



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1445 East Hilton Ave, Mesa, AZ 85204

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 : Mr. Mario Ventura  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 782  
 Web Address : www.mpsaz.org/keller/  
 Phone Number : (480) 472-6200  
 Fax Number : (480) 472-6150  
 E-mail : mpventur@mpsaz.org

### Mission

Keller provides a diverse school setting with a supportive educational environment and friendly atmosphere. We strive for high academic achievement, social development, and emotional development in a multicultural learning environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will learn reading skills and strategies using phonics, comprehension strategies and literacy skills using a variety of instructional materials.
- ü Students will learn mathematics skills and concepts using computation, real-world problem solving, measurement, geometry and algebraic thinking.

### Enrollment

October 1, 2004 School Year Student Enrollment : 800  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 72

Instructional Programs

- Ü Gifted
- Ü SEI
- Ü Title I
- Ü Special Education
- Ü Spanish Dual Language

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

Keller seeks to provide a physically and emotionally safe environment that promotes high levels of student achievement. We also provide communication between home and school through newsletters, PTO, Site Council, phone calls and parent conferences.

Parents

Parents are expected to attend parent teacher conferences and school activities, read newsletters and other important materials brought home by their child, review homework daily, encourage good attendance and ensure that their child arrives on time.

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 their Individualized Education Plan.

School Honors

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

Award/Honor	Year
Ü MPS Educator of the Month	1998
Ü National Accreditation in Early Childhood	1998
Ü Mesa School Dist. Student Services Outstanding Teachers	2001

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	93	5983	79306	100	99	99	411	454	445	16	6	10	16	15	18	48	53	51	20	26	20
All Students (Prior Year)	103	5651	75509	97	98	100	508	532	521	17	9	13	24	19	23	34	33	33	25	39	31
Female	48	2922	38691	98	99	99	400	454	446	16	5	10	19	16	18	44	53	52	21	25	20
Male	45	3060	40583	100	99	99	423	455	445	16	7	11	14	14	18	51	52	50	19	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	100	100	99	403	437	429	15	9	15	24	21	25	53	58	51	9	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	43	3156	36197	100	99	99	411	468	463	15	4	5	13	10	11	48	49	53	25	37	31
Students with Disabilities	20	685	10321	100	100	100	221	377	389	53	25	30	29	29	27	18	37	34	0	9	9
Students without Disabilities	73	5298	69060	100	99	98	462	464	454	6	4	7	13	13	17	56	55	54	25	28	22
Limited English Proficient Students	15	703	15509	100	100	100	246	391	406	29	17	20	35	28	30	35	49	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	57	3051	39415	95	97	96	439	442	431	19	9	15	13	21	25	56	56	50	13	14	10
Non-Economically Disadvantaged	36	2932	39966	100	100	100	369	466	459	13	4	6	22	9	12	34	50	52	31	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	93	5986	79395	100	0	99	410	454	446	9	6	9	28	21	25	55	60	55	9	13	11
All Students (Prior Year)	100	5641	75492	94	98	100	511	522	519	21	11	12	20	14	16	42	48	47	17	27	24
Female	48	2926	38743	98	0	100	405	458	451	7	5	7	21	20	24	58	61	57	14	15	12
Male	45	3059	40618	100	0	99	415	450	440	11	7	11	35	23	27	51	58	53	3	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	100	0	99	400	433	426	12	10	15	26	32	35	59	53	47	3	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	43	3158	36221	100	0	99	411	469	465	5	3	4	30	14	15	50	64	63	15	20	17
Students with Disabilities	20	684	10331	100	0	100	239	375	388	24	21	25	47	40	37	24	34	34	6	5	4
Students without Disabilities	73	5302	69139	100	0	99	455	464	454	5	4	7	22	19	24	63	63	58	10	15	11
Limited English Proficient Students	15	703	15545	100	0	100	238	382	399	29	18	21	35	43	42	35	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	57	3052	39484	95	0	96	436	440	429	10	9	14	31	30	35	52	55	47	6	6	4
Non-Economically Disadvantaged	36	2934	39986	100	0	100	369	466	461	6	2	4	22	13	16	59	64	63	13	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	92	5935	78869	99	98	99	399	442	442	8	6	6	25	21	21	58	62	63	9	12	10
All Students (Prior Year)	101	5611	75053	95	98	99	519	578	597	22	10	7	19	14	12	56	68	72	3	7	9
Female	48	2903	38536	98	99	99	400	458	458	7	4	4	16	14	15	67	65	67	9	16	14
Male	44	3031	40302	100	98	99	398	425	428	8	8	8	36	26	26	47	58	60	8	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	98	98	98	387	419	426	9	9	8	30	29	27	48	57	60	12	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	43	3142	36078	100	98	99	401	457	459	8	4	4	20	15	16	65	65	66	8	16	14
Students with Disabilities	19	676	10246	95	100	100	217	347	367	19	18	18	31	40	39	50	37	40	0	5	4
Students without Disabilities	73	5259	68697	100	98	98	445	454	454	5	4	4	24	18	18	60	65	67	11	13	11
Limited English Proficient Students	14	687	15339	100	100	100	205	366	399	19	15	11	31	35	31	50	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	3015	39106	93	96	95	427	426	427	4	8	8	38	28	28	53	59	59	4	5	5
Non-Economically Disadvantaged	36	2920	39837	100	100	100	358	457	457	13	4	4	6	13	14	66	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	96	5594	78906	97	99	99	457	509	498	9	8	13	18	15	19	48	50	48	25	26	20
All Students (Prior Year)	93	5809	76019	96	99	100	505	514	499	3	9	14	53	34	39	7	13	14	37	44	33
Female	47	2679	38644	100	99	99	450	507	500	14	8	12	14	16	19	48	51	49	24	25	19
Male	49	2915	40236	94	99	99	463	510	497	5	8	15	21	15	19	49	50	46	26	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	48	1921	31938	100	100	99	489	486	481	8	13	19	21	23	25	46	51	46	26	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	38	3081	36483	95	98	99	453	525	517	11	4	7	11	10	13	47	50	51	31	36	30
Students with Disabilities	14	650	10664	93	100	100	128	417	430	29	33	42	36	26	27	36	33	26	0	7	5
Students without Disabilities	82	4944	68310	98	98	98	522	521	509	6	5	9	14	14	18	51	53	51	30	29	22
Limited English Proficient Students	19	560	12573	100	100	100	173	427	454	38	23	27	25	31	30	38	41	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	47	2737	38679	82	95	96	508	495	483	10	13	20	22	21	25	46	50	45	22	15	10
Non-Economically Disadvantaged	49	2857	40295	100	100	100	408	520	513	9	4	7	14	9	13	50	51	50	27	36	30

