

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

638 S. 96th Street, Mesa, AZ 85208

Mesa Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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 Overview

Principal/Administrator : Mr. Aaron Kaczmarek
 Schedule : 07:30 AM to 03:45 PM
 Grades : Pre-K-6
 2005 Enrollment : 858
 Web Address : www.mpsaz.org/stevensn/
 Phone Number : (480) 472-9000
 Fax Number : (480) 472-9070
 E-mail : atkaczma@mpsaz.org

Mission

The mission of Stevenson School is to produce students who demonstrate mastery of basic and advanced academic skills appropriate to their potential. As a Title I school with self-contained classrooms, we utilize traditional and team-teaching methods.

School / Academic Goals

- ü Students will increase reading achievement scores. Implementation of the new district series and all of its components will be the focus for the year. Improvement will be based on AIMS scores.
- ü Students will increase math achievement scores. Computation skills, mastering facts, and problem solving skills will be focused upon. Improvement will be based on AIMS scores.

Enrollment

October 1, 2004 School Year Student Enrollment : 962
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Ü Title I Reading (Primary)
- Ü Extended-day Kindergarten
- Ü English Language Learners
- Ü Mesa Early Learning Program
- Ü Young Kindergarten Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

At the beginning of every year each child is given a folder with complete information about school discipline policies, homework, attendance and tardy policies. In addition, our intermediate students are given assignment calendars to record their daily assignments. Information on high academic expectations for children is included in the monthly newsletter.

Parents

Parents are encouraged to volunteer and participate in their child's learning at Stevenson to ensure that each child learns to the best of their ability. Parents must get students to school on time, rested, fed, and properly clothed. Parents are expected to work with their child and his/her teacher to ensure that each child learns to the best of their ability.

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation is provided for all special education students.

School Honors

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

Award/Honor	Year
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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	129	5983	79306	100	99	99	438	454	445	5	6	10	25	15	18	58	53	51	12	26	20
All Students (Prior Year)	116	5651	75509	99	98	100	502	532	521	21	9	13	32	19	23	23	33	33	24	39	31
Female	64	2922	38691	100	99	99	429	454	446	6	5	10	30	16	18	53	53	52	11	25	20
Male	65	3060	40583	100	99	99	447	455	445	4	7	11	20	14	18	63	52	50	12	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	42	2187	32869	98	100	99	436	437	429	0	9	15	36	21	25	61	58	51	3	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	81	3156	36197	100	99	99	439	468	463	8	4	5	20	10	11	55	49	53	17	37	31
Students with Disabilities	21	685	10321	100	100	100	381	377	389	21	25	30	43	29	27	36	37	34	0	9	9
Students without Disabilities	108	5298	69060	97	99	98	447	464	454	2	4	7	23	13	17	61	55	54	14	28	22
Limited English Proficient Students	12	703	15509	100	100	100	381	391	406	17	17	20	50	28	30	33	49	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	81	3051	39415	92	97	96	436	442	431	5	9	15	32	21	25	55	56	50	8	14	10
Non-Economically Disadvantaged	48	2932	39966	100	100	100	441	466	459	5	4	6	14	9	12	62	50	52	19	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	129	5986	79395	100	0	99	438	454	446	9	6	9	32	21	25	52	60	55	7	13	11
All Students (Prior Year)	116	5641	75492	99	98	100	502	522	519	23	11	12	24	14	16	45	48	47	8	27	24
Female	64	2926	38743	100	0	100	435	458	451	13	5	7	26	20	24	53	61	57	8	15	12
Male	65	3059	40618	100	0	99	441	450	440	4	7	11	39	23	27	51	58	53	6	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	42	2189	32915	98	0	99	424	433	426	18	10	15	39	32	35	36	53	47	6	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	81	3158	36221	100	0	99	445	469	465	3	3	4	29	14	15	60	64	63	8	20	17
Students with Disabilities	21	684	10331	100	0	100	386	375	388	7	21	25	71	40	37	21	34	34	0	5	4
Students without Disabilities	108	5302	69139	97	0	99	446	464	454	9	4	7	26	19	24	57	63	58	8	15	11
Limited English Proficient Students	12	703	15545	100	0	100	370	382	399	33	18	21	42	43	42	25	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	81	3052	39484	92	0	96	433	440	429	12	9	14	35	30	35	48	55	47	5	6	4
Non-Economically Disadvantaged	48	2934	39986	100	0	100	446	466	461	3	2	4	27	13	16	59	64	63	11	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	120	5935	78869	93	98	99	411	442	442	13	6	6	34	21	21	49	62	63	4	12	10
All Students (Prior Year)	115	5611	75053	98	98	99	536	578	597	17	10	7	16	14	12	64	68	72	3	7	9
Female	59	2903	38536	92	99	99	424	458	458	8	4	4	31	14	15	55	65	67	6	16	14
Male	61	3031	40302	94	98	99	397	425	428	17	8	8	37	26	26	43	58	60	2	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	41	2160	32606	95	98	98	407	419	426	13	9	8	44	29	27	38	57	60	6	5	5
Asian/Pacific Islander	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	74	3142	36078	93	98	99	412	457	459	13	4	4	27	15	16	57	65	66	3	16	14
Students with Disabilities	20	676	10246	100	100	100	362	347	367	8	18	18	77	40	39	15	37	40	0	5	4
Students without Disabilities	100	5259	68697	90	98	98	419	454	454	13	4	4	27	18	18	55	65	67	5	13	11
Limited English Proficient Students	12	687	15339	100	100	100	350	366	399	25	15	11	58	35	31	17	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	75	3015	39106	85	96	95	412	426	427	10	8	8	41	28	28	46	59	59	3	5	5
Non-Economically Disadvantaged	45	2920	39837	100	100	100	408	457	457	18	4	4	21	13	14	56	64	67	6	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	145	5594	78906	98	99	99	484	509	498	16	8	13	24	15	19	48	50	48	13	26	20
All Students (Prior Year)	109	5809	76019	97	99	100	503	514	499	8	9	14	40	34	39	19	13	14	33	44	33
Female	70	2679	38644	99	99	99	468	507	500	15	8	12	34	16	19	41	51	49	10	25	19
Male	75	2915	40236	97	99	99	499	510	497	16	8	15	14	15	19	54	50	46	16	28	20
African American	11	219	4087	100	100	99	499	482	481	13	15	20	25	17	24	50	55	45	13	13	11
Hispanic	50	1921	31938	100	100	99	481	486	481	24	13	19	26	23	25	40	51	46	10	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	79	3081	36483	96	98	99	484	525	517	10	4	7	22	10	13	51	50	51	16	36	30
Students with Disabilities	19	650	10664	100	100	100	385	417	430	47	33	42	33	26	27	20	33	26	0	7	5
Students without Disabilities	126	4944	68310	97	98	98	498	521	509	11	5	9	22	14	18	51	53	51	15	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	101	2737	38679	91	95	96	487	495	483	19	13	20	24	21	25	46	50	45	11	15	10
Non-Economically Disadvantaged	44	2857	40295	100	100	100	477	520	513	8	4	7	24	9	13	50	51	50	18	36	30

