

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7029 E Brown 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 : Mrs. Karla Nielson Carlson  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 888  
 Web Address : [www.mpsaz.org/salk/](http://www.mpsaz.org/salk/)  
 Phone Number : (480) 472-8400  
 Fax Number : (480) 472-8484  
 E-mail : [krcarlso@mpsaz.org](mailto:krcarlso@mpsaz.org)

### Mission

The staff, students and parents of Salk dedicate themselves to preparing students to be productive, informed, successful members of a democratic society through the development of basic skills, self-esteem, self-motivation and citizenship. Our zero bullying policy encourages the safety for everyone and creates an atmosphere that maximizes learning for all. Our school is a great place to learn by the greatest teachers who care.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Reading: Increase average percent correct or average grade-level percentile.
- ü Math: Increase average percent correct or average grade-level percentile.

### Enrollment

October 1, 2004 School Year Student Enrollment : 932  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- ü At-Risk Preschool
- ü On-Site Special Education
- ü Gifted
- ü Junior Achievement

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, positive environment. Provide a strong academic program. Be receptive to the unique needs of every child and their families. Communicate regularly with parents. Create opportunities for parental involvement and parental input. Every member of this staff, regardless of the time of day they work, gives their all to making Salk the best educational opportunity for the children. You won't find educators more dedicated than the ones who work here.

Parents

Encourage a positive attitude toward school. Respond to teachers and other staff with respect. Promote regular attendance and on-time arrival. Provide a nurturing setting, communicate with the school by note, phone calls, attendance at conferences. We ask parents to get involved with their child's education and be a positive partner with us.

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.

School Honors

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

Award/Honor	Year
ü 2005 Movie Fest Winner, "Best Elementary Student Movie"	2005
ü Teacher of the Year Award	2005
ü Space Academy Training Program for Teachers	2005
ü Accelerated Reading Awards	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	140	5983	79306	100	99	99	451	454	445	5	6	10	20	15	18	55	53	51	19	26	20
All Students (Prior Year)	126	5651	75509	98	98	100	535	532	521	8	9	13	20	19	23	32	33	33	39	39	31
Female	78	2922	38691	100	99	99	450	454	446	3	5	10	23	16	18	57	53	52	16	25	20
Male	62	3060	40583	100	99	99	452	455	445	7	7	11	18	14	18	53	52	50	23	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	52	2187	32869	100	100	99	435	437	429	7	9	15	33	21	25	49	58	51	11	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	74	3156	36197	100	99	99	468	468	463	2	4	5	8	10	11	60	49	53	30	37	31
Students with Disabilities	12	685	10321	100	100	100	428	377	389	22	25	30	11	29	27	67	37	34	0	9	9
Students without Disabilities	128	5298	69060	100	99	98	453	464	454	4	4	7	21	13	17	54	55	54	21	28	22
Limited English Proficient Students	15	703	15509	100	100	100	416	391	406	0	17	20	64	28	30	36	49	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	78	3051	39415	100	97	96	437	442	431	7	9	15	28	21	25	52	56	50	12	14	10
Non-Economically Disadvantaged	62	2932	39966	100	100	100	469	466	459	2	4	6	10	9	12	59	50	52	29	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	140	5986	79395	100	0	99	448	454	446	4	6	9	31	21	25	58	60	55	7	13	11
All Students (Prior Year)	126	5641	75492	98	98	100	513	522	519	17	11	12	12	14	16	52	48	47	19	27	24
Female	78	2926	38743	100	0	100	450	458	451	2	5	7	30	20	24	64	61	57	5	15	12
Male	62	3059	40618	100	0	99	446	450	440	7	7	11	32	23	27	53	58	53	9	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	52	2189	32915	100	0	99	430	433	426	11	10	15	38	32	35	49	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	74	3158	36221	100	0	99	464	469	465	0	3	4	22	14	15	67	64	63	12	20	17
Students with Disabilities	12	684	10331	100	0	100	440	375	388	0	21	25	56	40	37	44	34	34	0	5	4
Students without Disabilities	128	5302	69139	100	0	99	449	464	454	5	4	7	28	19	24	60	63	58	7	15	11
Limited English Proficient Students	15	703	15545	100	0	100	406	382	399	29	18	21	43	43	42	29	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	78	3052	39484	100	0	96	438	440	429	7	9	14	37	30	35	51	55	47	4	6	4
Non-Economically Disadvantaged	62	2934	39986	100	0	100	461	466	461	0	2	4	22	13	16	69	64	63	10	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	138	5935	78869	100	98	99	434	442	442	4	6	6	31	21	21	59	62	63	6	12	10
All Students (Prior Year)	125	5611	75053	98	98	99	520	578	597	18	10	7	24	14	12	58	68	72	1	7	9
Female	78	2903	38536	100	99	99	445	458	458	5	4	4	23	14	15	66	65	67	7	16	14
Male	60	3031	40302	98	98	99	422	425	428	4	8	8	39	26	26	52	58	60	5	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	51	2160	32606	100	98	98	413	419	426	11	9	8	31	29	27	53	57	60	4	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	73	3142	36078	99	98	99	451	457	459	0	4	4	27	15	16	64	65	66	8	16	14
Students with Disabilities	11	676	10246	92	100	100	387	347	367	13	18	18	63	40	39	25	37	40	0	5	4
Students without Disabilities	127	5259	68697	100	98	98	437	454	454	4	4	4	28	18	18	61	65	67	6	13	11
Limited English Proficient Students	14	687	15339	100	100	100	395	366	399	14	15	11	43	35	31	36	48	54	7	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	77	3015	39106	100	96	95	426	426	427	4	8	8	34	28	28	57	59	59	4	5	5
Non-Economically Disadvantaged	61	2920	39837	100	100	100	444	457	457	4	4	4	26	13	14	62	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	136	5594	78906	99	99	99	509	509	498	9	8	13	14	15	19	58	50	48	18	26	20
All Students (Prior Year)	127	5809	76019	98	99	100	498	514	499	12	9	14	44	34	39	16	13	14	29	44	33
Female	63	2679	38644	100	99	99	508	507	500	13	8	12	11	16	19	56	51	49	20	25	19
Male	73	2915	40236	99	99	99	509	510	497	6	8	15	17	15	19	59	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	499	486	481	13	13	19	20	23	25	50	51	46	17	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	85	3081	36483	99	98	99	518	525	517	7	4	7	9	10	13	63	50	51	21	36	30
Students with Disabilities	24	650	10664	100	100	100	456	417	430	47	33	42	26	26	27	21	33	26	5	7	5
Students without Disabilities	112	4944	68310	97	98	98	519	521	509	2	5	9	12	14	18	65	53	51	21	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	69	2737	38679	99	95	96	507	495	483	13	13	20	16	21	25	50	50	45	21	15	10
Non-Economically Disadvantaged	67	2857	40295	100	100	100	511	520	513	6	4	7	13	9	13	65	51	50	16	36	30

