

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1507 West Shawnee Dr, Chandler, AZ 85224

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. Rene Paschal
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 542
 Web Address : www.mpsaz.org/pomeroy
 Phone Number : (480) 472-3700
 Fax Number : (480) 472-3767
 E-mail : rpaschal@mpsaz.org

Mission

At Pomeroy, we are committed to educational excellence by sustaining an environment for learning which heightens responsibility, enhances self-esteem and prepares students to be productive members of a rapidly changing world. Student achievement is our business!

School / Academic Goals

- ü Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works. Students will read daily!
- ü Students will use reasoning, manipulatives, and knowledge of basic math facts to solve real-world math problems and to make connections within mathematics and between mathematics and other disciplines.
- ü Students will learn to write effectively for a variety of purposes. Students will write stories, narratives, personal and business letters. Students will learn Six Trait vocabulary. Spelling will be emphasized in the context of applied writing.
- ü Students will explore their physical world through district provided Science kits. Social studies is taught at all grade levels and integrated with other subject areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 540
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 80

Instructional Programs

- ü On-site Special Education (Resource)
- ü Gifted - Off Site
- ü Accelerated Reader 1st - 6th Grades
- ü SEI Classes at All Grade Levels
- ü Accelerated Math Grades 2-6
- ü Strong Phonics and Spelling
- ü Title I Targeted Assistance
- ü GUS Regular Education Behavior Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As a school we assume responsibility for the academic achievement of our students. We provide a safe environment for students conducive to learning, academic success and social development. We frequently communicate goals, expectations and shared responsibilities to students and parents.

Parents

Pomeroy's parents contribute to their children's success by sending them to school ready to learn, well-nourished and well-rested. We also ask parents to promote regular, punctual attendance. Additionally, parents are asked to establish routine homework procedures with their children. Oversight of independent reading practice (AR) and grade level appropriate math fact memorization are two areas that work best with ongoing parental supervision. Parents are asked to sign a Title I pledge.

Transportation Policy

Mesa Public Schools provides busing for all students living more than a mile from their assigned school. At Pomeroy, this applies to all students in our attendance area living west of Dobson Road. We do not provide transportation for students attending Pomeroy on Open Enrollment.

School Honors

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

Award/Honor	Year
ü Volunteer of the Month	2005
ü Students Selected to the Mesa District Honor Band	2005
ü Students Selected to the Mesa Youth Symphony	2005
ü State Champion Battle of the Books Team	2003

