



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3807 E Pueblo, Mesa, AZ 85206

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	Highly Performing
2003-04	Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Dr. Roberta Trujillo-Diaz
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 760
 Web Address :
 Phone Number : (480) 472-6800
 Fax Number : (480) 472-6755
 E-mail : rtdiaz@mpsaz.org

Mission

Our mission is to provide a quality teaching and learning environment that focuses on RESPECT, life skills, reading, math, writing, technology, and the physical and emotional development of students. Provide a quality environment.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Each grade level at Johnson will score at or above the district average on AIMS, Terranova, and district tests.
- ü Recognize students for their successes in academics, athletics, arts, leadership, citizenship and service.
- ü Top Gun math tests provide math timed tests second semester first through sixth grades.
- ü Accelerated Reading program provides additional reading skill strategies and practice for students K-6.

Enrollment

October 1, 2004 School Year Student Enrollment : 776
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 145

Instructional Programs

- Ü Early Kindergarten and Kindergarten
- Ü Montessori K-6
- Ü On-site Special Education and Preschool
- Ü ESL/ELL Program K-6
- Ü Top Gun - Timed Math Tests (Monthly)
- Ü Accelerated Reading Program (K-6)
- Ü Character First Program
- Ü Extended Learning Program (Gifted Ed)

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

Comprehensive elementary. Gifted. At-risk preschool. On-site special education. Total school Character First program.

Parents

Continue to improve the reading, math, and language skills of students so they will score at or above the district average on AIMS, TerraNova, and district testing. Encourage parents to participate in their child's school, activities and programs.

Transportation Policy

Busing is provided for students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation 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 A+ School	1989
Ü National Arts Award 1996 & 1997	1996
Ü RESPECT and Character Education Site	2001
Ü District Master Teachers, 1995-2005	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5983	79306	100	99	99	473	454	445	1	6	10	9	15	18	55	53	51	35	26	20
All Students (Prior Year)	108	5651	75509	98	98	100	528	532	521	11	9	13	16	19	23	35	33	33	37	39	31
Female	48	2922	38691	100	99	99	466	454	446	2	5	10	7	16	18	61	53	52	29	25	20
Male	46	3060	40583	100	99	99	480	455	445	0	7	11	10	14	18	49	52	50	41	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	13	2187	32869	93	100	99	452	437	429	0	9	15	13	21	25	75	58	51	13	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	71	3156	36197	100	99	99	476	468	463	0	4	5	9	10	11	53	49	53	38	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	86	5298	69060	100	99	98	474	464	454	0	4	7	8	13	17	57	55	54	35	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	27	3051	39415	100	97	96	455	442	431	4	9	15	17	21	25	57	56	50	22	14	10
Non-Economically Disadvantaged	67	2932	39966	100	100	100	480	466	459	0	4	6	5	9	12	54	50	52	41	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	94	5986	79395	100	0	99	484	454	446	4	6	9	10	21	25	61	60	55	26	13	11
All Students (Prior Year)	108	5641	75492	98	98	100	524	522	519	10	11	12	12	14	16	50	48	47	29	27	24
Female	48	2926	38743	100	0	100	483	458	451	5	5	7	10	20	24	61	61	57	24	15	12
Male	46	3059	40618	100	0	99	484	450	440	2	7	11	10	23	27	61	58	53	27	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	13	2189	32915	93	0	99	475	433	426	0	10	15	25	32	35	50	53	47	25	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	71	3158	36221	100	0	99	486	469	465	3	3	4	6	14	15	65	64	63	26	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	86	5302	69139	100	0	99	487	464	454	1	4	7	10	19	24	61	63	58	27	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	27	3052	39484	100	0	96	461	440	429	9	9	14	26	30	35	52	55	47	13	6	4
Non-Economically Disadvantaged	67	2934	39986	100	0	100	493	466	461	2	2	4	3	13	16	64	64	63	31	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	94	5935	78869	100	98	99	462	442	442	4	6	6	17	21	21	59	62	63	21	12	10
All Students (Prior Year)	108	5611	75053	98	98	99	581	578	597	13	10	7	19	14	12	60	68	72	8	7	9
Female	48	2903	38536	100	99	99	463	458	458	7	4	4	10	14	15	54	65	67	29	16	14
Male	46	3031	40302	100	98	99	460	425	428	0	8	8	24	26	26	63	58	60	12	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	13	2160	32606	93	98	98	458	419	426	0	9	8	38	29	27	50	57	60	13	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	71	3142	36078	100	98	99	461	457	459	5	4	4	15	15	16	59	65	66	21	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	86	5259	68697	100	98	98	462	454	454	4	4	4	16	18	18	61	65	67	19	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	27	3015	39106	100	96	95	443	426	427	4	8	8	26	28	28	57	59	59	13	5	5
Non-Economically Disadvantaged	67	2920	39837	100	100	100	469	457	457	3	4	4	14	13	14	59	64	67	24	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	104	5594	78906	99	99	99	512	509	498	0	8	13	16	15	19	63	50	48	21	26	20
All Students (Prior Year)	107	5809	76019	96	99	100	518	514	499	6	9	14	29	34	39	18	13	14	47	44	33
Female	62	2679	38644	100	99	99	507	507	500	0	8	12	17	16	19	63	51	49	20	25	19
Male	42	2915	40236	98	99	99	518	510	497	0	8	15	15	15	19	63	50	46	22	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	23	1921	31938	100	100	99	489	486	481	0	13	19	33	23	25	67	51	46	0	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	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	69	3081	36483	99	98	99	517	525	517	0	4	7	12	10	13	60	50	51	28	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	95	4944	68310	94	98	98	519	521	509	0	5	9	12	14	18	66	53	51	22	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	28	2737	38679	97	95	96	503	495	483	0	13	20	19	21	25	69	50	45	12	15	10
Non-Economically Disadvantaged	76	2857	40295	100	100	100	515	520	513	0	4	7	15	9	13	61	51	50	24	36	30

