



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9800 E Quarterline Road, Mesa, AZ 85207

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
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. Russ Heath  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 708  
 Web Address : www.mpsaz.org/taft  
 Phone Number : (480) 472-9100  
 Fax Number : (480) 472-9090  
 E-mail : rdheath@mpsaz.org

### Mission

Taft Elementary School is committed to the belief that all people can learn regardless of ethnicity, socioeconomic status or disabilities. We acknowledge as a team (staff, administrator, and parents) that we work together to prepare students to become successful, contributing members of society. Taft will provide an enriched academic environment in which students will achieve excellence as we model dignity and respect throughout the Taft community.

### 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 Taft teachers and staff are continually working to improve the math skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Taft teachers and staff are continually working to improve the reading skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Taft teachers and staff are continually working to improve the language/writing skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.

### Enrollment

October 1, 2004 School Year Student Enrollment : 759  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 64

Instructional Programs

- Ü On-site Special Education -LD and Speech
- Ü Gifted 3-6 (ELP)
- Ü At-risk 1-6 (GUS)
- Ü Head Start (pre K program)
- Ü M.E.L.P. (pre K program)
- Ü YLK (Young Learners Kindergarten)

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

Communicate high expectations for all students, staff and personnel in a timely manner. Provide parents with information and opportunities to become involved in their child's education. Maintain appropriate confidentiality in all matters.

Parents

Make sure my child attends school regularly and arrives on time. Have high expectations for my child and set realistic goals for attaining personal and academic success. Communicate with teachers on a regular basis and participate in conferences.

Transportation Policy

Busing is provided for all 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 of the student.

School Honors

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

Award/Honor	Year
Ü Outstanding Student of the Week--local radio station	2005
Ü Met our District's Student Achievement Goals	2005
Ü Met our Parent Quality Survey Goals	2005
Ü Wal Mart Teacher of the Year Winner	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	99	5983	79306	100	99	99	467	454	445	6	6	10	8	15	18	55	53	51	30	26	20
All Students (Prior Year)	111	5651	75509	99	98	100	534	532	521	6	9	13	23	19	23	27	33	33	44	39	31
Female	53	2922	38691	100	99	99	459	454	446	7	5	10	11	16	18	59	53	52	24	25	20
Male	46	3060	40583	100	99	99	477	455	445	5	7	11	5	14	18	51	52	50	38	27	21
African American	--	269	4041	--	100	99	--	429	426	--	12	17	--	19	23	--	57	50	--	12	10
Hispanic	28	2187	32869	100	100	99	469	437	429	4	9	15	0	21	25	63	58	51	33	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	70	3156	36197	100	99	99	467	468	463	7	4	5	12	10	11	52	49	53	29	37	31
Students with Disabilities	14	685	10321	100	100	100	433	377	389	17	25	30	17	29	27	50	37	34	17	9	9
Students without Disabilities	85	5298	69060	99	99	98	473	464	454	4	4	7	7	13	17	56	55	54	32	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	56	3051	39415	100	97	96	459	442	431	11	9	15	13	21	25	51	56	50	26	14	10
Non-Economically Disadvantaged	43	2932	39966	100	100	100	478	466	459	0	4	6	3	9	12	61	50	52	36	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	99	5986	79395	100	0	99	464	454	446	2	6	9	23	21	25	59	60	55	16	13	11
All Students (Prior Year)	110	5641	75492	98	98	100	520	522	519	8	11	12	16	14	16	52	48	47	24	27	24
Female	53	2926	38743	100	0	100	461	458	451	2	5	7	20	20	24	67	61	57	11	15	12
Male	46	3059	40618	100	0	99	468	450	440	3	7	11	27	23	27	49	58	53	22	12	9
African American	--	269	4052	--	0	100	--	434	434	--	9	11	--	24	29	--	60	54	--	6	6
Hispanic	28	2189	32915	100	0	99	461	433	426	4	10	15	21	32	35	63	53	47	13	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	70	3158	36221	100	0	99	466	469	465	2	3	4	22	14	15	59	64	63	17	20	17
Students with Disabilities	14	684	10331	100	0	100	432	375	388	0	21	25	67	40	37	33	34	34	0	5	4
Students without Disabilities	85	5302	69139	99	0	99	469	464	454	3	4	7	15	19	24	63	63	58	18	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	3052	39484	100	0	96	457	440	429	4	9	14	30	30	35	53	55	47	13	6	4
Non-Economically Disadvantaged	43	2934	39986	100	0	100	473	466	461	0	2	4	14	13	16	67	64	63	19	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	98	98	99	457	442	442	4	6	6	16	21	21	68	62	63	12	12	10
All Students (Prior Year)	107	5611	75053	96	98	99	597	578	597	5	10	7	7	14	12	81	68	72	6	7	9
Female	52	2903	38536	98	99	99	466	458	458	2	4	4	9	14	15	78	65	67	11	16	14
Male	45	3031	40302	98	98	99	447	425	428	6	8	8	25	26	26	56	58	60	14	8	7
African American	--	267	4015	--	100	99	--	426	430	--	6	8	--	25	24	--	61	61	--	7	7
Hispanic	27	2160	32606	96	98	98	480	419	426	0	9	8	9	29	27	74	57	60	17	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	69	3142	36078	99	98	99	449	457	459	5	4	4	18	15	16	67	65	66	11	16	14
Students with Disabilities	14	676	10246	100	100	100	399	347	367	17	18	18	33	40	39	50	37	40	0	5	4
Students without Disabilities	83	5259	68697	97	98	98	468	454	454	1	4	4	13	18	18	71	65	67	14	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	3015	39106	100	96	95	453	426	427	4	8	8	19	28	28	68	59	59	9	5	5
Non-Economically Disadvantaged	41	2920	39837	95	100	100	464	457	457	3	4	4	12	13	14	68	64	67	18	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	118	5594	78906	99	99	99	508	509	498	7	8	13	20	15	19	53	50	48	19	26	20
All Students (Prior Year)	92	5809	76019	100	99	100	524	514	499	8	9	14	29	34	39	11	13	14	52	44	33
Female	51	2679	38644	98	99	99	517	507	500	4	8	12	15	16	19	59	51	49	22	25	19
Male	67	2915	40236	100	99	99	501	510	497	10	8	15	24	15	19	49	50	46	17	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	35	1921	31938	100	100	99	506	486	481	10	13	19	14	23	25	62	51	46	14	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	77	3081	36483	99	98	99	507	525	517	7	4	7	23	10	13	49	50	51	21	36	30
Students with Disabilities	24	650	10664	100	100	100	470	417	430	25	33	42	33	26	27	42	33	26	0	7	5
Students without Disabilities	94	4944	68310	98	98	98	518	521	509	2	5	9	16	14	18	56	53	51	25	29	22
Limited English Proficient Students	10	560	12573	100	100	100	480	427	454	25	23	27	17	31	30	50	41	38	8	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	73	2737	38679	97	95	96	503	495	483	9	13	20	20	21	25	56	50	45	15	15	10
Non-Economically Disadvantaged	45	2857	40295	100	100	100	514	520	513	5	4	7	21	9	13	49	51	50	26	36	30

