



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2260 West Isabella Ave, Mesa, AZ 85202

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Susan Powell
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
2005 Enrollment : 611
Web Address :
Phone Number : (480) 472-4100
Fax Number : (480) 472-4141
E-mail : www.vlreiche@mpsaz.org

Mission

Our vision is to foster a lifelong love of learning. Our mission is to create an atmosphere in the classroom conducive to the development of students to their fullest potential academically, socially, emotionally and physically.

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

- Develop competency in all written communication genre in accordance with the articulated Arizona Academic Standards.
Develop reading strategies, mathematics proficiency and critical thinking as specified on the articulated Arizona Academic Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 649
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 110

Instructional Programs

- Ü Band and Orchestra
- Ü Computer Instruction
- Ü Accelerated Reader Program
- Ü Young Learners Kindergarten Program

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

Apprise parents of academic and social progress; provide a safe environment; foster effective home/school communications; develop a positive school climate; provide educational opportunities for all children; provide current curriculum information.

Parents

Ensure students on-time arrival and departure; be involved; attend school functions; send healthy students to school; support school rules/policies; realize it takes a whole village to educate a child; support PTA; converse with child's teacher.

Transportation Policy

Busing is provided for all students who must cross a major street. 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 Walmart Teacher of the Year	2005
Ü Mesa Public School Teacher of the Month	2005
Ü Southwest Stringers Community Performances	2005
Ü Fire Safety House Writing Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5983	79306	98	99	99	462	454	445	6	6	10	11	15	18	55	53	51	28	26	20
All Students (Prior Year)	77	5651	75509	100	98	100	549	532	521	3	9	13	17	19	23	35	33	33	45	39	31
Female	43	2922	38691	98	99	99	468	454	446	3	5	10	14	16	18	49	53	52	34	25	20
Male	66	3060	40583	99	99	99	459	455	445	8	7	11	8	14	18	58	52	50	25	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	28	2187	32869	97	100	99	438	437	429	14	9	15	19	21	25	52	58	51	14	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	10	221	4264	100	98	100	458	437	419	10	9	19	20	27	30	30	54	45	40	10	6
White	61	3156	36197	98	99	99	471	468	463	2	4	5	7	10	11	60	49	53	31	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	100	5298	69060	98	99	98	465	464	454	6	4	7	10	13	17	53	55	54	31	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	52	3051	39415	100	97	96	446	442	431	9	9	15	18	21	25	52	56	50	20	14	10
Non-Economically Disadvantaged	57	2932	39966	97	100	100	476	466	459	4	4	6	4	9	12	57	50	52	35	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	109	5986	79395	98	0	99	456	454	446	7	6	9	22	21	25	54	60	55	17	13	11
All Students (Prior Year)	77	5641	75492	100	98	100	524	522	519	6	11	12	14	14	16	51	48	47	29	27	24
Female	43	2926	38743	98	0	100	468	458	451	6	5	7	14	20	24	54	61	57	26	15	12
Male	66	3059	40618	99	0	99	450	450	440	8	7	11	27	23	27	53	58	53	12	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	28	2189	32915	97	0	99	440	433	426	19	10	15	29	32	35	33	53	47	19	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	10	220	4271	100	0	100	446	437	420	10	8	15	10	33	42	70	56	41	10	3	2
White	61	3158	36221	98	0	99	463	469	465	4	3	4	22	14	15	58	64	63	16	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	100	5302	69139	98	0	99	460	464	454	5	4	7	22	19	24	55	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	52	3052	39484	100	0	96	439	440	429	11	9	14	30	30	35	57	55	47	2	6	4
Non-Economically Disadvantaged	57	2934	39986	97	0	100	471	466	461	4	2	4	16	13	16	51	64	63	29	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	109	5935	78869	98	98	99	424	442	442	6	6	6	35	21	21	49	62	63	9	12	10
All Students (Prior Year)	77	5611	75053	100	98	99	582	578	597	10	10	7	10	14	12	76	68	72	4	7	9
Female	43	2903	38536	98	99	99	447	458	458	11	4	4	6	14	15	63	65	67	20	16	14
Male	66	3031	40302	99	98	99	411	425	428	3	8	8	52	26	26	42	58	60	3	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	28	2160	32606	97	98	98	387	419	426	10	9	8	62	29	27	24	57	60	5	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	10	216	4245	100	96	100	423	426	423	0	8	9	40	30	26	50	55	61	10	8	4
White	61	3142	36078	98	98	99	434	457	459	5	4	4	27	15	16	56	65	66	11	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	100	5259	68697	98	98	98	430	454	454	6	4	4	31	18	18	53	65	67	10	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	52	3015	39106	100	96	95	395	426	427	11	8	8	41	28	28	45	59	59	2	5	5
Non-Economically Disadvantaged	57	2920	39837	97	100	100	449	457	457	2	4	4	29	13	14	53	64	67	16	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	85	5594	78906	100	99	99	537	509	498	3	8	13	3	15	19	52	50	48	41	26	20
All Students (Prior Year)	96	5809	76019	100	99	100	540	514	499	0	9	14	22	34	39	13	13	14	65	44	33
Female	40	2679	38644	100	99	99	533	507	500	0	8	12	7	16	19	48	51	49	44	25	19
Male	45	2915	40236	100	99	99	540	510	497	6	8	15	0	15	19	56	50	46	39	28	20
African American	10	219	4087	100	100	99	510	482	481	0	15	20	20	17	24	80	55	45	0	13	11
Hispanic	16	1921	31938	100	100	99	505	486	481	11	13	19	11	23	25	56	51	46	22	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	49	3081	36483	100	98	99	545	525	517	2	4	7	0	10	13	48	50	51	50	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	77	4944	68310	99	98	98	545	521	509	0	5	9	2	14	18	54	53	51	45	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	32	2737	38679	97	95	96	525	495	483	5	13	20	5	21	25	57	50	45	33	15	10
Non-Economically Disadvantaged	53	2857	40295	100	100	100	543	520	513	2	4	7	2	9	13	50	51	50	45	36	30

