



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

849 S Sunnyvale, 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	Performing

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

School Overview

Principal/Administrator : Mrs. Susan K. Edman
 Schedule : 07:30 AM to 03:15 PM
 Grades : Pre-K-6
 2005 Enrollment : 604
 Web Address :
 Phone Number : (480) 472-8800
 Fax Number : (480) 472-8855
 E-mail : skedman@mpsaz.org

Mission

The focus of Madison's learning community is providing effective instruction to enable individual academic success while fostering a safe, structured and nurturing 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

- Students receive a strong phonics foundation, reading comprehension strategies, math mastery of basic concepts, and Six-Traits of Writing instruction.
- Assessments are aligned with the AZ/MPS Standards. Students are tracked based on mastery of standards in reading, writing and math.
- Students' higher order thinking strategies are promoted and implemented in each grade level.
- Students are placed in flexible reading levels in each grade. Placement is based on academic abilities to promote optimum learning of the AZ/MPS Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 641
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 86

Instructional Programs

- ü Art Instruction (4-6)
- ü Preschool, KDG & Extended-K Programs
- ü Structured English Immersion
- ü Levels of Learning in Reading
- ü After School Enrichment/Remediation
- ü Summer Reading Program K-6
- ü Two Self-Contained SPED-ED
- ü Inclusion Model

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

Madison strongly encourages and welcomes the partnership with parents in educating our students. Madison pledges to provide a safe and orderly environment that provides mutual respect and consideration for all to learn and become productive citizens.

Parents

Madison recognizes the parent as the first teacher in their child's life. Parent school participation is extremely important for a child's success.

Tips for student success:

1. Plenty of rest
2. Breakfast
3. Read with your child
4. Talk with your child
5. Assist with school work
6. Volunteer at your school

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 Honor Roll/Principal's Honor Roll	2005
ü Math Masters Awards	2005
ü Presidential Academic Award	2005
ü Rise Reading 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	82	5983	79306	98	99	99	457	454	445	5	6	10	23	15	18	49	53	51	23	26	20
All Students (Prior Year)	88	5651	75509	100	98	100	531	532	521	7	9	13	15	19	23	40	33	33	38	39	31
Female	37	2922	38691	100	99	99	452	454	446	3	5	10	34	16	18	40	53	52	23	25	20
Male	45	3060	40583	96	99	99	461	455	445	8	7	11	13	14	18	58	52	50	23	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	452	437	429	0	9	15	25	21	25	60	58	51	15	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	51	3156	36197	96	99	99	462	468	463	6	4	5	19	10	11	48	49	53	27	37	31
Students with Disabilities	19	685	10321	100	100	100	401	377	389	27	25	30	33	29	27	40	37	34	0	9	9
Students without Disabilities	63	5298	69060	97	99	98	471	464	454	0	4	7	20	13	17	52	55	54	28	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	39	3051	39415	95	97	96	447	442	431	3	9	15	29	21	25	53	56	50	15	14	10
Non-Economically Disadvantaged	43	2932	39966	100	100	100	465	466	459	7	4	6	17	9	12	46	50	52	29	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	82	5986	79395	98	0	99	463	454	446	3	6	9	20	21	25	56	60	55	21	13	11
All Students (Prior Year)	87	5641	75492	99	98	100	525	522	519	4	11	12	14	14	16	58	48	47	25	27	24
Female	37	2926	38743	100	0	100	465	458	451	3	5	7	23	20	24	51	61	57	23	15	12
Male	45	3059	40618	96	0	99	461	450	440	3	7	11	18	23	27	60	58	53	20	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	457	433	426	0	10	15	20	32	35	65	53	47	15	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	51	3158	36221	96	0	99	469	469	465	2	3	4	17	14	15	56	64	63	25	20	17
Students with Disabilities	19	684	10331	100	0	100	409	375	388	13	21	25	53	40	37	33	34	34	0	5	4
Students without Disabilities	63	5302	69139	97	0	99	476	464	454	0	4	7	12	19	24	62	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	39	3052	39484	95	0	96	456	440	429	3	9	14	26	30	35	56	55	47	15	6	4
Non-Economically Disadvantaged	43	2934	39986	100	0	100	468	466	461	2	2	4	15	13	16	56	64	63	27	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	83	5935	78869	99	98	99	463	442	442	1	6	6	22	21	21	62	62	63	14	12	10
All Students (Prior Year)	88	5611	75053	100	98	99	604	578	597	6	10	7	14	14	12	69	68	72	11	7	9
Female	37	2903	38536	100	99	99	472	458	458	0	4	4	29	14	15	51	65	67	20	16	14
Male	46	3031	40302	98	98	99	454	425	428	2	8	8	17	26	26	71	58	60	10	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	475	419	426	0	9	8	15	29	27	70	57	60	15	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	52	3142	36078	98	98	99	459	457	459	2	4	4	22	15	16	61	65	66	14	16	14
Students with Disabilities	19	676	10246	100	100	100	398	347	367	7	18	18	47	40	39	47	37	40	0	5	4
Students without Disabilities	64	5259	68697	98	98	98	478	454	454	0	4	4	16	18	18	66	65	67	18	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	39	3015	39106	95	96	95	457	426	427	0	8	8	32	28	28	56	59	59	12	5	5
Non-Economically Disadvantaged	44	2920	39837	100	100	100	467	457	457	2	4	4	14	13	14	67	64	67	17	19	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5594	78906	99	99	99	518	509	498	8	8	13	7	15	19	63	50	48	22	26	20
All Students (Prior Year)	83	5809	76019	98	99	100	517	514	499	6	9	14	27	34	39	22	13	14	44	44	33
Female	43	2679	38644	100	99	99	516	507	500	8	8	12	8	16	19	64	51	49	21	25	19
Male	44	2915	40236	98	99	99	520	510	497	8	8	15	5	15	19	62	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	17	1921	31938	100	100	99	504	486	481	14	13	19	7	23	25	64	51	46	14	13	10
Asian/Pacific Islander	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	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	65	3081	36483	98	98	99	525	525	517	5	4	7	4	10	13	65	50	51	26	36	30
Students with Disabilities	12	650	10664	92	100	100	468	417	430	40	33	42	10	26	27	50	33	26	0	7	5
Students without Disabilities	75	4944	68310	100	98	98	525	521	509	3	5	9	6	14	18	65	53	51	26	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	36	2737	38679	95	95	96	508	495	483	14	13	20	7	21	25	62	50	45	17	15	10
Non-Economically Disadvantaged	51	2857	40295	100	100	100	524	520	513	4	4	7	6	9	13	64	51	50	26	36	30

