



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2122 East Pueblo 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	Highly Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Jane Carretta  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 610  
 Web Address : www.mpsaz.org/robson  
 Phone Number : (480) 472-6600  
 Fax Number : (480) 472-6660  
 E-mail : jdcarrat@mpsaz.org

Mission

We are dedicated to improving the educational process by which all children achieve their highest potential socially, emotionally, physically, artistically and academically. Skills are built on academic standards, diversity and personal well-being.

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 The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in reading in grades 3,4,5, & 6.
- ü The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in writing in grades 3,4,5, & 6.
- ü The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in math in grades 3,4,5, & 6.
- ü The average percentile rank on the Terra Nova test will improve by 1% in reading, language & math in grade 2.

Enrollment

October 1, 2004 School Year Student Enrollment : 657  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 123

Instructional Programs

- ü Harcourt Trophies Reading Program
- ü Accelerated Reader
- ü Six Traits Writing Instruction
- ü START Phonics Program
- ü Scott Foresman/Addison Wesley Math
- ü Excel Math; Accelerated Math
- ü District Designed Science Units
- ü Harcourt Brace Social Studies

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

It is the responsibility of the school to provide students with challenging and meaningful curriculum and to set and maintain high standards for academic achievement. A safe and nurturing learning environment is essential to the educational process.

Parents

It is the responsibility of parents to provide for their child's needs in the areas of nutrition, sleep, health care and clothing. Parents must exhibit a positive attitude toward education, see that their child attends school, and expect achievement.

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 District Technology Award - Best Kid Picks Production	2005
ü MPS and State Writing Contest Winners	2004
ü City of Mesa Battle of the Books Runner Up's	2004
ü City of Mesa-MLK Jr. writing awards	2005

