



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1435 E McLellan, Mesa, AZ 85203

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	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 : Mr. Lee McKenzie  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 643  
 Web Address : www.mpsaz.org/macarthur/  
 Phone Number : (480) 472-7800  
 Fax Number : (480) 472-7824  
 E-mail : Immckenzen@mpsaz.org

Mission

MISSION: To prepare our students to be successful, contributing members of society by teaching the essential skills of literacy, lifelong learning, citizenship and leadership; using the most effective techniques and maintaining the highest standards.

PHILOSOPHY: ALL students are 'Born to Win' and we work together as a school community to make this a reality.

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 To increase student success and achievement by focusing on teaching the Power Standards for each grade level.
- ü To increase student success and achievement by monitoring student mastery of the Power Standards for each grade level.
- ü To increase student success and achievement by having high expectations for all students and using effective practices to teach students.
- ü To increase student success and achievement by providing a safe learning environment through teaching students to practice the "Traits of a WINNER."

Enrollment

October 1, 2004 School Year Student Enrollment : 646  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 87

Instructional Programs

- ü Research Based Instructional Methods
- ü Computer and Information Literacy
- ü Reading Renaissance
- ü Gifted Classes
- ü Researched Based Instructional Materials
- ü On Site Special Education

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

Using effective teaching practices, provide relevant and motivating standards based instruction. Provide for individual differences. Promote high quality work. Give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be a positive role models for all children. Provide a safe, positive and supporting learning environment for all students. Teach and reinforce positive character traits.

Parents

Check homework and make sure it is done properly and with quality. Involve children in reading activities at home on a daily basis. Make sure that children attend school regularly and on time. Positively encourage children. Participate in school activities. Reinforce positive character traits. Regular communication with the school and teachers. Actively support the school and district policies.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Both band and strings received Superior contest ratings	2005
ü Multiple Writing Contest Winners Individuals and Groups	2004
ü Multiple Awards for School Web Site	2002
ü Odyssey of the Mind Team - 2nd in State, 19th in World	2002

