



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1560 W Summit Pl., 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	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 : Mr. Timothy A. Moe
 Schedule : 06:45 AM to 03:45 PM
 Grades : K-6
 2005 Enrollment : 523
 Web Address :
 Phone Number : (480) 472-3500
 Fax Number : (480) 472-3549
 E-mail : tamoe@mpsaz.org

Mission

Our mission is to develop in students a desire for lifelong learning. Frost Elementary will provide a thorough education in basic subjects and provide for the emotional, social and physical development of each child.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will improve academically and socially.
- ü Students will take greater responsibility for learning and for behaviors.

Enrollment

October 1, 2004 School Year Student Enrollment : 536
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 69

Instructional Programs

- Math-Computation/Problem Solving
- Phonics/Specific Skills
- Integrated Reading/Specific Skills
- Integrated Writing/Specific Skills
- Science Exploration and Discovery

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

The Frost staff is committed to student success. With this in mind we teach the state standards and more, utilizing teaching strategies that are data driven and have been proven to help all students learn. The staff strives to maintain an environment which is safe psychologically, socially and physically.

Parents

Parents play an important role in their child's education, including actively supporting school efforts. Parents need to see that students have regular attendance and arrive on time. Parents need to keep the school informed of personal/medical issues that may affect their child's ability to learn.

Transportation Policy

Busing is provided for all students who live more than one mile from 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
• National Technology Site	1988

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	75	5983	79306	100	99	99	471	454	445	1	6	10	7	15	18	60	53	51	31	26	20
All Students (Prior Year)	79	5651	75509	100	98	100	531	532	521	9	9	13	14	19	23	32	33	33	45	39	31
Female	41	2922	38691	100	99	99	464	454	446	3	5	10	8	16	18	61	53	52	29	25	20
Male	34	3060	40583	100	99	99	480	455	445	0	7	11	7	14	18	59	52	50	34	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	22	2187	32869	100	100	99	456	437	429	5	9	15	10	21	25	62	58	51	24	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	40	3156	36197	98	99	99	483	468	463	0	4	5	8	10	11	53	49	53	39	37	31
Students with Disabilities	10	685	10321	100	100	100	478	377	389	0	25	30	0	29	27	63	37	34	38	9	9
Students without Disabilities	65	5298	69060	98	99	98	470	464	454	2	4	7	8	13	17	59	55	54	31	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	26	3051	39415	93	97	96	460	442	431	5	9	15	5	21	25	73	56	50	18	14	10
Non-Economically Disadvantaged	49	2932	39966	100	100	100	477	466	459	0	4	6	9	9	12	53	50	52	38	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	75	5986	79395	100	0	99	474	454	446	0	6	9	15	21	25	72	60	55	13	13	11
All Students (Prior Year)	79	5641	75492	100	98	100	529	522	519	8	11	12	7	14	16	50	48	47	36	27	24
Female	41	2926	38743	100	0	100	471	458	451	0	5	7	18	20	24	66	61	57	16	15	12
Male	34	3059	40618	100	0	99	479	450	440	0	7	11	10	23	27	79	58	53	10	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	22	2189	32915	100	0	99	462	433	426	0	10	15	24	32	35	62	53	47	14	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	40	3158	36221	98	0	99	483	469	465	0	3	4	8	14	15	78	64	63	14	20	17
Students with Disabilities	10	684	10331	100	0	100	481	375	388	0	21	25	13	40	37	50	34	34	38	5	4
Students without Disabilities	65	5302	69139	98	0	99	474	464	454	0	4	7	15	19	24	75	63	58	10	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	26	3052	39484	93	0	96	462	440	429	0	9	14	23	30	35	73	55	47	5	6	4
Non-Economically Disadvantaged	49	2934	39986	100	0	100	481	466	461	0	2	4	11	13	16	71	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	75	5935	78869	100	98	99	474	442	442	1	6	6	7	21	21	79	62	63	12	12	10
All Students (Prior Year)	78	5611	75053	99	98	99	594	578	597	5	10	7	16	14	12	72	68	72	7	7	9
Female	41	2903	38536	100	99	99	485	458	458	3	4	4	0	14	15	82	65	67	16	16	14
Male	34	3031	40302	100	98	99	460	425	428	0	8	8	17	26	26	76	58	60	7	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	22	2160	32606	100	98	98	467	419	426	5	9	8	0	29	27	81	57	60	14	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	40	3142	36078	98	98	99	478	457	459	0	4	4	14	15	16	72	65	66	14	16	14
Students with Disabilities	10	676	10246	100	100	100	484	347	367	0	18	18	13	40	39	63	37	40	25	5	4
Students without Disabilities	65	5259	68697	98	98	98	473	454	454	2	4	4	7	18	18	81	65	67	10	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	26	3015	39106	93	96	95	452	426	427	5	8	8	5	28	28	91	59	59	0	5	5
Non-Economically Disadvantaged	49	2920	39837	100	100	100	485	457	457	0	4	4	9	13	14	73	64	67	18	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	64	5594	78906	96	99	99	506	509	498	5	8	13	20	15	19	54	50	48	20	26	20
All Students (Prior Year)	88	5809	76019	99	99	100	512	514	499	12	9	14	40	34	39	12	13	14	36	44	33
Female	25	2679	38644	100	99	99	500	507	500	4	8	12	17	16	19	65	51	49	13	25	19
Male	39	2915	40236	93	99	99	510	510	497	6	8	15	22	15	19	47	50	46	25	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	NC	1921	31938	NC	100	99	NC	486	481	NC	13	19	NC	23	25	NC	51	46	NC	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	42	3081	36483	93	98	99	512	525	517	3	4	7	23	10	13	53	50	51	23	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	61	4944	68310	95	98	98	506	521	509	5	5	9	20	14	18	55	53	51	20	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	20	2737	38679	91	95	96	490	495	483	11	13	20	22	21	25	50	50	45	17	15	10
Non-Economically Disadvantaged	44	2857	40295	98	100	100	513	520	513	2	4	7	20	9	13	56	51	50	22	36	30