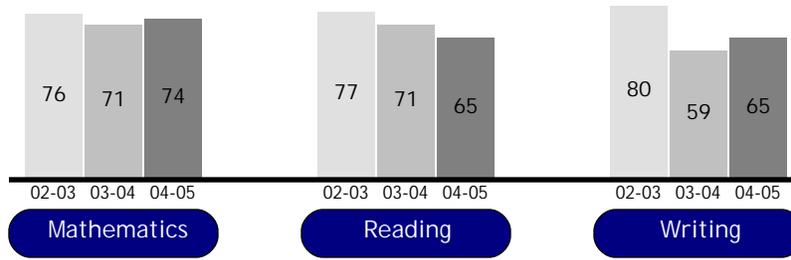
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	5599	78908	99	0	99	493	491	484	5	6	10	20	19	23	64	63	58	11	12	9
All Students (Prior Year)	127	5803	76020	98	99	100	501	507	503	23	20	25	30	22	23	33	43	40	14	16	12
Female	63	2681	38648	100	0	99	497	494	489	9	5	8	11	18	22	65	64	61	15	12	10
Male	73	2918	40233	99	0	99	490	489	479	2	7	12	28	20	25	63	61	55	8	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	483	470	465	13	12	16	20	30	32	63	53	49	3	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	85	3082	36502	99	0	99	502	507	502	1	3	4	17	12	14	67	69	67	15	17	15
Students with Disabilities	24	651	10665	100	0	100	451	409	423	16	21	30	53	38	36	32	38	31	0	4	2
Students without Disabilities	112	4948	68312	97	0	98	501	502	493	3	4	7	14	17	21	70	66	62	13	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	69	2742	38662	99	0	96	487	479	468	7	10	16	23	28	32	64	56	49	5	5	3
Non-Economically Disadvantaged	67	2857	40315	100	0	100	499	502	498	3	2	5	17	11	15	63	68	66	16	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	133	5524	78750	97	98	99	507	500	500	5	5	6	25	28	29	68	63	63	2	3	2
All Students (Prior Year)	126	5771	75673	98	98	100	514	530	530	12	15	12	26	25	25	60	56	58	2	5	4
Female	62	2649	38586	98	98	99	517	514	515	6	4	4	15	21	22	78	70	71	2	4	3
Male	71	2874	40135	96	98	99	498	488	486	5	7	8	34	35	35	60	56	56	2	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	507	479	483	7	8	8	24	37	36	66	54	55	3	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	83	3058	36440	97	98	99	507	514	516	5	4	3	23	23	22	70	69	71	1	4	4
Students with Disabilities	22	642	10622	100	100	100	442	390	415	35	22	21	35	48	50	29	26	28	0	4	1
Students without Disabilities	111	4882	68196	96	97	98	518	515	513	0	3	3	23	26	25	75	68	69	2	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	67	2686	38558	96	93	96	497	486	485	9	9	8	22	37	37	67	53	54	2	1	1
Non-Economically Disadvantaged	66	2838	40260	99	100	100	515	513	514	2	3	3	27	21	21	69	71	72	2	5	4

