



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

848 North Mesa Dr, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Patricia A Estes  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 759  
 Web Address :  
 Phone Number : (480) 472-5200  
 Fax Number : (480) 472-5272  
 E-mail : paestes@mpsaz.org

Mission

A solid foundation of academic and social skills contribute to success in life. We believe that cultural diversity is enriching and vital to individuals and society. Our mission is to help students acquire knowledge to ensure their success in life.

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

- Students will achieve annual yearly growth in reading, writing and math.
- Students will demonstrate effective reading, writing, listening and speaking skills. Students will become creative thinkers and problem solvers.

Enrollment

October 1, 2004 School Year Student Enrollment : 753  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 274

Instructional Programs

- ü Title I Program & Sheltered English Imme
- ü Full Day Kindergarten
- ü Family Tree Preschool/Adult Ed.
- ü Music/ PE/Art
- ü On-site Gifted Program
- ü Parent Center
- ü After School Tutoring
- ü Trendsetters Service Club

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

Teachers will establish a climate of open communication with parents. Academic instruction, based on the Arizona State Standards, is monitored for individual students. All staff will help to provide a safe environment that is conducive to learning.

Parents

Parents can contribute to their child's education by: 1.Ensuring regular and on-time school attendance 2.Reading with their child 3.Attending parent teacher conferences held twice per year 4.Participating in school functions 5.Reading school newsletters and flyers.

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 AR Model Classroom	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	96	5983	79306	100	99	99	429	454	445	9	6	10	33	15	18	55	53	51	3	26	20
All Students (Prior Year)	119	5651	75509	100	98	100	509	532	521	15	9	13	25	19	23	36	33	33	24	39	31
Female	42	2922	38691	98	99	99	428	454	446	9	5	10	32	16	18	59	53	52	0	25	20
Male	53	3060	40583	100	99	99	431	455	445	9	7	11	34	14	18	52	52	50	5	27	21
African American	12	269	4041	100	100	99	418	429	426	13	12	17	50	19	23	38	57	50	0	12	10
Hispanic	63	2187	32869	98	100	99	434	437	429	10	9	15	27	21	25	61	58	51	2	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	16	3156	36197	100	99	99	422	468	463	6	4	5	38	10	11	50	49	53	6	37	31
Students with Disabilities	NC	685	10321	NC	100	100	NC	377	389	NC	25	30	NC	29	27	NC	37	34	NC	9	9
Students without Disabilities	88	5298	69060	100	99	98	431	464	454	8	4	7	31	13	17	58	55	54	3	28	22
Limited English Proficient Students	19	703	15509	95	100	100	428	391	406	11	17	20	28	28	30	61	49	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	80	3051	39415	94	97	96	431	442	431	9	9	15	31	21	25	57	56	50	3	14	10
Non-Economically Disadvantaged	16	2932	39966	100	100	100	421	466	459	9	4	6	45	9	12	45	50	52	0	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	97	5986	79395	100	0	99	428	454	446	10	6	9	42	21	25	47	60	55	1	13	11
All Students (Prior Year)	118	5641	75492	100	98	100	516	522	519	13	11	12	24	14	16	46	48	47	17	27	24
Female	43	2926	38743	100	0	100	434	458	451	9	5	7	40	20	24	51	61	57	0	15	12
Male	53	3059	40618	100	0	99	424	450	440	11	7	11	43	23	27	43	58	53	2	12	9
African American	12	269	4052	100	0	100	418	434	434	13	9	11	63	24	29	25	60	54	0	6	6
Hispanic	64	2189	32915	100	0	99	426	433	426	10	10	15	44	32	35	44	53	47	2	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	16	3158	36221	100	0	99	435	469	465	13	3	4	31	14	15	56	64	63	0	20	17
Students with Disabilities	NC	684	10331	NC	0	100	NC	375	388	NC	21	25	NC	40	37	NC	34	34	NC	5	4
Students without Disabilities	88	5302	69139	100	0	99	430	464	454	11	4	7	38	19	24	49	63	58	1	15	11
Limited English Proficient Students	20	703	15545	100	0	100	411	382	399	16	18	21	58	43	42	26	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	81	3052	39484	95	0	96	428	440	429	12	9	14	41	30	35	46	55	47	1	6	4
Non-Economically Disadvantaged	16	2934	39986	100	0	100	430	466	461	0	2	4	45	13	16	55	64	63	0	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5935	78869	99	98	99	413	442	442	8	6	6	41	21	21	51	62	63	0	12	10
All Students (Prior Year)	118	5611	75053	100	98	99	522	578	597	17	10	7	16	14	12	65	68	72	1	7	9
Female	41	2903	38536	95	99	99	440	458	458	3	4	4	24	14	15	73	65	67	0	16	14
Male	52	3031	40302	100	98	99	392	425	428	12	8	8	53	26	26	35	58	60	0	8	7
African American	11	267	4015	100	100	99	404	426	430	29	6	8	14	25	24	57	61	61	0	7	7
Hispanic	62	2160	32606	97	98	98	415	419	426	6	9	8	44	29	27	50	57	60	0	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	16	3142	36078	100	98	99	430	457	459	0	4	4	44	15	16	56	65	66	0	16	14
Students with Disabilities	NC	676	10246	NC	100	100	NC	347	367	NC	18	18	NC	40	39	NC	37	40	NC	5	4
Students without Disabilities	86	5259	68697	99	98	98	414	454	454	9	4	4	38	18	18	54	65	67	0	13	11
Limited English Proficient Students	19	687	15339	95	100	100	391	366	399	17	15	11	33	35	31	50	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	78	3015	39106	92	96	95	414	426	427	6	8	8	45	28	28	49	59	59	0	5	5
Non-Economically Disadvantaged	16	2920	39837	100	100	100	405	457	457	18	4	4	18	13	14	64	64	67	0	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	86	5594	78906	97	99	99	510	509	498	5	8	13	19	15	19	51	50	48	25	26	20
All Students (Prior Year)	93	5809	76019	99	99	100	490	514	499	13	9	14	52	34	39	13	13	14	22	44	33
Female	37	2679	38644	97	99	99	513	507	500	3	8	12	15	16	19	56	51	49	26	25	19
Male	49	2915	40236	96	99	99	508	510	497	7	8	15	22	15	19	47	50	46	24	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	70	1921	31938	100	100	99	506	486	481	6	13	19	20	23	25	52	51	46	22	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	10	3081	36483	77	98	99	523	525	517	0	4	7	25	10	13	38	50	51	38	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	78	4944	68310	96	98	98	518	521	509	3	5	9	14	14	18	55	53	51	28	29	22
Limited English Proficient Students	16	560	12573	100	100	100	484	427	454	13	23	27	30	31	30	43	41	38	13	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	71	2737	38679	96	95	96	511	495	483	6	13	20	17	21	25	52	50	45	25	15	10
Non-Economically Disadvantaged	15	2857	40295	100	100	100	506	520	513	0	4	7	29	9	13	43	51	50	29	36	30