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	95	5983	79306	100	99	99	467	454	445	0	6	10	9	15	18	56	53	51	34	26	20
All Students (Prior Year)	92	5651	75509	100	98	100	552	532	521	4	9	13	12	19	23	23	33	33	60	39	31
Female	48	2922	38691	100	99	99	460	454	446	0	5	10	10	16	18	57	53	52	33	25	20
Male	47	3060	40583	100	99	99	474	455	445	0	7	11	9	14	18	56	52	50	35	27	21
African American	--	269	4041	--	100	99	--	429	426	--	12	17	--	19	23	--	57	50	--	12	10
Hispanic	16	2187	32869	100	100	99	441	437	429	0	9	15	20	21	25	70	58	51	10	12	10
Asian/Pacific Islander	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	79	3156	36197	100	99	99	471	468	463	0	4	5	8	10	11	55	49	53	37	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	89	5298	69060	100	99	98	475	464	454	0	4	7	8	13	17	56	55	54	37	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	20	3051	39415	95	97	96	451	442	431	0	9	15	31	21	25	44	56	50	25	14	10
Non-Economically Disadvantaged	75	2932	39966	100	100	100	471	466	459	0	4	6	4	9	12	59	50	52	36	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	95	5986	79395	100	0	99	464	454	446	2	6	9	12	21	25	72	60	55	14	13	11
All Students (Prior Year)	92	5641	75492	100	98	100	535	522	519	5	11	12	11	14	16	43	48	47	41	27	24
Female	48	2926	38743	100	0	100	461	458	451	2	5	7	7	20	24	71	61	57	19	15	12
Male	47	3059	40618	100	0	99	468	450	440	2	7	11	16	23	27	72	58	53	9	12	9
African American	--	269	4052	--	0	100	--	434	434	--	9	11	--	24	29	--	60	54	--	6	6
Hispanic	16	2189	32915	100	0	99	443	433	426	10	10	15	30	32	35	50	53	47	10	5	4
Asian/Pacific Islander	--	150	1936	--	0	99	--	469	468	--	2	3	--	15	14	--	58	63	--	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	79	3158	36221	100	0	99	467	469	465	1	3	4	9	14	15	75	64	63	15	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	89	5302	69139	100	0	99	474	464	454	1	4	7	10	19	24	73	63	58	15	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	20	3052	39484	95	0	96	454	440	429	0	9	14	25	30	35	63	55	47	13	6	4
Non-Economically Disadvantaged	75	2934	39986	100	0	100	467	466	461	3	2	4	9	13	16	74	64	63	14	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	95	5935	78869	100	98	99	461	442	442	2	6	6	8	21	21	73	62	63	16	12	10
All Students (Prior Year)	92	5611	75053	100	98	99	599	578	597	8	10	7	12	14	12	66	68	72	14	7	9
Female	48	2903	38536	100	99	99	467	458	458	2	4	4	5	14	15	74	65	67	19	16	14
Male	47	3031	40302	100	98	99	455	425	428	2	8	8	12	26	26	72	58	60	14	8	7
African American	--	267	4015	--	100	99	--	426	430	--	6	8	--	25	24	--	61	61	--	7	7
Hispanic	16	2160	32606	100	98	98	422	419	426	10	9	8	20	29	27	60	57	60	10	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	79	3142	36078	100	98	99	467	457	459	1	4	4	7	15	16	75	65	66	17	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	89	5259	68697	100	98	98	469	454	454	3	4	4	8	18	18	73	65	67	16	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	20	3015	39106	95	96	95	451	426	427	6	8	8	6	28	28	75	59	59	13	5	5
Non-Economically Disadvantaged	75	2920	39837	100	100	100	464	457	457	1	4	4	9	13	14	72	64	67	17	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	94	5594	78906	99	99	99	531	509	498	3	8	13	8	15	19	55	50	48	33	26	20
All Students (Prior Year)	84	5809	76019	99	99	100	525	514	499	7	9	14	27	34	39	10	13	14	56	44	33
Female	37	2679	38644	97	99	99	527	507	500	3	8	12	8	16	19	56	51	49	33	25	19
Male	57	2915	40236	100	99	99	533	510	497	4	8	15	8	15	19	55	50	46	33	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	11	1921	31938	100	100	99	493	486	481	18	13	19	27	23	25	36	51	46	18	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	78	3081	36483	99	98	99	536	525	517	1	4	7	6	10	13	56	50	51	37	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	88	4944	68310	98	98	98	531	521	509	2	5	9	8	14	18	55	53	51	34	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	19	2737	38679	95	95	96	510	495	483	5	13	20	21	21	25	58	50	45	16	15	10
Non-Economically Disadvantaged	75	2857	40295	100	100	100	536	520	513	3	4	7	4	9	13	54	51	50	38	36	30

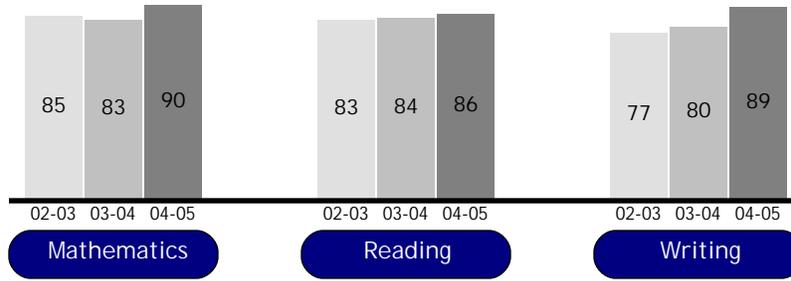
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5599	78908	100	0	99	511	491	484	2	6	10	13	19	23	73	63	58	13	12	9
All Students (Prior Year)	85	5803	76020	100	99	100	511	507	503	16	20	25	14	22	23	51	43	40	19	16	12
Female	38	2681	38648	100	0	99	516	494	489	3	5	8	8	18	22	81	64	61	8	12	10
Male	57	2918	40233	100	0	99	507	489	479	2	7	12	16	20	25	67	61	55	16	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	11	1925	31940	100	0	99	484	470	465	0	12	16	45	30	32	45	53	49	9	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	100	0	99	516	507	502	3	3	4	7	12	14	76	69	67	14	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	89	4948	68312	99	0	98	511	502	493	1	4	7	12	17	21	75	66	62	12	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	20	2742	38662	100	0	96	487	479	468	5	10	16	20	28	32	70	56	49	5	5	3
Non-Economically Disadvantaged	75	2857	40315	100	0	100	518	502	498	1	2	5	10	11	15	74	68	66	15	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	94	5524	78750	99	98	99	533	500	500	0	5	6	24	28	29	69	63	63	7	3	2
All Students (Prior Year)	81	5771	75673	95	98	100	550	530	530	13	15	12	19	25	25	57	56	58	11	5	4
Female	37	2649	38586	97	98	99	554	514	515	0	4	4	11	21	22	75	70	71	14	4	3
Male	57	2874	40135	100	98	99	518	488	486	0	7	8	33	35	35	65	56	56	2	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	11	1884	31841	100	98	99	521	479	483	0	8	8	36	37	36	55	54	55	9	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	99	98	99	536	514	516	0	4	3	21	23	22	72	69	71	7	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	88	4882	68196	98	97	98	535	515	513	0	3	3	23	26	25	70	68	69	7	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	19	2686	38558	95	93	96	491	486	485	0	9	8	63	37	37	37	53	54	0	1	1
Non-Economically Disadvantaged	75	2838	40260	100	100	100	545	513	514	0	3	3	13	21	21	78	71	72	9	5	4