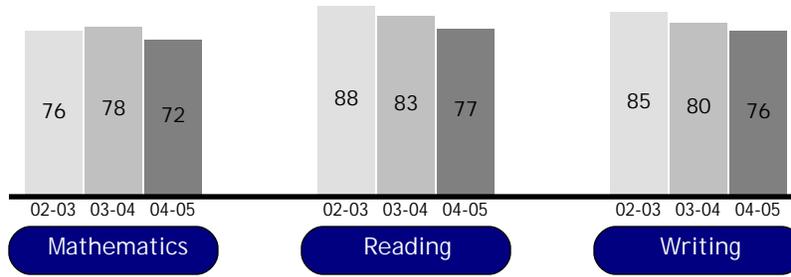
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5599	78908	99	0	99	513	491	484	3	6	10	11	19	23	70	63	58	17	12	9
All Students (Prior Year)	83	5803	76020	98	99	100	509	507	503	21	20	25	19	22	23	46	43	40	15	16	12
Female	43	2681	38648	100	0	99	512	494	489	5	5	8	13	18	22	59	64	61	23	12	10
Male	44	2918	40233	98	0	99	514	489	479	0	7	12	8	20	25	81	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	17	1925	31940	100	0	99	497	470	465	14	12	16	7	30	32	71	53	49	7	5	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	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	65	3082	36502	98	0	99	521	507	502	0	3	4	9	12	14	70	69	67	21	17	15
Students with Disabilities	12	651	10665	92	0	100	475	409	423	10	21	30	20	38	36	70	38	31	0	4	2
Students without Disabilities	75	4948	68312	100	0	98	519	502	493	2	4	7	9	17	21	70	66	62	20	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	36	2742	38662	95	0	96	500	479	468	7	10	16	21	28	32	59	56	49	14	5	3
Non-Economically Disadvantaged	51	2857	40315	100	0	100	522	502	498	0	2	5	4	11	15	77	68	66	19	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	88	5524	78750	100	98	99	529	500	500	3	5	6	16	28	29	77	63	63	5	3	2
All Students (Prior Year)	81	5771	75673	95	98	100	530	530	530	18	15	12	20	25	25	58	56	58	4	5	4
Female	43	2649	38586	100	98	99	540	514	515	3	4	4	13	21	22	77	70	71	8	4	3
Male	45	2874	40135	100	98	99	518	488	486	3	7	8	18	35	35	76	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	17	1884	31841	100	98	99	492	479	483	7	8	8	14	37	36	79	54	55	0	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	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	66	3058	36440	100	98	99	538	514	516	2	4	3	14	23	22	79	69	71	5	4	4
Students with Disabilities	13	642	10622	100	100	100	438	390	415	9	22	21	64	48	50	27	26	28	0	4	1
Students without Disabilities	75	4882	68196	100	97	98	544	515	513	2	3	3	8	26	25	85	68	69	6	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	37	2686	38558	97	93	96	498	486	485	7	9	8	30	37	37	60	53	54	3	1	1
Non-Economically Disadvantaged	51	2838	40260	100	100	100	549	513	514	0	3	3	6	21	21	87	71	72	6	5	4