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	92	5983	79306	99	99	99	433	454	445	6	6	10	15	15	18	54	53	51	25	26	20
All Students (Prior Year)	82	5651	75509	98	98	100	520	532	521	16	9	13	21	19	23	26	33	33	37	39	31
Female	33	2922	38691	94	99	99	442	454	446	4	5	10	14	16	18	61	53	52	21	25	20
Male	59	3060	40583	100	99	99	428	455	445	8	7	11	15	14	18	50	52	50	27	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	31	2187	32869	97	100	99	433	437	429	13	9	15	25	21	25	38	58	51	25	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	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	53	3156	36197	100	99	99	451	468	463	4	4	5	8	10	11	59	49	53	29	37	31
Students with Disabilities	15	685	10321	100	100	100	221	377	389	33	25	30	17	29	27	50	37	34	0	9	9
Students without Disabilities	77	5298	69060	97	99	98	471	464	454	1	4	7	15	13	17	54	55	54	29	28	22
Limited English Proficient Students	12	703	15509	100	100	100	295	391	406	13	17	20	20	28	30	53	49	45	13	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	44	3051	39415	94	97	96	447	442	431	11	9	15	20	21	25	46	56	50	23	14	10
Non-Economically Disadvantaged	48	2932	39966	100	100	100	422	466	459	2	4	6	11	9	12	60	50	52	27	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	92	5986	79395	99	0	99	441	454	446	4	6	9	8	21	25	75	60	55	14	13	11
All Students (Prior Year)	82	5641	75492	98	98	100	529	522	519	9	11	12	14	14	16	42	48	47	34	27	24
Female	33	2926	38743	94	0	100	455	458	451	7	5	7	0	20	24	82	61	57	11	15	12
Male	59	3059	40618	100	0	99	434	450	440	2	7	11	12	23	27	71	58	53	15	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	31	2189	32915	97	0	99	431	433	426	8	10	15	17	32	35	71	53	47	4	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	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	53	3158	36221	100	0	99	462	469	465	2	3	4	4	14	15	76	64	63	18	20	17
Students with Disabilities	15	684	10331	100	0	100	235	375	388	17	21	25	25	40	37	50	34	34	8	5	4
Students without Disabilities	77	5302	69139	97	0	99	478	464	454	1	4	7	4	19	24	79	63	58	15	15	11
Limited English Proficient Students	12	703	15545	100	0	100	286	382	399	13	18	21	13	43	42	60	36	35	13	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	44	3052	39484	94	0	96	455	440	429	6	9	14	14	30	35	71	55	47	9	6	4
Non-Economically Disadvantaged	48	2934	39986	100	0	100	431	466	461	2	2	4	2	13	16	78	64	63	18	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	90	5935	78869	97	98	99	430	442	442	8	6	6	10	21	21	63	62	63	19	12	10
All Students (Prior Year)	81	5611	75053	96	98	99	647	578	597	5	10	7	5	14	12	72	68	72	17	7	9
Female	32	2903	38536	91	99	99	467	458	458	4	4	4	4	14	15	70	65	67	22	16	14
Male	58	3031	40302	100	98	99	411	425	428	10	8	8	14	26	26	59	58	60	18	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	31	2160	32606	97	98	98	407	419	426	17	9	8	13	29	27	63	57	60	8	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	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	51	3142	36078	96	98	99	456	457	459	4	4	4	11	15	16	60	65	66	26	16	14
Students with Disabilities	15	676	10246	100	100	100	180	347	367	25	18	18	25	40	39	42	37	40	8	5	4
Students without Disabilities	75	5259	68697	95	98	98	476	454	454	5	4	4	8	18	18	67	65	67	21	13	11
Limited English Proficient Students	12	687	15339	100	100	100	268	366	399	13	15	11	20	35	31	60	48	54	7	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	3015	39106	94	96	95	443	426	427	14	8	8	9	28	28	63	59	59	14	5	5
Non-Economically Disadvantaged	46	2920	39837	100	100	100	420	457	457	2	4	4	12	13	14	63	64	67	23	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	71	5594	78906	100	99	99	495	509	498	3	8	13	17	15	19	59	50	48	21	26	20
All Students (Prior Year)	100	5809	76019	100	99	100	529	514	499	5	9	14	25	34	39	15	13	14	54	44	33
Female	23	2679	38644	100	99	99	485	507	500	0	8	12	14	16	19	71	51	49	14	25	19
Male	48	2915	40236	100	99	99	500	510	497	5	8	15	19	15	19	52	50	46	24	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	30	1921	31938	100	100	99	477	486	481	4	13	19	30	23	25	63	51	46	4	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	100	98	99	508	525	517	3	4	7	9	10	13	52	50	51	36	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	100	98	98	511	521	509	2	5	9	19	14	18	60	53	51	19	29	22
Limited English Proficient Students	11	560	12573	100	100	100	411	427	454	8	23	27	38	31	30	46	41	38	8	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	32	2737	38679	91	95	96	501	495	483	4	13	20	27	21	25	58	50	45	12	15	10
Non-Economically Disadvantaged	39	2857	40295	100	100	100	491	520	513	3	4	7	11	9	13	59	51	50	27	36	30

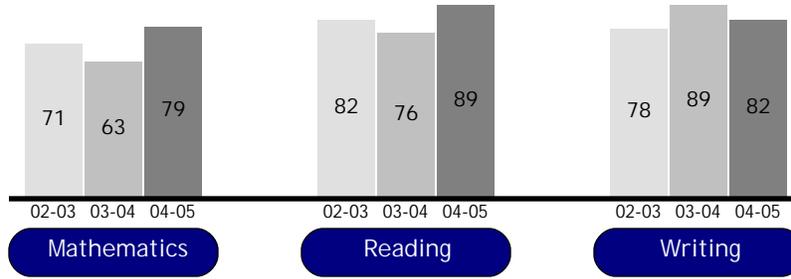
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	5599	78908	99	0	99	492	491	484	5	6	10	16	19	23	54	63	58	25	12	9
All Students (Prior Year)	99	5803	76020	100	99	100	514	507	503	16	20	25	14	22	23	48	43	40	22	16	12
Female	23	2681	38648	100	0	99	491	494	489	5	5	8	5	18	22	62	64	61	29	12	10
Male	47	2918	40233	98	0	99	493	489	479	5	7	12	21	20	25	50	61	55	24	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	29	1925	31940	97	0	99	475	470	465	4	12	16	30	30	32	52	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	100	0	99	505	507	502	6	3	4	6	12	14	55	69	67	33	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	64	4948	68312	98	0	98	509	502	493	5	4	7	16	17	21	54	66	62	25	13	10
Limited English Proficient Students	10	559	12556	100	0	100	398	408	436	8	22	24	46	43	40	23	32	35	23	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	2742	38662	89	0	96	494	479	468	8	10	16	23	28	32	54	56	49	15	5	3
Non-Economically Disadvantaged	39	2857	40315	100	0	100	491	502	498	3	2	5	11	11	15	54	68	66	32	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	65	5524	78750	92	98	99	520	500	500	2	5	6	15	28	29	73	63	63	10	3	2
All Students (Prior Year)	100	5771	75673	100	98	100	562	530	530	13	15	12	16	25	25	59	56	58	11	5	4
Female	22	2649	38586	96	98	99	546	514	515	0	4	4	0	21	22	75	70	71	25	4	3
Male	43	2874	40135	90	98	99	508	488	486	3	7	8	23	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	27	1884	31841	90	98	99	509	479	483	0	8	8	23	37	36	69	54	55	8	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	35	3058	36440	92	98	99	525	514	516	3	4	3	10	23	22	77	69	71	10	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	59	4882	68196	91	97	98	542	515	513	0	3	3	17	26	25	76	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	27	2686	38558	77	93	96	531	486	485	0	9	8	25	37	37	75	53	54	0	1	1
Non-Economically Disadvantaged	38	2838	40260	100	100	100	514	513	514	3	3	3	8	21	21	72	71	72	17	5	4

