



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1645 N Sterling Street, Mesa, AZ 85207

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 Excelling

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. Lynn Taylor David
Schedule : 07:55 AM to 02:25 PM
Grades : Pre-K-6
2005 Enrollment : 645
Web Address : www.mpsaz.org/falcon/
Phone Number : (480) 472-8600
Fax Number : (480) 472-8597
E-mail : ltdavid@mpsaz.org

Mission

The staff of Falcon Hill Elementary School is committed to serving all students by providing a safe, nurturing environment where children are challenged to meet high expectations and are instilled with the desire to become lifelong learners.

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 will comprehend reading material at their grade level as measured by DIBELS in Kindergarten through Grade 3, the district reading CRT test for Grade 1, by the Teranova for Grade 2, and by the AIMS assessment for grades 3-6.
Students will master basic math facts and concepts as measured by the district math CRT test for grade 1, by the Teranova for grade 2, and by the AIMS assessment for grades 3-6.

Enrollment

October 1, 2004 School Year Student Enrollment : 654
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Extended-day Kindergarten
- ü Young Kindergarten
- ü Pre-school

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As professional educators, we have the responsibility to keep parents informed of their child's academic and social progress. Our staff will communicate on a regularly basis with parents so that we form a team in serving their children. As we work together in this partnership, we look forward to providing the opportunity for each child to master the standards of the state.

Parents

Parents need to take responsibility for getting their child to school on time, with the necessary materials and ready to learn. Parental responsibility also includes communicating with the school in a manner which fosters problem solving.

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 their IEPs.

School Honors

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

Award/Honor	Year
ü Math Olympiad Highest Team Achievement	2004
ü Math Olympiad Highest Student Achievement	2004
ü Math Olympiad Honor Roll - Grade 6	2005
ü math Olympiad High Achievement List - Grade 5	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	88	5983	79306	98	99	99	479	454	445	3	6	10	12	15	18	45	53	51	41	26	20
All Students (Prior Year)	77	5651	75509	100	98	100	542	532	521	3	9	13	18	19	23	32	33	33	47	39	31
Female	42	2922	38691	98	99	99	483	454	446	0	5	10	12	16	18	44	53	52	44	25	20
Male	46	3060	40583	98	99	99	476	455	445	5	7	11	11	14	18	45	52	50	39	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	100	100	99	497	437	429	0	9	15	10	21	25	40	58	51	50	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	69	3156	36197	99	99	99	479	468	463	0	4	5	13	10	11	46	49	53	41	37	31
Students with Disabilities	13	685	10321	100	100	100	445	377	389	17	25	30	17	29	27	42	37	34	25	9	9
Students without Disabilities	75	5298	69060	96	99	98	485	464	454	0	4	7	11	13	17	45	55	54	44	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	18	3051	39415	90	97	96	470	442	431	13	9	15	7	21	25	47	56	50	33	14	10
Non-Economically Disadvantaged	70	2932	39966	100	100	100	481	466	459	0	4	6	13	9	12	44	50	52	43	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	88	5986	79395	98	0	99	473	454	446	5	6	9	13	21	25	62	60	55	21	13	11
All Students (Prior Year)	77	5641	75492	100	98	100	522	522	519	10	11	12	8	14	16	58	48	47	23	27	24
Female	42	2926	38743	98	0	100	480	458	451	3	5	7	12	20	24	62	61	57	24	15	12
Male	46	3059	40618	98	0	99	467	450	440	7	7	11	14	23	27	61	58	53	18	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	100	0	99	476	433	426	0	10	15	20	32	35	40	53	47	40	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	69	3158	36221	99	0	99	473	469	465	5	3	4	11	14	15	65	64	63	19	20	17
Students with Disabilities	13	684	10331	100	0	100	435	375	388	8	21	25	42	40	37	50	34	34	0	5	4
Students without Disabilities	75	5302	69139	96	0	99	479	464	454	5	4	7	8	19	24	64	63	58	24	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	18	3052	39484	90	0	96	462	440	429	7	9	14	20	30	35	53	55	47	20	6	4
Non-Economically Disadvantaged	70	2934	39986	100	0	100	475	466	461	5	2	4	11	13	16	63	64	63	21	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	87	5935	78869	97	98	99	470	442	442	0	6	6	17	21	21	69	62	63	14	12	10
All Students (Prior Year)	77	5611	75053	100	98	99	570	578	597	6	10	7	19	14	12	70	68	72	4	7	9
Female	43	2903	38536	100	99	99	492	458	458	0	4	4	6	14	15	66	65	67	29	16	14
Male	44	3031	40302	94	98	99	452	425	428	0	8	8	26	26	26	71	58	60	2	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	100	98	98	490	419	426	0	9	8	10	29	27	80	57	60	10	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	68	3142	36078	97	98	99	471	457	459	0	4	4	16	15	16	68	65	66	16	16	14
Students with Disabilities	13	676	10246	100	100	100	440	347	367	0	18	18	25	40	39	75	37	40	0	5	4
Students without Disabilities	74	5259	68697	95	98	98	476	454	454	0	4	4	15	18	18	68	65	67	17	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	18	3015	39106	90	96	95	457	426	427	0	8	8	33	28	28	53	59	59	13	5	5
Non-Economically Disadvantaged	69	2920	39837	99	100	100	473	457	457	0	4	4	13	13	14	73	64	67	15	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	90	5594	78906	100	99	99	518	509	498	0	8	13	13	15	19	45	50	48	41	26	20
All Students (Prior Year)	95	5809	76019	97	99	100	508	514	499	8	9	14	34	34	39	17	13	14	41	44	33
Female	43	2679	38644	100	99	99	506	507	500	0	8	12	14	16	19	50	51	49	36	25	19
Male	47	2915	40236	100	99	99	530	510	497	0	8	15	13	15	19	40	50	46	48	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	80	3081	36483	100	98	99	520	525	517	0	4	7	11	10	13	45	50	51	44	36	30
Students with Disabilities	10	650	10664	100	100	100	341	417	430	0	33	42	40	26	27	40	33	26	20	7	5
Students without Disabilities	80	4944	68310	99	98	98	542	521	509	0	5	9	10	14	18	46	53	51	44	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	23	2737	38679	92	95	96	522	495	483	0	13	20	21	21	25	58	50	45	21	15	10
Non-Economically Disadvantaged	67	2857	40295	100	100	100	516	520	513	0	4	7	11	9	13	41	51	50	48	36	30