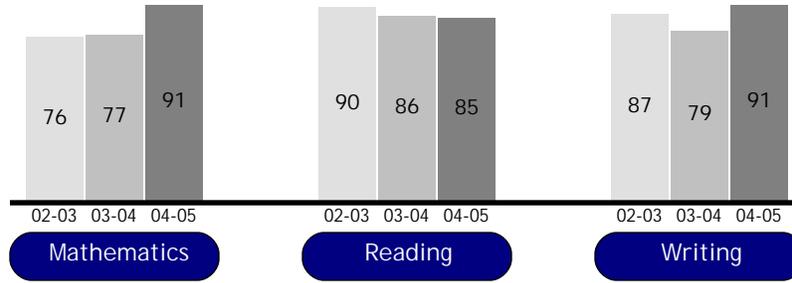
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	5599	78908	96	0	99	504	491	484	2	6	10	14	19	23	71	63	58	14	12	9
All Students (Prior Year)	88	5803	76020	99	99	100	504	507	503	21	20	25	26	22	23	41	43	40	12	16	12
Female	25	2681	38648	100	0	99	513	494	489	0	5	8	9	18	22	74	64	61	17	12	10
Male	39	2918	40233	93	0	99	498	489	479	3	7	12	17	20	25	69	61	55	11	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	NC	1925	31940	NC	0	99	NC	470	465	NC	12	16	NC	30	32	NC	53	49	NC	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	42	3082	36502	93	0	99	504	507	502	3	3	4	13	12	14	70	69	67	15	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	61	4948	68312	95	0	98	504	502	493	2	4	7	13	17	21	71	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	20	2742	38662	91	0	96	494	479	468	0	10	16	28	28	32	67	56	49	6	5	3
Non-Economically Disadvantaged	44	2857	40315	98	0	100	508	502	498	2	2	5	7	11	15	73	68	66	17	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	60	5524	78750	90	98	99	485	500	500	2	5	6	54	28	29	43	63	63	2	3	2
All Students (Prior Year)	87	5771	75673	98	98	100	499	530	530	19	15	12	30	25	25	50	56	58	1	5	4
Female	24	2649	38586	96	98	99	498	514	515	0	4	4	41	21	22	55	70	71	5	4	3
Male	36	2874	40135	86	98	99	476	488	486	3	7	8	62	35	35	35	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	NC	1884	31841	NC	98	99	NC	479	483	NC	8	8	NC	37	36	NC	54	55	NC	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	40	3058	36440	89	98	99	484	514	516	0	4	3	55	23	22	45	69	71	0	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	58	4882	68196	91	97	98	487	515	513	2	3	3	52	26	25	44	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	19	2686	38558	86	93	96	491	486	485	6	9	8	56	37	37	33	53	54	6	1	1
Non-Economically Disadvantaged	41	2838	40260	91	100	100	482	513	514	0	3	3	53	21	21	47	71	72	0	5	4