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	64	5983	79306	100	99	99	449	454	445	7	6	10	16	15	18	64	53	51	14	26	20
All Students (Prior Year)	84	5651	75509	100	98	100	521	532	521	12	9	13	23	19	23	33	33	33	31	39	31
Female	21	2922	38691	100	99	99	456	454	446	0	5	10	10	16	18	75	53	52	15	25	20
Male	43	3060	40583	100	99	99	446	455	445	11	7	11	18	14	18	58	52	50	13	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	12	2187	32869	86	100	99	431	437	429	9	9	15	18	21	25	73	58	51	0	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	41	3156	36197	100	99	99	457	468	463	5	4	5	16	10	11	61	49	53	18	37	31
Students with Disabilities	11	685	10321	100	100	100	413	377	389	27	25	30	36	29	27	27	37	34	9	9	9
Students without Disabilities	53	5298	69060	96	99	98	458	464	454	2	4	7	11	13	17	72	55	54	15	28	22
Limited English Proficient Students	--	703	15509	--	100	100	--	391	406	--	17	20	--	28	30	--	49	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	25	3051	39415	89	97	96	440	442	431	14	9	15	14	21	25	64	56	50	9	14	10
Non-Economically Disadvantaged	39	2932	39966	100	100	100	455	466	459	3	4	6	17	9	12	64	50	52	17	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	64	5986	79395	100	0	99	460	454	446	7	6	9	12	21	25	72	60	55	9	13	11
All Students (Prior Year)	84	5641	75492	100	98	100	521	522	519	12	11	12	17	14	16	40	48	47	31	27	24
Female	21	2926	38743	100	0	100	472	458	451	0	5	7	15	20	24	75	61	57	10	15	12
Male	43	3059	40618	100	0	99	454	450	440	11	7	11	11	23	27	71	58	53	8	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	12	2189	32915	86	0	99	453	433	426	9	10	15	9	32	35	82	53	47	0	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	41	3158	36221	100	0	99	462	469	465	5	3	4	16	14	15	68	64	63	11	20	17
Students with Disabilities	11	684	10331	100	0	100	423	375	388	27	21	25	36	40	37	27	34	34	9	5	4
Students without Disabilities	53	5302	69139	96	0	99	469	464	454	2	4	7	6	19	24	83	63	58	9	15	11
Limited English Proficient Students	--	703	15545	--	0	100	--	382	399	--	18	21	--	43	42	--	36	35	--	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	25	3052	39484	89	0	96	454	440	429	14	9	14	5	30	35	77	55	47	5	6	4
Non-Economically Disadvantaged	39	2934	39986	100	0	100	464	466	461	3	2	4	17	13	16	69	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	63	5935	78869	98	98	99	430	442	442	9	6	6	33	21	21	49	62	63	9	12	10
All Students (Prior Year)	84	5611	75053	100	98	99	539	578	597	19	10	7	17	14	12	61	68	72	4	7	9
Female	21	2903	38536	100	99	99	464	458	458	0	4	4	25	14	15	65	65	67	10	16	14
Male	42	3031	40302	98	98	99	411	425	428	14	8	8	38	26	26	41	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	12	2160	32606	86	98	98	436	419	426	0	9	8	27	29	27	73	57	60	0	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	41	3142	36078	100	98	99	420	457	459	11	4	4	39	15	16	45	65	66	5	16	14
Students with Disabilities	11	676	10246	100	100	100	371	347	367	27	18	18	55	40	39	9	37	40	9	5	4
Students without Disabilities	52	5259	68697	95	98	98	444	454	454	4	4	4	28	18	18	59	65	67	9	13	11
Limited English Proficient Students	--	687	15339	--	100	100	--	366	399	--	15	11	--	35	31	--	48	54	--	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	24	3015	39106	86	96	95	414	426	427	10	8	8	33	28	28	52	59	59	5	5	5
Non-Economically Disadvantaged	39	2920	39837	100	100	100	439	457	457	8	4	4	33	13	14	47	64	67	11	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	72	5594	78906	100	99	99	522	509	498	3	8	13	12	15	19	50	50	48	35	26	20
All Students (Prior Year)	84	5809	76019	100	99	100	520	514	499	2	9	14	34	34	39	12	13	14	51	44	33
Female	38	2679	38644	100	99	99	520	507	500	3	8	12	11	16	19	54	51	49	31	25	19
Male	34	2915	40236	100	99	99	524	510	497	3	8	15	12	15	19	45	50	46	39	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	16	1921	31938	100	100	99	516	486	481	6	13	19	13	23	25	50	51	46	31	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	43	3081	36483	100	98	99	528	525	517	2	4	7	10	10	13	46	50	51	41	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	65	4944	68310	98	98	98	527	521	509	0	5	9	11	14	18	49	53	51	39	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	2737	38679	92	95	96	508	495	483	10	13	20	14	21	25	43	50	45	33	15	10
Non-Economically Disadvantaged	49	2857	40295	100	100	100	528	520	513	0	4	7	11	9	13	53	51	50	36	36	30

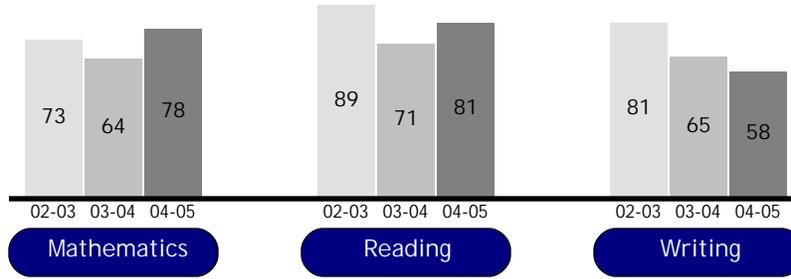
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	5599	78908	100	0	99	506	491	484	3	6	10	13	19	23	74	63	58	10	12	9
All Students (Prior Year)	84	5803	76020	100	99	100	510	507	503	9	20	25	28	22	23	52	43	40	11	16	12
Female	38	2681	38648	100	0	99	509	494	489	3	5	8	9	18	22	83	64	61	6	12	10
Male	34	2918	40233	100	0	99	503	489	479	3	7	12	18	20	25	64	61	55	15	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	16	1925	31940	100	0	99	511	470	465	0	12	16	6	30	32	94	53	49	0	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	43	3082	36502	100	0	99	505	507	502	5	3	4	12	12	14	66	69	67	17	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	65	4948	68312	98	0	98	511	502	493	2	4	7	10	17	21	77	66	62	11	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	2742	38662	92	0	96	498	479	468	5	10	16	19	28	32	76	56	49	0	5	3
Non-Economically Disadvantaged	49	2857	40315	100	0	100	510	502	498	2	2	5	11	11	15	72	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	71	5524	78750	99	98	99	535	500	500	0	5	6	13	28	29	82	63	63	4	3	2
All Students (Prior Year)	84	5771	75673	100	98	100	566	530	530	7	15	12	18	25	25	65	56	58	10	5	4
Female	37	2649	38586	97	98	99	549	514	515	0	4	4	3	21	22	91	70	71	6	4	3
Male	34	2874	40135	100	98	99	520	488	486	0	7	8	24	35	35	73	56	56	3	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	16	1884	31841	100	98	99	535	479	483	0	8	8	6	37	36	94	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	42	3058	36440	100	98	99	533	514	516	0	4	3	18	23	22	78	69	71	5	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	64	4882	68196	97	97	98	541	515	513	0	3	3	10	26	25	85	68	69	5	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	2686	38558	92	93	96	536	486	485	0	9	8	14	37	37	81	53	54	5	1	1
Non-Economically Disadvantaged	48	2838	40260	100	100	100	534	513	514	0	3	3	13	21	21	83	71	72	4	5	4

