



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1829 N Grand, Mesa, AZ 85201

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 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. Andrea Lee Erickson
Schedule : 07:00 AM to 03:30 PM
Grades : Pre-K-6
2005 Enrollment : 703
Web Address :
Phone Number : (480) 472-5000
Fax Number : (480) 472-5058
E-mail : alericks@mpsaz.org

Mission

Each child is an individual, unique in their own way, and very different from others. We, as educators, must carefully analyze each child so that we may successfully understand them, be able to effectively meet their needs. We must develop each child to reach his/her maximum potential; socially, academically, physically and emotionally. Each and every staff member that comes in contact with a child has a direct influence on them. All decisions are based on the premise of what is best for the child.

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

- Each child will be given the opportunity to progress and achieve one year's growth in all academic areas.
Students will successfully show mastery on math district CRT's, Terra Nova and the AIMS tests.
Teachers will teach a reading block with a minimum 90 minutes per day. By third grade, students will be proficient readers.
To help children develop and experience success in their daily interactions at school.

Enrollment

October 1, 2004 School Year Student Enrollment : 742
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 89

Instructional Programs

- ü All Day Kindergarten
- ü Accelerated Reader (Reading Program)
- ü Reading First
- ü Native American Language Enrichment
- ü After School Tutoring Program
- ü Family Literacy Night
- ü Intervention Classroom
- ü Attendance Program

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

Provide a safe environment. Provide a variety of learning environments at each grade level. Provide an atmosphere in which each child will succeed and be challenged at his or her academic level. Provide on-going meaningful professional development.

Parents

Healthy students should be in school on time. Acknowledge and return teacher communications. Provide a daily homework environment. Support school and classroom rules. Hold their child accountable for their actions.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. 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 MPS Employee of the Month	2005
ü Wal Mart Teacher of the Year	2005
ü Mesa Foundation Grant	2005
ü Mesa Tribune Spot Light on Teachers	2004

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	96	5983	79306	99	99	99	433	454	445	4	6	10	31	15	18	55	53	51	10	26	20
All Students (Prior Year)	121	5651	75509	100	98	100	514	532	521	17	9	13	19	19	23	37	33	33	26	39	31
Female	42	2922	38691	100	99	99	440	454	446	5	5	10	32	16	18	51	53	52	11	25	20
Male	54	3060	40583	98	99	99	428	455	445	2	7	11	30	14	18	58	52	50	9	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	56	2187	32869	100	100	99	428	437	429	4	9	15	31	21	25	57	58	51	8	12	10
Asian/Pacific Islander	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	37	40
American Indian/Alaskan Native	15	221	4264	88	98	100	432	437	419	0	9	19	46	27	30	54	54	45	0	10	6
White	21	3156	36197	95	99	99	450	468	463	6	4	5	19	10	11	50	49	53	25	37	31
Students with Disabilities	10	685	10321	100	100	100	354	377	389	13	25	30	50	29	27	25	37	34	13	9	9
Students without Disabilities	86	5298	69060	98	99	98	442	464	454	3	4	7	29	13	17	58	55	54	10	28	22
Limited English Proficient Students	10	703	15509	100	100	100	404	391	406	11	17	20	37	28	30	42	49	45	11	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	82	3051	39415	96	97	96	438	442	431	4	9	15	33	21	25	54	56	50	9	14	10
Non-Economically Disadvantaged	14	2932	39966	100	100	100	407	466	459	0	4	6	23	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	96	5986	79395	99	0	99	441	454	446	5	6	9	23	21	25	66	60	55	6	13	11
All Students (Prior Year)	121	5641	75492	100	98	100	511	522	519	17	11	12	18	14	16	45	48	47	19	27	24
Female	42	2926	38743	100	0	100	451	458	451	0	5	7	27	20	24	65	61	57	8	15	12
Male	54	3059	40618	98	0	99	432	450	440	9	7	11	19	23	27	67	58	53	5	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	56	2189	32915	100	0	99	433	433	426	6	10	15	22	32	35	67	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	15	220	4271	88	0	100	437	437	420	8	8	15	31	33	42	62	56	41	0	3	2
White	21	3158	36221	95	0	99	465	469	465	0	3	4	19	14	15	63	64	63	19	20	17
Students with Disabilities	10	684	10331	100	0	100	345	375	388	38	21	25	38	40	37	13	34	34	13	5	4
Students without Disabilities	86	5302	69139	98	0	99	451	464	454	1	4	7	21	19	24	72	63	58	6	15	11
Limited English Proficient Students	10	703	15545	100	0	100	407	382	399	16	18	21	26	43	42	53	36	35	5	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	82	3052	39484	96	0	96	444	440	429	6	9	14	25	30	35	64	55	47	4	6	4
Non-Economically Disadvantaged	14	2934	39986	100	0	100	424	466	461	0	2	4	8	13	16	77	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	97	5935	78869	100	98	99	422	442	442	11	6	6	16	21	21	66	62	63	6	12	10
All Students (Prior Year)	120	5611	75053	100	98	99	552	578	597	16	10	7	11	14	12	69	68	72	3	7	9
Female	42	2903	38536	100	99	99	456	458	458	3	4	4	8	14	15	84	65	67	5	16	14
Male	55	3031	40302	100	98	99	393	425	428	19	8	8	23	26	26	51	58	60	7	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	56	2160	32606	100	98	98	411	419	426	14	9	8	12	29	27	65	57	60	8	5	5
Asian/Pacific Islander	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	21	22
American Indian/Alaskan Native	15	216	4245	88	96	100	437	426	423	8	8	9	15	30	26	69	55	61	8	8	4
White	22	3142	36078	100	98	99	436	457	459	6	4	4	31	15	16	63	65	66	0	16	14
Students with Disabilities	10	676	10246	100	100	100	261	347	367	50	18	18	25	40	39	13	37	40	13	5	4
Students without Disabilities	87	5259	68697	99	98	98	440	454	454	7	4	4	15	18	18	72	65	67	6	13	11
Limited English Proficient Students	10	687	15339	100	100	100	384	366	399	16	15	11	21	35	31	53	48	54	11	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	83	3015	39106	98	96	95	429	426	427	12	8	8	12	28	28	70	59	59	6	5	5
Non-Economically Disadvantaged	14	2920	39837	100	100	100	388	457	457	8	4	4	38	13	14	46	64	67	8	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	87	5594	78906	97	99	99	473	509	498	13	8	13	26	15	19	51	50	48	10	26	20
All Students (Prior Year)	108	5809	76019	98	99	100	485	514	499	22	9	14	42	34	39	11	13	14	25	44	33
Female	45	2679	38644	98	99	99	454	507	500	18	8	12	24	16	19	49	51	49	9	25	19
Male	42	2915	40236	95	99	99	494	510	497	7	8	15	29	15	19	52	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	41	1921	31938	93	100	99	462	486	481	12	13	19	32	23	25	44	51	46	12	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	15	237	4593	100	100	100	457	479	467	33	19	26	40	24	29	27	48	39	0	9	6
White	27	3081	36483	100	98	99	490	525	517	4	4	7	11	10	13	74	50	51	11	36	30
Students with Disabilities	13	650	10664	93	100	100	358	417	430	8	33	42	62	26	27	31	33	26	0	7	5
Students without Disabilities	74	4944	68310	97	98	98	494	521	509	14	5	9	20	14	18	54	53	51	12	29	22
Limited English Proficient Students	15	560	12573	100	100	100	406	427	454	17	23	27	30	31	30	52	41	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	67	2737	38679	91	95	96	488	495	483	13	13	20	28	21	25	48	50	45	10	15	10
Non-Economically Disadvantaged	20	2857	40295	100	100	100	424	520	513	10	4	7	20	9	13	60	51	50	10	36	30