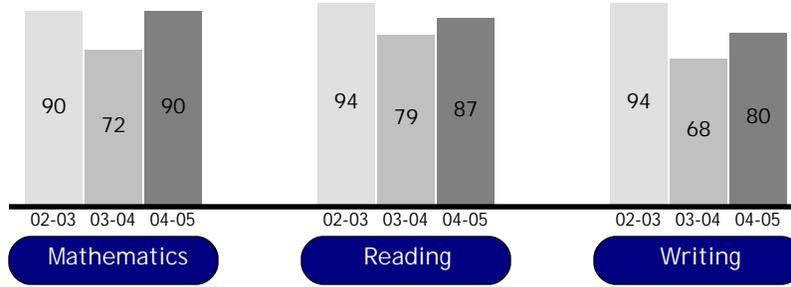
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5599	78908	100	0	99	500	491	484	3	6	10	18	19	23	65	63	58	14	12	9
All Students (Prior Year)	107	5803	76020	96	99	100	512	507	503	11	20	25	17	22	23	51	43	40	21	16	12
Female	62	2681	38648	100	0	99	501	494	489	3	5	8	14	18	22	69	64	61	14	12	10
Male	43	2918	40233	100	0	99	498	489	479	2	7	12	24	20	25	60	61	55	14	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	23	1925	31940	100	0	99	480	470	465	10	12	16	19	30	32	67	53	49	5	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	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	70	3082	36502	100	0	99	507	507	502	1	3	4	12	12	14	71	69	67	16	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	96	4948	68312	95	0	98	508	502	493	1	4	7	17	17	21	67	66	62	14	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	29	2742	38662	100	0	96	480	479	468	7	10	16	37	28	32	48	56	49	7	5	3
Non-Economically Disadvantaged	76	2857	40315	100	0	100	507	502	498	1	2	5	11	11	15	72	68	66	16	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5524	78750	98	98	99	510	500	500	1	5	6	27	28	29	70	63	63	2	3	2
All Students (Prior Year)	107	5771	75673	96	98	100	529	530	530	13	15	12	29	25	25	51	56	58	7	5	4
Female	61	2649	38586	98	98	99	521	514	515	0	4	4	15	21	22	81	70	71	3	4	3
Male	42	2874	40135	98	98	99	493	488	486	2	7	8	44	35	35	54	56	56	0	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	22	1884	31841	96	98	99	501	479	483	5	8	8	19	37	36	76	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	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	69	3058	36440	99	98	99	514	514	516	0	4	3	27	23	22	72	69	71	1	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	94	4882	68196	93	97	98	521	515	513	0	3	3	24	26	25	74	68	69	2	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	93	93	96	492	486	485	4	9	8	35	37	37	58	53	54	4	1	1
Non-Economically Disadvantaged	76	2838	40260	100	100	100	516	513	514	0	3	3	24	21	21	74	71	72	1	5	4