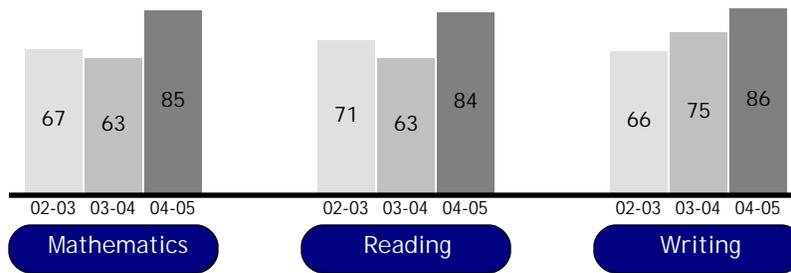
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	65	61	50	96	54	NA	58	97	54	50	47
	Language	100	51	49	43	99	35	53	50	97	46	49	47
	Mathematics	100	69	67	57	99	58	71	64	99	52	54	50
3	Reading	99	63	57	47	100	64	NA	55	100	53	50	44
	Language	100	68	61	54	99	63	63	61	100	53	49	44
	Mathematics	100	57	64	54	98	57	66	61	100	55	55	51
4	Reading	98	69	62	52	99	60	NA	56	97	53	52	48
	Language	100	56	54	48	100	47	55	52	97	53	52	49
	Mathematics	99	61	68	57	100	56	68	61	97	56	59	53
5	Reading	99	64	59	50	98	64	NA	55	100	62	55	50
	Language	99	55	53	46	99	58	55	49	100	63	55	50
	Mathematics	98	72	68	57	99	66	71	63	100	58	54	49
6	Reading	99	64	62	53	93	71	NA	56	98	63	58	51
	Language	99	56	53	45	97	63	55	48	98	58	54	47
	Mathematics	100	77	75	62	97	78	76	66	97	66	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Proposition 301 Funds
- Ü Preparation of Parent/Student Handbook
- Ü ECA Promotion
- Ü Dress Code
- Ü Program Recommendations
- Ü School Calendar Proposals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	4	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
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 Lab
- Ü Computerized Library Management
- Ü Indoor Recess Options
- Ü Garden and Covered Outdoor Learning Area

Extracurricular Activities

- Ü In - School Orchestra - Grades 4,5 & 6
- Ü In-School Band - Grades 5 & 6
- Ü After School Choir Grades 3-6
- Ü Intramural Basketball - Coed Grades 4-6
- Ü Service Learning Club - SHOUT
- Ü After School Jump Rope Club
- Ü Student Council
- Ü Video Production Club

Social Services

- Ü Lunch Program
- Ü After School Childcare on Site
- Ü Health Services
- Ü Preschool

School Achievements/Accomplishments 2004-05

- ü As a school we met our student achievement and customer satisfaction goals for the 2004-2005 school year.

- ü The majority of our intermediate students participate in our band and orchestra programs.

- ü We made adequate yearly progress benchmarks.

- ü Our PTO raised the needed funds to add shade structures to existing play equipment.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

We have created new parking lot drop-off and pick-up procedures to maximize student safety. We have recently implemented a Safety Patrol Program to help ensure a safe environment and provide leadership opportunities for our older students. We are a SunWise school and routinely promote sun-safe practices. Our SIAC is developing schoolwide health guidelines.

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) :

2

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	Rene Paschal	(480) 472-3700
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Valinda Miller	(480) 472-3752
School Nutrition Programs	Lucy Mumo	(480) 472-3763
Parent Organization	Mike Nichols, PTO President	(480) 472-3726
Student Health/Nurse	Amy Rohr	(480) 472-3764

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.