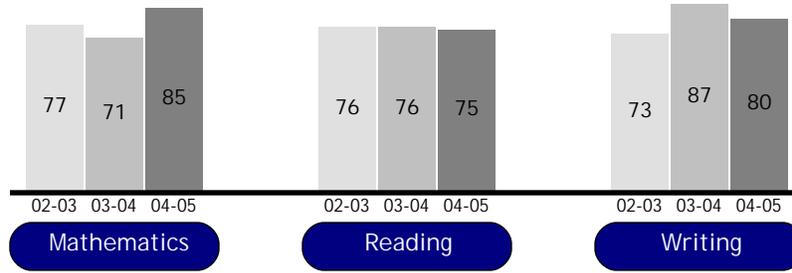
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	5599	78908	99	0	99	485	491	484	5	6	10	36	19	23	52	63	58	7	12	9
All Students (Prior Year)	92	5803	76020	100	99	100	506	507	503	21	20	25	23	22	23	44	43	40	13	16	12
Female	51	2681	38648	98	0	99	493	494	489	2	5	8	26	18	22	63	64	61	9	12	10
Male	67	2918	40233	100	0	99	480	489	479	6	7	12	43	20	25	44	61	55	6	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	35	1925	31940	100	0	99	479	470	465	7	12	16	41	30	32	48	53	49	3	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	77	3082	36502	99	0	99	486	507	502	4	3	4	36	12	14	52	69	67	8	17	15
Students with Disabilities	24	651	10665	100	0	100	451	409	423	13	21	30	63	38	36	25	38	31	0	4	2
Students without Disabilities	94	4948	68312	98	0	98	495	502	493	2	4	7	28	17	21	60	66	62	9	13	10
Limited English Proficient Students	10	559	12556	100	0	100	454	408	436	17	22	24	50	43	40	33	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	73	2742	38662	97	0	96	480	479	468	6	10	16	36	28	32	53	56	49	5	5	3
Non-Economically Disadvantaged	45	2857	40315	100	0	100	493	502	498	2	2	5	35	11	15	51	68	66	12	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	116	5524	78750	97	98	99	478	500	500	3	5	6	56	28	29	41	63	63	0	3	2
All Students (Prior Year)	92	5771	75673	100	98	100	514	530	530	18	15	12	28	25	25	51	56	58	3	5	4
Female	51	2649	38586	98	98	99	489	514	515	2	4	4	50	21	22	48	70	71	0	4	3
Male	65	2874	40135	97	98	99	470	488	486	3	7	8	61	35	35	35	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	34	1884	31841	97	98	99	465	479	483	3	8	8	62	37	36	34	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	77	3058	36440	99	98	99	479	514	516	3	4	3	57	23	22	40	69	71	0	4	4
Students with Disabilities	24	642	10622	100	100	100	448	390	415	8	22	21	79	48	50	13	26	28	0	4	1
Students without Disabilities	92	4882	68196	96	97	98	486	515	513	1	3	3	50	26	25	49	68	69	0	3	3
Limited English Proficient Students	10	541	12504	100	100	100	441	407	451	8	17	12	75	48	44	17	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	71	2686	38558	95	93	96	468	486	485	3	9	8	63	37	37	34	53	54	0	1	1
Non-Economically Disadvantaged	45	2838	40260	100	100	100	492	513	514	2	3	3	47	21	21	51	71	72	0	5	4