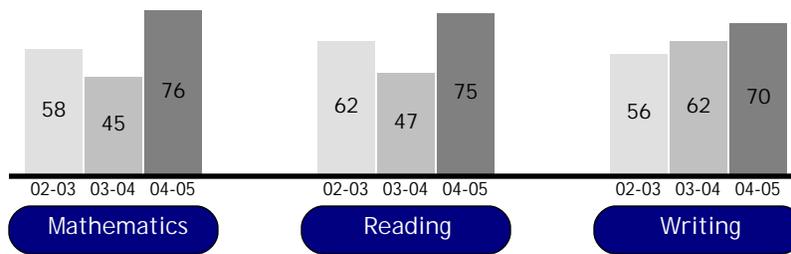
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	84	52	61	50	87	51	NA	58	100	48	50	47
	Language	93	43	49	43	93	40	53	50	100	46	49	47
	Mathematics	91	66	67	57	93	66	71	64	100	46	54	50
3	Reading	83	57	57	47	91	51	NA	55	100	45	50	44
	Language	93	65	61	54	95	55	63	61	100	42	49	44
	Mathematics	92	70	64	54	92	71	66	61	100	50	55	51
4	Reading	89	53	62	52	91	59	NA	56	98	47	52	48
	Language	97	44	54	48	95	49	55	52	98	45	52	49
	Mathematics	96	58	68	57	95	65	68	61	98	57	59	53
5	Reading	92	58	59	50	92	51	NA	55	99	55	55	50
	Language	95	50	53	46	92	44	55	49	99	52	55	50
	Mathematics	94	63	68	57	90	61	71	63	99	50	54	49
6	Reading	93	51	62	53	95	56	NA	56	100	57	58	51
	Language	97	40	53	45	96	53	55	48	100	50	54	47
	Mathematics	96	63	75	62	96	72	76	66	100	59	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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Communication
- Ü School Safety Issues
- Ü Self-esteem/Recognition
- Ü Student Discipline
- Ü School Spirit
- Ü Student Council Advisory

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	4	0	0
10 or more years	11	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
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 Flight Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü After School Sports
- Ü Pom and Cheer
- Ü Accelerated Reader Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü After School Child Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Salk students performed at potential last year. The school exceeded their goals.
  
- ü Community partnerships were continued. Boeing retirees, served as volunteer instructors in the flight center. Salk is also in partnership with Boeing to present the Junior Achievement program.
  
- ü Salk received the 2004 Achievement Award for the Prevention of School Bullying from The Greater Phoenix Child Abuse Prevention Council. The community is asked to sign a pledge to help promote a positive school climate by respecting others.
  
- ü Salk received the 2005 Vera E. Johnson Spirit of Unity Award for the City of Mesa's Dr. Martin Luther King Celebration. The school was regognized because it utilizes the Peace Power program to promote social justice.

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>	20	12	12	17
Transfers In Rate <sup>6</sup>	31	28	28	37
Stability Rate <sup>7</sup>	79	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	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

Members of the staff work together to establish a climate of mutual respect and promote student safety. Teachers/aides are on duty when students are arriving/leaving campus and are assigned to playgrounds. There is a schoolwide safety emergency plan. We practice monthly fire drills and once a year, we practice campus evacuation drill to Red Mountain High School. We are a bully free school and have zero tolerance for those who violate the safety and well being of others.

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) :

9

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	Karla R. Carlson	(480) 472-8400
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Jeff Lane	(480) 472-8405
School Nutrition Programs	Monica Bloodworth	(480) 472-8417
Parent Organization	Kim Lambert	(480) 472-8401
Student Health/Nurse	Katie Thorson	(480) 472-8407

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.