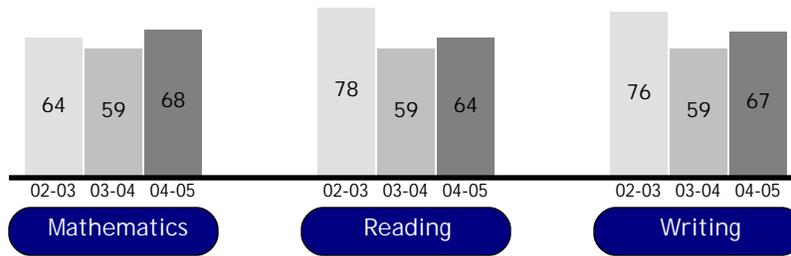
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5599	78908	96	0	99	439	491	484	6	6	10	19	19	23	64	63	58	12	12	9
All Students (Prior Year)	93	5803	76020	96	99	100	501	507	503	19	20	25	40	22	23	32	43	40	9	16	12
Female	47	2681	38648	100	0	99	435	494	489	7	5	8	21	18	22	57	64	61	14	12	10
Male	48	2918	40233	92	0	99	442	489	479	5	7	12	16	20	25	70	61	55	9	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	47	1925	31940	98	0	99	470	470	465	3	12	16	18	30	32	64	53	49	15	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	38	3082	36502	95	0	99	437	507	502	6	3	4	17	12	14	69	69	67	8	17	15
Students with Disabilities	14	651	10665	93	0	100	131	409	423	21	21	30	29	38	36	43	38	31	7	4	2
Students without Disabilities	81	4948	68312	96	0	98	500	502	493	3	4	7	17	17	21	68	66	62	13	13	10
Limited English Proficient Students	19	559	12556	100	0	100	168	408	436	25	22	24	31	43	40	38	32	35	6	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	46	2742	38662	81	0	96	485	479	468	5	10	16	27	28	32	61	56	49	7	5	3
Non-Economically Disadvantaged	49	2857	40315	100	0	100	395	502	498	7	2	5	11	11	15	66	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	98	5524	78750	99	98	99	453	500	500	9	5	6	15	28	29	72	63	63	3	3	2
All Students (Prior Year)	89	5771	75673	92	98	100	537	530	530	8	15	12	28	25	25	63	56	58	1	5	4
Female	47	2649	38586	100	98	99	457	514	515	10	4	4	17	21	22	71	70	71	2	4	3
Male	51	2874	40135	98	98	99	450	488	486	9	7	8	13	35	35	73	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	49	1884	31841	100	98	99	483	479	483	5	8	8	23	37	36	73	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	39	3058	36440	98	98	99	445	514	516	14	4	3	5	23	22	76	69	71	5	4	4
Students with Disabilities	14	642	10622	93	100	100	101	390	415	36	22	21	14	48	50	36	26	28	14	4	1
Students without Disabilities	84	4882	68196	100	97	98	521	515	513	4	3	3	15	26	25	79	68	69	1	3	3
Limited English Proficient Students	19	541	12504	100	100	100	172	407	451	19	17	12	31	48	44	38	33	43	13	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	2686	38558	86	93	96	503	486	485	9	9	8	21	37	37	70	53	54	0	1	1
Non-Economically Disadvantaged	49	2838	40260	100	100	100	405	513	514	9	3	3	9	21	21	75	71	72	7	5	4