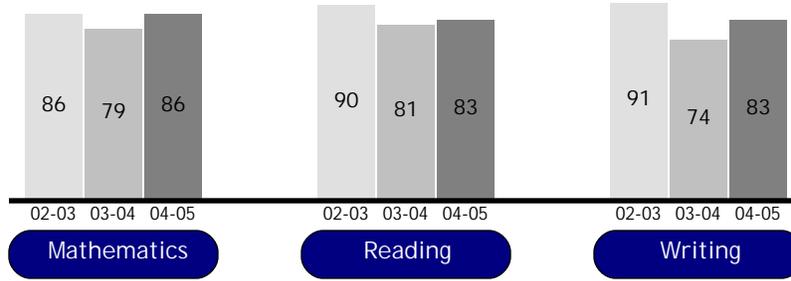
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5599	78908	100	0	99	501	491	484	0	6	10	11	19	23	63	63	58	26	12	9
All Students (Prior Year)	95	5803	76020	97	99	100	506	507	503	17	20	25	22	22	23	47	43	40	14	16	12
Female	43	2681	38648	100	0	99	493	494	489	0	5	8	14	18	22	62	64	61	24	12	10
Male	47	2918	40233	100	0	99	510	489	479	0	7	12	8	20	25	65	61	55	28	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	80	3082	36502	100	0	99	502	507	502	0	3	4	11	12	14	61	69	67	28	17	15
Students with Disabilities	10	651	10665	100	0	100	344	409	423	0	21	30	40	38	36	30	38	31	30	4	2
Students without Disabilities	80	4948	68312	99	0	98	523	502	493	0	4	7	7	17	21	68	66	62	25	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	23	2742	38662	92	0	96	511	479	468	0	10	16	5	28	32	79	56	49	16	5	3
Non-Economically Disadvantaged	67	2857	40315	100	0	100	498	502	498	0	2	5	13	11	15	59	68	66	29	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	90	5524	78750	100	98	99	513	500	500	0	5	6	20	28	29	76	63	63	5	3	2
All Students (Prior Year)	94	5771	75673	96	98	100	532	530	530	11	15	12	24	25	25	61	56	58	4	5	4
Female	43	2649	38586	100	98	99	510	514	515	0	4	4	21	21	22	71	70	71	7	4	3
Male	47	2874	40135	100	98	99	516	488	486	0	7	8	18	35	35	80	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	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	80	3058	36440	100	98	99	511	514	516	0	4	3	20	23	22	75	69	71	5	4	4
Students with Disabilities	10	642	10622	100	100	100	346	390	415	0	22	21	30	48	50	60	26	28	10	4	1
Students without Disabilities	80	4882	68196	99	97	98	536	515	513	0	3	3	18	26	25	78	68	69	4	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	23	2686	38558	92	93	96	539	486	485	0	9	8	11	37	37	84	53	54	5	1	1
Non-Economically Disadvantaged	67	2838	40260	100	100	100	505	513	514	0	3	3	22	21	21	73	71	72	5	5	4