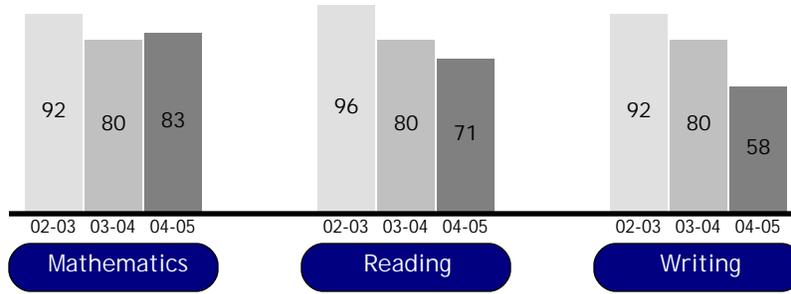
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5599	78908	100	0	99	498	491	484	8	6	10	14	19	23	65	63	58	13	12	9
All Students (Prior Year)	96	5803	76020	100	99	100	516	507	503	10	20	25	15	22	23	43	43	40	31	16	12
Female	40	2681	38648	100	0	99	503	494	489	4	5	8	11	18	22	74	64	61	11	12	10
Male	45	2918	40233	100	0	99	495	489	479	11	7	12	17	20	25	58	61	55	14	12	8
African American	10	218	4092	100	0	99	505	472	473	0	9	12	20	24	28	80	61	54	0	6	5
Hispanic	16	1925	31940	100	0	99	463	470	465	22	12	16	33	30	32	44	53	49	0	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	49	3082	36502	100	0	99	509	507	502	7	3	4	10	12	14	64	69	67	19	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	77	4948	68312	99	0	98	504	502	493	7	4	7	9	17	21	70	66	62	14	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	32	2742	38662	97	0	96	482	479	468	10	10	16	24	28	32	62	56	49	5	5	3
Non-Economically Disadvantaged	53	2857	40315	100	0	100	507	502	498	7	2	5	10	11	15	67	68	66	17	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	83	5524	78750	98	98	99	504	500	500	5	5	6	30	28	29	66	63	63	0	3	2
All Students (Prior Year)	96	5771	75673	100	98	100	544	530	530	7	15	12	24	25	25	60	56	58	8	5	4
Female	40	2649	38586	100	98	99	524	514	515	0	4	4	22	21	22	78	70	71	0	4	3
Male	43	2874	40135	96	98	99	488	488	486	9	7	8	35	35	35	56	56	56	0	2	1
African American	10	215	4081	100	99	99	506	486	488	0	4	8	20	36	32	80	57	59	0	3	2
Hispanic	16	1884	31841	100	98	99	435	479	483	11	8	8	67	37	36	22	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	47	3058	36440	96	98	99	516	514	516	5	4	3	25	23	22	70	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	75	4882	68196	96	97	98	515	515	513	2	3	3	26	26	25	72	68	69	0	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	31	2686	38558	94	93	96	485	486	485	5	9	8	40	37	37	55	53	54	0	1	1
Non-Economically Disadvantaged	52	2838	40260	100	100	100	513	513	514	5	3	3	24	21	21	71	71	72	0	5	4