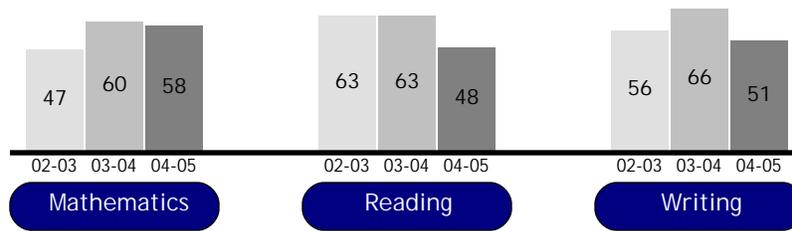
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5599	78908	98	0	99	492	491	484	3	6	10	24	19	23	65	63	58	9	12	9
All Students (Prior Year)	93	5803	76020	99	99	100	495	507	503	28	20	25	33	22	23	33	43	40	6	16	12
Female	38	2681	38648	100	0	99	496	494	489	0	5	8	26	18	22	63	64	61	11	12	10
Male	49	2918	40233	96	0	99	489	489	479	4	7	12	22	20	25	67	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	71	1925	31940	100	0	99	490	470	465	3	12	16	24	30	32	65	53	49	8	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	10	3082	36502	77	0	99	498	507	502	0	3	4	38	12	14	50	69	67	13	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	79	4948	68312	98	0	98	497	502	493	1	4	7	19	17	21	69	66	62	10	13	10
Limited English Proficient Students	16	559	12556	100	0	100	461	408	436	4	22	24	52	43	40	43	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	72	2742	38662	97	0	96	492	479	468	3	10	16	23	28	32	65	56	49	9	5	3
Non-Economically Disadvantaged	15	2857	40315	100	0	100	491	502	498	0	2	5	29	11	15	64	68	66	7	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	88	5524	78750	99	98	99	495	500	500	7	5	6	32	28	29	57	63	63	4	3	2
All Students (Prior Year)	93	5771	75673	99	98	100	489	530	530	22	15	12	35	25	25	42	56	58	0	5	4
Female	38	2649	38586	100	98	99	504	514	515	6	4	4	20	21	22	71	70	71	3	4	3
Male	50	2874	40135	98	98	99	487	488	486	9	7	8	41	35	35	46	56	56	4	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	71	1884	31841	100	98	99	489	479	483	9	8	8	30	37	36	59	54	55	2	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	11	3058	36440	85	98	99	497	514	516	0	4	3	67	23	22	33	69	71	0	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	80	4882	68196	99	97	98	503	515	513	5	3	3	29	26	25	62	68	69	4	3	3
Limited English Proficient Students	16	541	12504	100	100	100	451	407	451	13	17	12	43	48	44	43	33	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	73	2686	38558	99	93	96	494	486	485	7	9	8	31	37	37	58	53	54	3	1	1
Non-Economically Disadvantaged	15	2838	40260	100	100	100	496	513	514	7	3	3	36	21	21	50	71	72	7	5	4