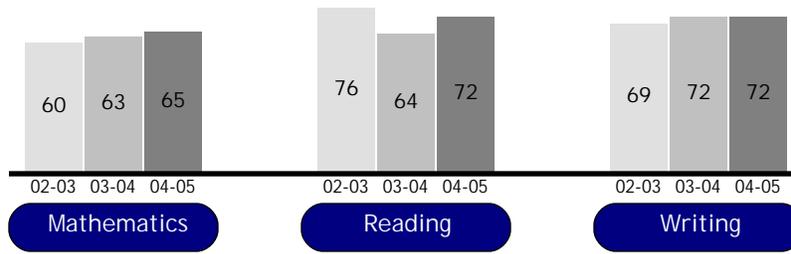
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5599	78908	97	0	99	461	491	484	9	6	10	36	19	23	48	63	58	7	12	9
All Students (Prior Year)	109	5803	76020	99	99	100	494	507	503	39	20	25	26	22	23	28	43	40	7	16	12
Female	45	2681	38648	98	0	99	445	494	489	11	5	8	38	18	22	44	64	61	7	12	10
Male	42	2918	40233	95	0	99	479	489	479	7	7	12	33	20	25	52	61	55	7	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	41	1925	31940	93	0	99	442	470	465	12	12	16	46	30	32	34	53	49	7	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	15	238	4569	100	0	100	447	469	457	20	11	18	53	31	39	27	56	41	0	3	2
White	27	3082	36502	100	0	99	489	507	502	0	3	4	11	12	14	81	69	67	7	17	15
Students with Disabilities	13	651	10665	93	0	100	354	409	423	8	21	30	38	38	36	54	38	31	0	4	2
Students without Disabilities	74	4948	68312	97	0	98	480	502	493	9	4	7	35	17	21	47	66	62	8	13	10
Limited English Proficient Students	15	559	12556	100	0	100	384	408	436	22	22	24	52	43	40	26	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	67	2742	38662	91	0	96	478	479	468	10	10	16	36	28	32	46	56	49	7	5	3
Non-Economically Disadvantaged	20	2857	40315	100	0	100	407	502	498	5	2	5	35	11	15	55	68	66	5	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	86	5524	78750	96	98	99	472	500	500	6	5	6	40	28	29	49	63	63	6	3	2
All Students (Prior Year)	108	5771	75673	98	98	100	503	530	530	22	15	12	23	25	25	52	56	58	3	5	4
Female	44	2649	38586	96	98	99	465	514	515	7	4	4	32	21	22	50	70	71	11	4	3
Male	42	2874	40135	95	98	99	479	488	486	5	7	8	48	35	35	48	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	40	1884	31841	91	98	99	447	479	483	10	8	8	43	37	36	40	54	55	8	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	15	231	4586	100	97	100	490	481	481	7	10	8	40	34	37	53	53	54	0	2	1
White	27	3058	36440	100	98	99	489	514	516	0	4	3	33	23	22	63	69	71	4	4	4
Students with Disabilities	12	642	10622	86	100	100	333	390	415	0	22	21	75	48	50	8	26	28	17	4	1
Students without Disabilities	74	4882	68196	97	97	98	494	515	513	7	3	3	34	26	25	55	68	69	4	3	3
Limited English Proficient Students	15	541	12504	100	100	100	382	407	451	14	17	12	45	48	44	32	33	43	9	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	66	2686	38558	89	93	96	490	486	485	8	9	8	36	37	37	53	53	54	3	1	1
Non-Economically Disadvantaged	20	2838	40260	100	100	100	412	513	514	0	3	3	50	21	21	35	71	72	15	5	4