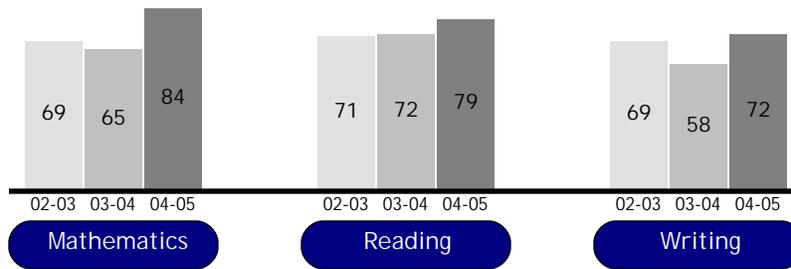
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	72	61	50	88	73	NA	58	96	62	50	47
	Language	98	59	49	43	93	62	53	50	96	61	49	47
	Mathematics	94	78	67	57	94	75	71	64	95	67	54	50
3	Reading	98	71	57	47	95	65	NA	55	100	62	50	44
	Language	100	74	61	54	94	69	63	61	100	59	49	44
	Mathematics	99	76	64	54	94	69	66	61	100	66	55	51
4	Reading	93	73	62	52	93	71	NA	56	93	56	52	48
	Language	97	60	54	48	92	62	55	52	93	56	52	49
	Mathematics	98	77	68	57	95	72	68	61	92	60	59	53
5	Reading	99	69	59	50	94	72	NA	55	99	60	55	50
	Language	98	62	53	46	96	60	55	49	99	62	55	50
	Mathematics	99	79	68	57	95	72	71	63	98	56	54	49
6	Reading	95	70	62	53	89	64	NA	56	90	69	58	51
	Language	97	57	53	45	92	55	55	48	90	62	54	47
	Mathematics	96	81	75	62	91	82	76	66	90	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/

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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Respect Program
- Ü Parent/Cooperation/Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	11	22	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Johnson Montessori School on Campus K-6
- Ü Media Center
- Ü Computer Lab
- Ü Responsibility Room

Extracurricular Activities

- Ü Kdg., 2nd, 3rd, Montessori, Plays
- Ü Battle of the Books Club
- Ü Student Council
- Ü Top Gun Math Club
- Ü Character First Program
- Ü Fifth Grade Historical Living Museum
- Ü After School Sports Program
- Ü Johnson Elem. School Tutor Program

Social Services

- Ü Johnson Montessori School on Campus K-6
- Ü Gifted Classes 3-6
- Ü Character Education
- Ü Health Services/HIV Classes/Screenings
- Ü PTO Community Support
- Ü School Psychologist Two Days a Week
- Ü School Cuncelor Two Days a Week
- Ü Full time nurse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continue to build self-esteem by giving each student the opportunity to be recognized as special, important and great Johnson School contributors.

- ü Appreciate, encourage and communicate the celebration of diversity and respect for, and acceptance of, cultural and individual differences.

- ü 2003-04 Veora E. Johnson MLK, City of Mesa School Spirit Award. 2003-04 Veora E. Johnson MLK, Spirit of Unity Educator of the Year Award presented to Dr. Roberta T. Diaz, Principal.

- ü 2003-04 Governor of Arizona Award presented to V.E. Johnson Elementary for Anti-Bully Program (4 yrs). Gifted Teacher of the Year- Syd McDaniel, 2002-2004. Dr. B.J. Branyan received Psychologist of the Year, 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	6	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

Promote RESPECT and Character First strategies via curricula, social activities, programs and all school functions. Review prevention strategies via age-appropriate videos, presentations and literature. Promote a strong parent volunteer program.

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) :

8

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	Roberta T. Diaz	(602) 472-6800
Transportation Policy	Staff	(623) 472-8950
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Office	(602) 472-0908
Parent Organization	Rob Thomes	(480) 472-6800
Student Health/Nurse	M. Germaine/D. Anstine	(480) 472-6751

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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** Due to booklet size printing, print copies are produced in multiples of 4.