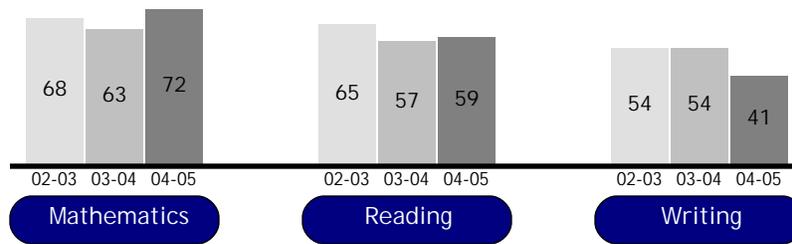
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	86	63	61	50	96	64	NA	58	99	50	50	47
	Language	95	52	49	43	98	45	53	50	99	45	49	47
	Mathematics	94	76	67	57	99	75	71	64	99	59	54	50
3	Reading	89	48	57	47	98	58	NA	55	100	51	50	44
	Language	89	60	61	54	100	62	63	61	100	50	49	44
	Mathematics	89	63	64	54	100	62	66	61	100	58	55	51
4	Reading	87	59	62	52	94	48	NA	56	99	52	52	48
	Language	94	51	54	48	98	42	55	52	99	48	52	49
	Mathematics	95	70	68	57	96	57	68	61	99	57	59	53
5	Reading	90	51	59	50	99	59	NA	55	99	50	55	50
	Language	92	45	53	46	100	50	55	49	99	48	55	50
	Mathematics	93	68	68	57	100	74	71	63	99	50	54	49
6	Reading	88	61	62	53	98	61	NA	56	97	52	58	51
	Language	90	53	53	45	100	50	55	48	97	48	54	47
	Mathematics	92	79	75	62	100	73	76	66	99	61	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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Overall Mission of School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	5	0	0
10 or more years	5	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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 Lab
- Ü Math Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü City of Mesa Recreational Programs
- Ü Band
- Ü Orchestra
- Ü KidsCan Programs

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Adult Education
- Ü Community Room
- Ü Home-School Liaison
- Ü Clothing Room

School Achievements/Accomplishments 2004-05

- ü Taft met and/or exceeded its goals on the AIMS test for reading for grades 3 and 5.
  
- ü Taft met and/or exceeded its goals on the AIMS for math in grades 3 and 5.
  
- ü Taft met and/or exceeded its goals on the AIMS test for writing in third grade.

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>	9	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	4	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	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

In the mission statement, teachers described Taft as an emotionally, physically safe and desirable place in which to learn and work. The Site Advisory Council at Taft School works with the staff to make our school and community a safe place for everyone. The Safe, Orderly, and Caring Correlate team meets monthly to study ongoing issues of making Taft a safe school for students and staff.

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	Russ Heath	(480) 472-9100
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Pat Yard	(480) 472-9084
School Nutrition Programs	Linda Bell	(480) 472-9078
Parent Organization	Pat Yard	(480) 472-9084
Student Health/Nurse	Kelly Sezate	(480) 472-9086

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.