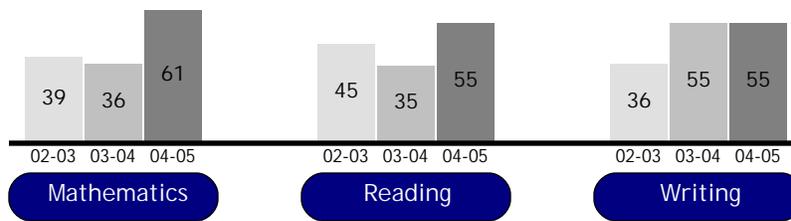
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	54	61	50	99	50	NA	58	95	43	50	47
	Language	97	36	49	43	99	36	53	50	95	44	49	47
	Mathematics	99	57	67	57	100	51	71	64	95	45	54	50
3	Reading	95	47	57	47	96	48	NA	55	98	39	50	44
	Language	97	46	61	54	94	53	63	61	98	45	49	44
	Mathematics	97	52	64	54	93	52	66	61	98	44	55	51
4	Reading	84	40	62	52	99	46	NA	56	98	43	52	48
	Language	97	36	54	48	100	42	55	52	98	46	52	49
	Mathematics	97	42	68	57	100	49	68	61	98	47	59	53
5	Reading	93	39	59	50	94	38	NA	55	93	49	55	50
	Language	95	35	53	46	100	33	55	49	93	45	55	50
	Mathematics	96	51	68	57	100	46	71	63	93	44	54	49
6	Reading	97	45	62	53	97	45	NA	56	95	46	58	51
	Language	99	39	53	45	100	40	55	48	95	41	54	47
	Mathematics	99	61	75	62	100	58	76	66	95	46	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü Homework Policy
- Ü School Safety Issues
- Ü Consumer Satisfaction Goals
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

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

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü Media Studio
- Ü Full Size Gymnasium

Extracurricular Activities

- Ü Academic Computer Lab
- Ü After-School Tutoring
- Ü Power House Assemblies
- Ü Annual Talent Show
- Ü Family Literacy Night
- Ü Curriculum Night
- Ü Boeing Math Program
- Ü Monthly Community Events

Social Services

- Ü Mesa Parks and Recreational Activities
- Ü Boy/Girl Scouts
- Ü YMCA
- Ü MELP Program
- Ü Home School Liaison
- Ü Medical Clinics
- Ü Mobile Dentist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued increase in the number of healthy students in daily attendance as evidenced by the decreased number of daily student absences.
- ü Parent Math Night provided an opportunity for students to teach parents math strategies. Numbers of students achieving Math Facts Club membership has increased.
- ü Increased attendance at our Family Literacy Nights.
- ü Accomplishment in meeting our students' academic goals.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	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

We strive to keep a safe environment for our students and teachers. The Safety Committee meets monthly. Students are expected to follow safety rules while on campus. We conduct regular fire drills, lock-down procedures and have an emergency plan.

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	Foster Burton	(480) 472-5026
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Jeff Lane	(480) 472-5077
School Nutrition Programs	Judy Kish	(480) 472-5070
Parent Organization	Brenda Waggoner	(480) 472-5000
Student Health/Nurse	Charisse Brown	(480) 472-5056

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.