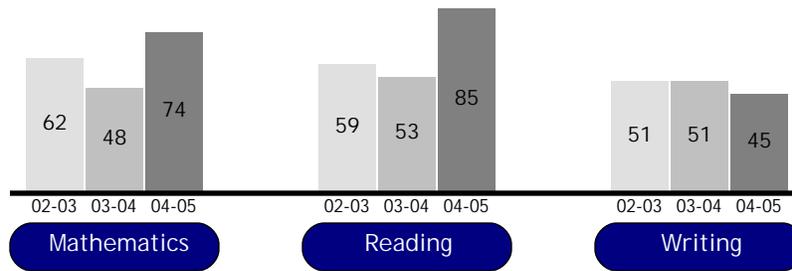
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	73	61	50	95	68	NA	58	98	62	50	47
	Language	91	59	49	43	96	46	53	50	98	59	49	47
	Mathematics	94	69	67	57	95	69	71	64	98	57	54	50
3	Reading	94	66	57	47	97	68	NA	55	100	56	50	44
	Language	100	68	61	54	97	62	63	61	100	53	49	44
	Mathematics	96	67	64	54	91	64	66	61	100	64	55	51
4	Reading	93	64	62	52	94	72	NA	56	100	58	52	48
	Language	98	51	54	48	95	58	55	52	100	58	52	49
	Mathematics	98	68	68	57	95	68	68	61	100	62	59	53
5	Reading	94	62	59	50	100	57	NA	55	96	61	55	50
	Language	100	52	53	46	99	48	55	49	96	61	55	50
	Mathematics	97	68	68	57	98	57	71	63	96	55	54	49
6	Reading	100	62	62	53	99	65	NA	56	99	62	58	51
	Language	100	58	53	45	99	64	55	48	99	57	54	47
	Mathematics	100	73	75	62	95	83	76	66	99	65	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü Student Discipline
- Ü School Improvement Plan
- Ü Home/School Relations
- Ü Attendance/Tardies
- Ü Homework Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.70
Other Professional Staff	1.30	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	4	0	0
7 to 9 years	0	1	0	0
10 or more years	7	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü CARE Club
- Ü Band
- Ü Strings
- Ü Choral groups
- Ü Musicals
- Ü Mock Space Shuttle Program
- Ü Reading Under the Stars

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü After School Program
- Ü Breakfast Program

School Achievements/Accomplishments 2004-05

- ü Read Naturally Program-facilitates student growth in reading fluency.

- ü Accelerated Reading and Accelerated Math-increase student skills.

- ü Teachers use two PC labs to facilitate student learning in the content areas as well as to allow students to make presentations based on what they are learning.

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	11	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	2	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

The Mesa Unified School District and Frost Elementary are committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student expectations are set and aggressively, fairly and consistently enforced.

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) :

1

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	Timothy A. Moe	(480) 472-3500
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Timothy A. Moe	(480) 472-3500
School Nutrition Programs	MPS Food and Nutrition	(480) 472-0908
Parent Organization	Parent Teacher Organization	(480) 472-3500
Student Health/Nurse	Frost Health Office	(480) 472-3500

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.