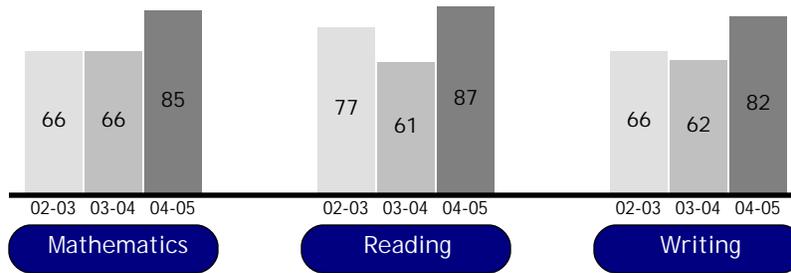
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	69	61	50	96	71	NA	58	99	53	50	47
	Language	99	53	49	43	100	62	53	50	99	53	49	47
	Mathematics	99	77	67	57	97	77	71	64	99	59	54	50
3	Reading	94	63	57	47	100	60	NA	55	98	52	50	44
	Language	95	67	61	54	100	55	63	61	98	49	49	44
	Mathematics	100	65	64	54	100	62	66	61	98	55	55	51
4	Reading	95	72	62	52	96	63	NA	56	100	54	52	48
	Language	95	63	54	48	96	56	55	52	100	56	52	49
	Mathematics	100	67	68	57	96	67	68	61	100	56	59	53
5	Reading	98	70	59	50	100	64	NA	55	99	65	55	50
	Language	96	61	53	46	100	59	55	49	99	63	55	50
	Mathematics	99	77	68	57	100	67	71	63	99	58	54	49
6	Reading	98	68	62	53	100	76	NA	56	99	63	58	51
	Language	98	63	53	45	100	63	55	48	99	55	54	47
	Mathematics	99	82	75	62	100	84	76	66	100	63	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)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Review Optional Student Travel Requests
- Ü Parent/Educator Relations
- Ü Instructional Strategies/School Goals
- Ü Review School Report Card
- Ü School Procedures/Student Handbook
- Ü School Safety/Discipline/Dress Code

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	5	0	0
10 or more years	3	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Basic Skills Room

Extracurricular Activities

- Ü Mesa Parks Sports Programs
- Ü Video Club and Boy/Girl Scouts
- Ü Basketball with Mesa YMCA
- Ü Student Council
- Ü Boy and Girl Scouts

Social Services

- Ü English Language Learners
- Ü After School Kids Corner Program
- Ü Community Classes and Programs
- Ü Health Services
- Ü After School Remediation & Enrichment
- Ü SEI Technician

School Achievements/Accomplishments 2004-05

- ü District Writing Contest winners.

- ü President's Academic Award winners.

- ü Schoolwide Community Service Projects: Raised \$1,400 for the Diabetes Association.

- ü Teachers wrote and were awarded grants from Wells Fargo and the Mesa Education Foundation to support academics in the classroom.

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	13	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Madison Elementary is committed to ensure a safe and secure environment for instruction and learning. Clear and concise student behavior rules and 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) :

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	Susan K. Edman	(480) 472-8800
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Susan K. Edman	(480) 472-8800
Student Health/Nurse	Michele Randolph	(480) 472-8860

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.