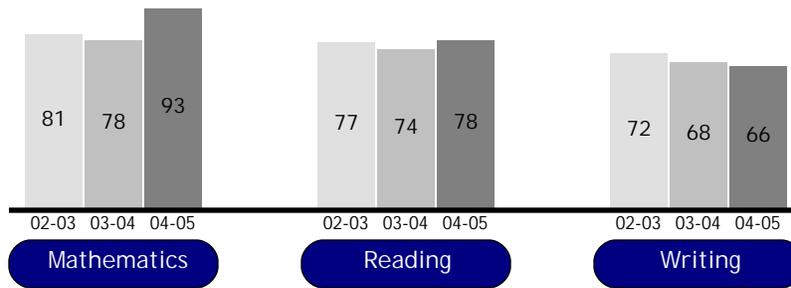
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	69	61	50	84	65	NA	58	100	46	50	47
	Language	96	60	49	43	87	53	53	50	100	48	49	47
	Mathematics	100	83	67	57	92	80	71	64	100	59	54	50
3	Reading	99	71	57	47	100	70	NA	55	98	49	50	44
	Language	96	79	61	54	100	77	63	61	98	47	49	44
	Mathematics	99	84	64	54	100	76	66	61	98	56	55	51
4	Reading	97	68	62	52	99	65	NA	56	100	51	52	48
	Language	99	69	54	48	99	53	55	52	100	49	52	49
	Mathematics	97	70	68	57	95	80	68	61	99	62	59	53
5	Reading	95	67	59	50	100	71	NA	55	100	54	55	50
	Language	95	59	53	46	100	62	55	49	100	57	55	50
	Mathematics	100	79	68	57	100	83	71	63	100	60	54	49
6	Reading	98	73	62	53	98	70	NA	56	99	58	58	51
	Language	97	64	53	45	100	60	55	48	99	56	54	47
	Mathematics	100	82	75	62	100	81	76	66	100	62	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Success
- Ü Community Partnership
- Ü ECA Expenditures
- Ü Homework Policy
- Ü Attendance
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Information Center

Extracurricular Activities

- Ü Student Council
- Ü Accelerated Reader Program
- Ü Southwest Stringers
- Ü Space Shuttle Program

Social Services

- Ü Afterschool YMCA Program
- Ü Extended Day Kindergarten Program
- Ü Mesa Parks and Recreation Partnership
- Ü Early Learners Kindergarten Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 2002-03 - Third grade students who meet or exceed AIMS standards: Reading 96%; Writing 92%; Math 81%. 2002-03 - Fifth grade students who meet or exceed AIMS standards: Reading 77%; Writing 72%; Math 81%.

- ü BTW has achieved 100% of our Parent/Student Quality Service Goals for 2003-04. Students scored above state and district averages on Stanford 9 for reading, writing and math in 2002-03.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Regarding harrasment, weapons, etc., district policy/procedures are strictly adhered to at BTW. School rules are taught the first two weeks of school. BTW has a dress code approved by the Site Council. Peer mediation is used on the school grounds.

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	Susan Powell	(480) 472-4100
Transportation Policy	Terry Hulse	(480) 472-6108
Community Resources	Susan Powell	(480) 472-4100
School Nutrition Programs	Food and Nutrition	(480) 472-0900
Parent Organization	Stephanie Stork	(480) 472-4123
Student Health/Nurse	Margaret Indrelunas	(480) 472-4129

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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** 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.