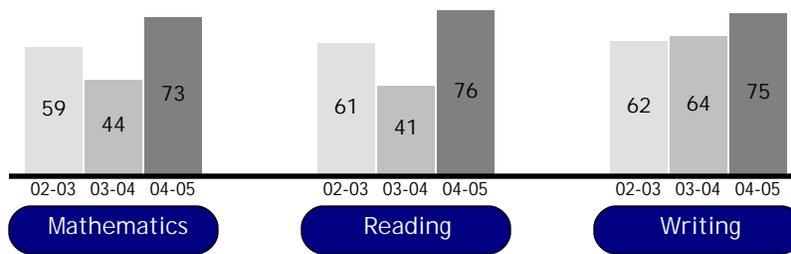
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	56	61	50	81	57	NA	58	91	43	50	47
	Language	92	35	49	43	85	40	53	50	91	36	49	47
	Mathematics	95	56	67	57	87	62	71	64	92	48	54	50
3	Reading	98	51	57	47	92	45	NA	55	92	42	50	44
	Language	98	53	61	54	94	42	63	61	92	39	49	44
	Mathematics	99	59	64	54	96	49	66	61	92	50	55	51
4	Reading	88	58	62	52	88	58	NA	56	95	45	52	48
	Language	98	52	54	48	93	51	55	52	95	51	52	49
	Mathematics	94	65	68	57	94	65	68	61	95	58	59	53
5	Reading	88	52	59	50	91	55	NA	55	86	55	55	50
	Language	96	44	53	46	93	54	55	49	86	55	55	50
	Mathematics	93	61	68	57	93	63	71	63	87	54	54	49
6	Reading	98	55	62	53	95	52	NA	56	95	56	58	51
	Language	100	48	53	45	98	44	55	48	95	50	54	47
	Mathematics	98	72	75	62	94	61	76	66	93	61	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Wide Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	26.00	Teacher Aide	34.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	4	3	0	0
10 or more years	7	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
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 32-station Lab
- Ü Media Center Productivity Center

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Chorus
- Ü Math Facts Club
- Ü Afterschool Sports
- Ü Student Council
- Ü Spanish
- Ü Drama

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Crisis/Teacher Assistance Team
- Ü Counseling Services
- Ü Head Start

School Achievements/Accomplishments 2004-05

ü Keller School has achieved 100 percent of our 'Student Achievement Incentive' goals for the past six years.

ü Keller School continues to maintain our district reading and math averages on our spring Criterion Reference Tests.

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>	11	12	12	17
Transfers In Rate <sup>6</sup>	29	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	1	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

Keller staff, aides and volunteers work together to help make our school as safe as possible. The playground area is supervised from 7:30 until school begins. Students are closely supervised during school hours and during after school release time.

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	Mario Ventura	(480) 472-6200
Transportation Policy	Mike Yonker	(480) 472-6100
Community Resources	Veronica Dailey	(480) 472-6154
School Nutrition Programs	Anna Whitaker	(480) 472-6151
Parent Organization		(480) 472-6200
Student Health/Nurse	Marilyn Reiling	(480) 472-6175

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 0 Copies = \$0.00

\*\* 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.