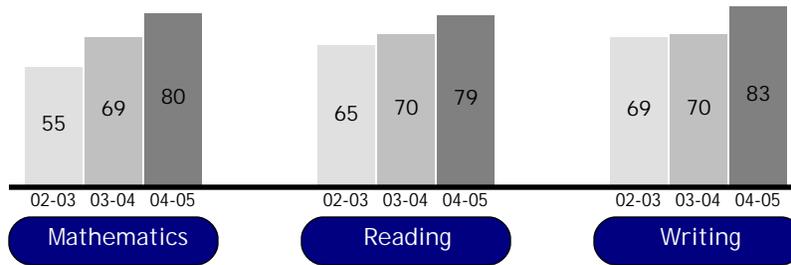
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	64	61	50	90	57	NA	58	95	46	50	47
	Language	100	45	49	43	96	42	53	50	95	42	49	47
	Mathematics	100	59	67	57	98	51	71	64	98	49	54	50
3	Reading	93	60	57	47	100	61	NA	55	94	57	50	44
	Language	93	57	61	54	100	67	63	61	94	50	49	44
	Mathematics	90	59	64	54	100	57	66	61	94	56	55	51
4	Reading	97	68	62	52	96	71	NA	56	94	56	52	48
	Language	98	59	54	48	98	62	55	52	94	58	52	49
	Mathematics	100	71	68	57	98	74	68	61	94	58	59	53
5	Reading	94	59	59	50	92	71	NA	55	96	62	55	50
	Language	95	54	53	46	95	63	55	49	96	63	55	50
	Mathematics	98	64	68	57	98	77	71	63	97	56	54	49
6	Reading	97	68	62	53	96	60	NA	56	96	68	58	51
	Language	96	61	53	45	96	57	55	48	96	62	54	47
	Mathematics	97	79	75	62	96	72	76	66	93	69	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)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Homework
- Ü SIAC Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	13.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	0	1	0	0
7 to 9 years	3	1	0	0
10 or more years	8	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	.5
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Media Center
- Ü Multipurpose Room
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü After School Clubs
- Ü After School Sports
- Ü Band/Orchestra/Choir
- Ü All Star Reading-after school program
- Ü Tutoring-after school

Social Services

- Ü Lunch Program
- Ü Parenting Assistance
- Ü Counseling
- Ü After School Child Care
- Ü Breakfast Program
- Ü Before School Child Care
- Ü Spanish Language Interpreter
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü The majority of Robson teachers and students met or exceeded their 2004-2005 academic goals in reading, language arts and mathematics.
  
- ü The staff continued to provide a safe, caring learning environment for Robson students.

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>	14	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	98	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

All regular classes are in the main building. Entrances are locked and visitors must enter through the front door. Adults coming to pick up students are asked to show picture ID. In the event of suspicious activity we lock-down 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	Jane Carretta	(480) 472-6600
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Jane Carretta	(480) 472-6600
School Nutrition Programs	Jill Benza	(480) 472-0909
Parent Organization	Jane Carretta	(480) 472-6600
Student Health/Nurse	Mary Haggberg	(480) 472-6650

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).

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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.