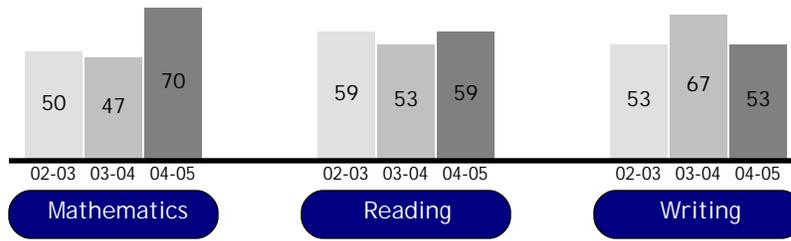
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	5599	78908	98	0	99	470	491	484	11	6	10	28	19	23	57	63	58	5	12	9
All Students (Prior Year)	109	5803	76020	97	99	100	501	507	503	17	20	25	26	22	23	48	43	40	9	16	12
Female	70	2681	38648	99	0	99	464	494	489	10	5	8	25	18	22	59	64	61	5	12	10
Male	75	2918	40233	97	0	99	477	489	479	11	7	12	30	20	25	55	61	55	5	12	8
African American	10	218	4092	91	0	99	481	472	473	0	9	12	25	24	28	75	61	54	0	6	5
Hispanic	51	1925	31940	100	0	99	467	470	465	19	12	16	30	30	32	44	53	49	7	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	79	3082	36502	96	0	99	471	507	502	7	3	4	25	12	14	63	69	67	4	17	15
Students with Disabilities	19	651	10665	100	0	100	387	409	423	13	21	30	60	38	36	27	38	31	0	4	2
Students without Disabilities	126	4948	68312	97	0	98	482	502	493	10	4	7	23	17	21	61	66	62	6	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	101	2742	38662	91	0	96	472	479	468	14	10	16	31	28	32	51	56	49	5	5	3
Non-Economically Disadvantaged	44	2857	40315	100	0	100	468	502	498	3	2	5	21	11	15	71	68	66	5	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	5524	78750	95	98	99	466	500	500	11	5	6	42	28	29	47	63	63	0	3	2
All Students (Prior Year)	109	5771	75673	97	98	100	493	530	530	22	15	12	27	25	25	49	56	58	2	5	4
Female	67	2649	38586	94	98	99	469	514	515	11	4	4	35	21	22	54	70	71	0	4	3
Male	74	2874	40135	96	98	99	463	488	486	11	7	8	48	35	35	40	56	56	0	2	1
African American	11	215	4081	100	99	99	486	486	488	0	4	8	38	36	32	63	57	59	0	3	2
Hispanic	47	1884	31841	94	98	99	463	479	483	15	8	8	40	37	36	45	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	78	3058	36440	95	98	99	465	514	516	9	4	3	43	23	22	48	69	71	0	4	4
Students with Disabilities	19	642	10622	100	100	100	358	390	415	27	22	21	60	48	50	13	26	28	0	4	1
Students without Disabilities	122	4882	68196	94	97	98	481	515	513	9	3	3	39	26	25	52	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	98	2686	38558	88	93	96	467	486	485	13	9	8	44	37	37	43	53	54	0	1	1
Non-Economically Disadvantaged	43	2838	40260	100	100	100	464	513	514	5	3	3	38	21	21	57	71	72	0	5	4