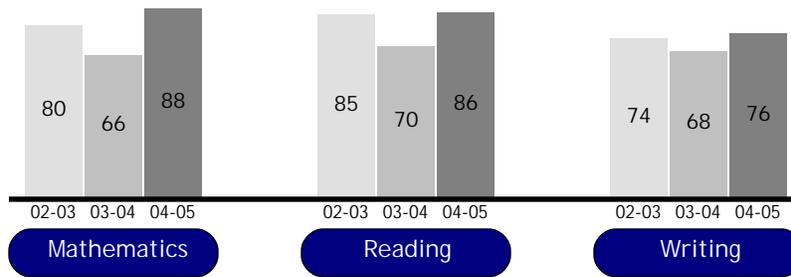
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	74	61	50	96	72	NA	58	97	67	50	47
	Language	99	57	49	43	98	58	53	50	97	63	49	47
	Mathematics	96	77	67	57	100	80	71	64	99	71	54	50
3	Reading	95	62	57	47	94	67	NA	55	99	58	50	44
	Language	98	64	61	54	96	67	63	61	99	57	49	44
	Mathematics	98	62	64	54	95	65	66	61	99	60	55	51
4	Reading	93	71	62	52	97	73	NA	56	100	61	52	48
	Language	98	58	54	48	99	65	55	52	100	64	52	49
	Mathematics	98	69	68	57	98	74	68	61	100	74	59	53
5	Reading	97	74	59	50	94	69	NA	55	100	63	55	50
	Language	97	65	53	46	97	59	55	49	100	63	55	50
	Mathematics	99	79	68	57	99	68	71	63	99	66	54	49
6	Reading	93	79	62	53	96	78	NA	56	99	64	58	51
	Language	96	69	53	45	96	74	55	48	99	63	54	47
	Mathematics	100	89	75	62	97	89	76	66	99	73	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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Support Mission Activities
- Ü Proactive Schoolwide Conflict Resolution
- Ü Customer Satisfaction
- Ü Extracurricular Activities
- Ü Schoolwide Character Education Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	1.00	Teacher Aide	5.40

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
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 Two Computer Labs
- Ü Multipurpose Room with Stage
- Ü Media Center with Internet Access
- Ü School-wide computer and video networks.

Extracurricular Activities

- Ü Instrumental Music
- Ü Vocal Music
- Ü After School Sports
- Ü After School Homework Labs
- Ü After School Computer Classes

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Community Classes
- Ü Recreational Activities

School Achievements/Accomplishments 2004-05

- ü 96% or more of the parents have given the school either an A or B overall rating for the past five years.
  
- ü The school exceeded the Accelerated Reading goal by students earning a total of more than 4000 points.
  
- ü At least 84% of the students in grades three through six met or exceeded the standard in both Reading and Math on the spring 2005 AIMS testing.

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>	8	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	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

The SIAC has developed a schoolwide Conflict Resolution Plan. This proactive method of conflict resolution emphasizes stopping behavior that is causing conflict and developing a plan to resolve this conflict and prevent future conflict. They have also developed the 'Traits of a WINNER' character education program that will continue implementation with the 2005-06 school year. This program will focus on a different trait each month. This trait is emphasized and reinforced throughout the school.

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	Lee McKenzie	(480) 472-7800
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Food & Nutrition	(480) 472-0909
Parent Organization	Dani Lyn Hakes	(480) 472-7809
Student Health/Nurse	Debi Frost	(480) 472-7800

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 400 Copies = \$153.00

\*\* 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.