	10
Non-Economically Disadvantaged	NC	2857	40295	NC	100	100	NC	520	513	NC	4	7	NC	9	13	NC	51	50	NC	36	30

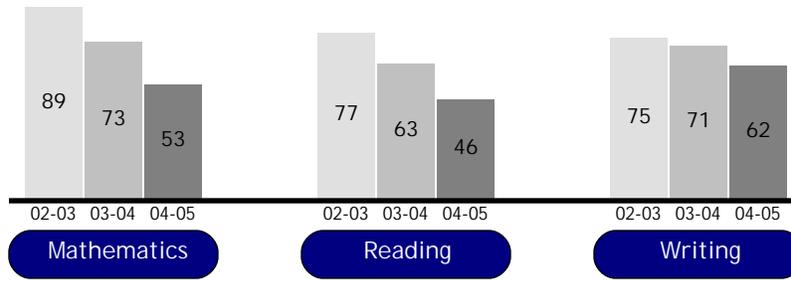
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5599	78908	99	0	99	445	491	484	19	6	10	40	19	23	40	63	58	2	12	9
All Students (Prior Year)	86	5803	76020	99	99	100	491	507	503	42	20	25	28	22	23	28	43	40	3	16	12
Female	58	2681	38648	98	0	99	440	494	489	23	5	8	36	18	22	40	64	61	2	12	10
Male	45	2918	40233	100	0	99	450	489	479	14	7	12	44	20	25	40	61	55	2	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	97	1925	31940	99	0	99	448	470	465	19	12	16	40	30	32	39	53	49	2	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	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	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	11	651	10665	100	0	100	314	409	423	18	21	30	55	38	36	27	38	31	0	4	2
Students without Disabilities	92	4948	68312	99	0	98	461	502	493	19	4	7	38	17	21	41	66	62	2	13	10
Limited English Proficient Students	44	559	12556	100	0	100	422	408	436	27	22	24	47	43	40	26	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	101	2742	38662	98	0	96	449	479	468	19	10	16	40	28	32	38	56	49	2	5	3
Non-Economically Disadvantaged	NC	2857	40315	NC	0	100	NC	502	498	NC	2	5	NC	11	15	NC	68	66	NC	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	102	5524	78750	98	98	99	453	500	500	12	5	6	46	28	29	42	63	63	0	3	2
All Students (Prior Year)	83	5771	75673	95	98	100	470	530	530	34	15	12	36	25	25	29	56	58	1	5	4
Female	57	2649	38586	97	98	99	464	514	515	8	4	4	44	21	22	48	70	71	0	4	3
Male	45	2874	40135	100	98	99	439	488	486	16	7	8	49	35	35	35	56	56	0	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	96	1884	31841	98	98	99	456	479	483	12	8	8	47	37	36	40	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	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	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	11	642	10622	100	100	100	284	390	415	36	22	21	27	48	50	36	26	28	0	4	1
Students without Disabilities	91	4882	68196	98	97	98	475	515	513	8	3	3	49	26	25	43	68	69	0	3	3
Limited English Proficient Students	44	541	12504	100	100	100	420	407	451	18	17	12	57	48	44	25	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	100	2686	38558	97	93	96	456	486	485	12	9	8	47	37	37	41	53	54	0	1	1
Non-Economically Disadvantaged	NC	2838	40260	NC	100	100	NC	513	514	NC	3	3	NC	21	21	NC	71	72	NC	5	4

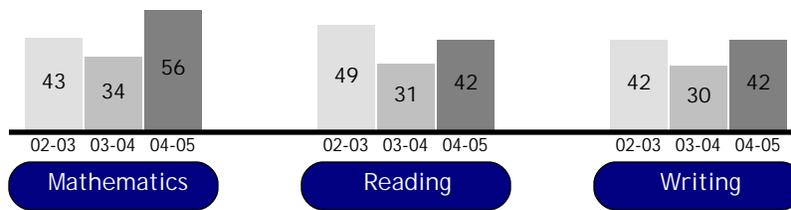
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	46	61	50	93	56	NA	58	94	39	50	47
	Language	98	33	49	43	94	39	53	50	94	44	49	47
	Mathematics	99	58	67	57	94	63	71	64	93	45	54	50
3	Reading	91	30	57	47	91	40	NA	55	97	31	50	44
	Language	93	39	61	54	94	48	63	61	97	34	49	44
	Mathematics	98	44	64	54	95	56	66	61	97	38	55	51
4	Reading	90	24	62	52	88	38	NA	56	99	31	52	48
	Language	95	22	54	48	97	29	55	52	99	33	52	49
	Mathematics	98	37	68	57	95	51	68	61	99	43	59	53
5	Reading	98	25	59	50	85	37	NA	55	96	35	55	50
	Language	100	26	53	46	94	39	55	49	96	35	55	50
	Mathematics	98	38	68	57	96	44	71	63	96	39	54	49
6	Reading	97	35	62	53	97	35	NA	56	93	46	58	51
	Language	96	27	53	45	96	24	55	48	93	41	54	47
	Mathematics	100	51	75	62	94	48	76	66	93	47	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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Dress Code
- Ü Student Recognition
- Ü Traffic and Safety Issues
- Ü School Policies and Procedures
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	17.60	Teacher Aide	31.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	4	3	0	0
7 to 9 years	5	4	0	0
10 or more years	6	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Learning Lab for Reading Remediation

Extracurricular Activities

- Ü Afterschool Tutoring in Core Areas
- Ü Student Council
- Ü Orchestra/Band
- Ü After School Pom and Cheer
- Ü After school sports

Social Services

- Ü Breakfast/Lunch Program
- Ü ESL Support
- Ü Counseling Services/Crisis Intervention
- Ü Parent Liaison

School Achievements/Accomplishments 2004-05

- ü Test scores continue to improve. We focus on the core areas of reading, math and writing.
  
- ü Lowell is considered an all SEI (Sheltered English Immersion) School. All classrooms are fully integrated. Our students learn together and learn from each other.
  
- ü Research-based curriculum materials are utilized in every classroom. Quarterly assessments are tied to state academic standards and provide benchmarks for learning.

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>	35	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	2	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

We promote the idea of respect. Our students live the Lowell Roadrunner pledge: Treat others with respect, Complete all assignments, Are good listeners, Follow classroom rules. When we work together we help make Lowell a safe place to learn and grow.

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) :

2

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	Roberta Witkin	(480) 472-1401
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Sandi Kuhn	(480) 472-1400
School Nutrition Programs	Susan Humston	(480) 472-1469
Parent Organization	Lowell School	(480) 472-1400
Student Health/Nurse	Sally Beck	(480) 472-1485

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).

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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.