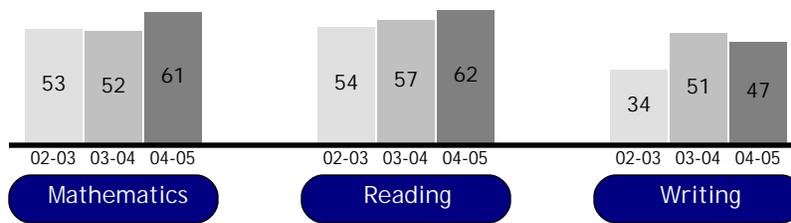
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	90	35	61	50	92	44	NA	58	97	45	50	47
	Language	97	23	49	43	92	33	53	50	97	42	49	47
	Mathematics	96	48	67	57	92	53	71	64	98	43	54	50
3	Reading	88	34	57	47	95	35	NA	55	99	41	50	44
	Language	93	38	61	54	95	40	63	61	99	39	49	44
	Mathematics	89	37	64	54	95	45	66	61	99	45	55	51
4	Reading	90	53	62	52	81	48	NA	56	97	42	52	48
	Language	96	45	54	48	90	37	55	52	97	44	52	49
	Mathematics	96	61	68	57	86	52	68	61	97	50	59	53
5	Reading	91	45	59	50	92	51	NA	55	97	47	55	50
	Language	94	34	53	46	93	48	55	49	97	44	55	50
	Mathematics	96	55	68	57	94	64	71	63	97	44	54	49
6	Reading	95	54	62	53	98	46	NA	56	94	51	58	51
	Language	99	37	53	45	96	34	55	48	94	42	54	47
	Mathematics	98	69	75	62	97	63	76	66	94	54	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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Discipline Issues
- Ü Tax Credit
- Ü School Remodeling
- Ü School Field Trips
- Ü Fund Raising Issues
- Ü Community/School Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	53.00
Other Professional Staff	6.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	2	0	0
10 or more years	7	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
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 Josten Computer Lab (Title I)
- Ü Broadcasting Club
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Chorus/Band
- Ü After School Tutoring Program
- Ü Student Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Education/Support Programs
- Ü Adult Education
- Ü English Class - Spanish Speaking Parents

School Achievements/Accomplishments 2004-05

ü Grades 3-6 showed improvement in Math achievement on the AIMS test.

ü Grades 3-6 showed improvement in Reading achievement on the AIMS test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	36	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	97	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

Stevenson is committed to ensuring a safe and healthy environment for learning. The staff collaborates with MPS security, and the Maricopa County sheriff's office as needed. Clear and concise rules and expectations are set and enforced. The free and reduced lunch program provides nutrition to over 600 of our students.

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) :

4

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	Aaron T. Kaczmarek	(480) 472-9000
Transportation Policy	Rita Glandon	(480) 472-9026
Community Resources	Sue Goodwin	(480) 472-9025
School Nutrition Programs	George Fossum	(480) 472-9038
Parent Organization	Amber Elsberry	(480) 472-9000
Student Health/Nurse	Naomi Hippelli	(480) 472-9029

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.