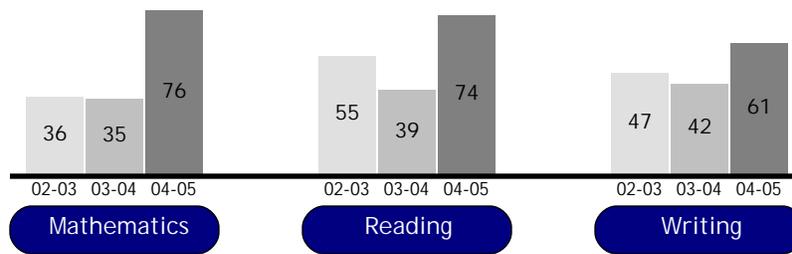
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	81	56	61	50	88	53	NA	58	97	46	50	47
	Language	97	38	49	43	91	30	53	50	97	46	49	47
	Mathematics	98	61	67	57	95	50	71	64	98	44	54	50
3	Reading	87	32	57	47	98	43	NA	55	100	30	50	44
	Language	94	36	61	54	100	50	63	61	100	33	49	44
	Mathematics	94	37	64	54	100	57	66	61	100	37	55	51
4	Reading	92	46	62	52	94	44	NA	56	99	45	52	48
	Language	98	43	54	48	98	40	55	52	99	42	52	49
	Mathematics	96	60	68	57	98	54	68	61	100	48	59	53
5	Reading	96	45	59	50	99	42	NA	55	98	51	55	50
	Language	97	43	53	46	100	36	55	49	98	50	55	50
	Mathematics	96	48	68	57	100	52	71	63	97	49	54	49
6	Reading	96	41	62	53	95	51	NA	56	100	45	58	51
	Language	94	40	53	45	96	46	55	48	100	40	54	47
	Mathematics	99	53	75	62	97	59	76	66	100	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Homework
- Ü Attendance
- Ü School Safety Issues
- Ü School Calendar

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	41.50
Other Professional Staff	2.00	Teacher Aide	56.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	6	8	0	0
10 or more years	10	16	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	82
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 PC Lab
- Ü Media Center
- Ü Parent Center
- Ü Full Day Kindergarten

Extracurricular Activities

- Ü Student Council
- Ü Trendsetters
- Ü Band, Orchestra
- Ü Sports, Pom and Cheer Club
- Ü EGEN - TV Station
- Ü Computer Club

Social Services

- Ü Prenatal/Parenting Assis.
- Ü Breakfast Program
- Ü GED Classes, Adult Education
- Ü Counseling Services

School Achievements/Accomplishments 2004-05

ü Three teachers are distinguished as "Rodel Exemplary Teachers" for outstanding student achievement and excellent instruction to Arizona's students. They committed to supervising and mentoring 6 Rodel Promising Student Teachers over the next 3 years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	19	12	12	17
Transfers In Rate <sup>6</sup>	49	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	4	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

Eisenhower parents voted to implement school uniforms to assist in creating a healthy school environment. Students will be required to wear uniforms beginning the 2004-2005 school year. Emergency procedures and Safety Plans are in place for fire drills, lock-downs and evacuations. Practice drills are held on a routine basis to ensure students and staff members are familiar with emergency procedures.

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) :

1

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	Patricia A. Estes	(480) 472-5200
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Mary Patton	(480) 472-5233
School Nutrition Programs	Beverly Snitzer	(480) 472-5200
Parent Organization	SIAC/PTO	(480) 472-5200
Student Health/Nurse	Marlene Clark	(480) 472-5255

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 759 Copies = \$290.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.