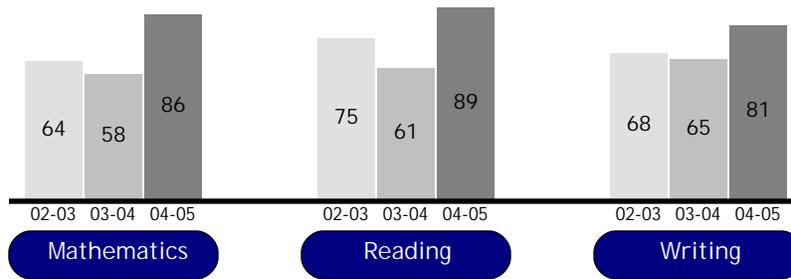
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	71	61	50	93	71	NA	58	94	54	50	47
	Language	95	64	49	43	96	65	53	50	92	53	49	47
	Mathematics	94	80	67	57	94	85	71	64	99	57	54	50
3	Reading	99	79	57	47	96	67	NA	55	98	55	50	44
	Language	99	82	61	54	97	71	63	61	98	53	49	44
	Mathematics	99	79	64	54	97	67	66	61	98	62	55	51
4	Reading	97	70	62	52	96	74	NA	56	100	63	52	48
	Language	97	61	54	48	96	68	55	52	100	61	52	49
	Mathematics	100	76	68	57	93	78	68	61	100	67	59	53
5	Reading	99	68	59	50	99	68	NA	55	97	64	55	50
	Language	99	66	53	46	100	58	55	49	97	62	55	50
	Mathematics	98	75	68	57	100	68	71	63	97	67	54	49
6	Reading	97	73	62	53	97	77	NA	56	94	73	58	51
	Language	96	65	53	45	97	70	55	48	94	68	54	47
	Mathematics	99	86	75	62	97	89	76	66	96	82	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Discipline
- Ü Homework
- Ü Attendance
- Ü Topics Group Selects
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.20
Other Professional Staff	1.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	3	26	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Choir and Recorder/2nd Semester
- Ü Accelerated Reader Club
- Ü Band/Orchestra

Social Services

- Ü Lunch Program
- Ü Afterschool Sports
- Ü Afterschool Child Care
- Ü Before-school Child Care
- Ü Boredom Busters Summer Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 85% of our Grade 3 students scored at the Meets or Exceeds levels on the Math portion of AIMS. This was a 6% gain from the previous year.
- ü 84% of our Grade 5 students scores at the Meets or Exceeds levels on the Reading portion of the AIMS assessment. This was a 23% increase from the previous year.
- ü 84% of our Grade 5 students scored at the Meets or Exceeds levels of the Math portion of the AIMS assessment. This represents a gain of 26% increase from the previous year.
- ü 75% of our Grade 5 students scored at the Meets or Exceeds levles on the writing section of the AIMS assessment. This is a 10% gain from the previous year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	5	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

Our SIAC has reviewed all safety practices including parking, visitors, lock-downs, access to school classrooms and a Crisis Plan. All staff wear ID cards and visitors are required to check-in at the office. Staff are on duty before/after 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	Lynn Taylor David	(480) 472-8600
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Lynn Taylor David	(480) 472-8600
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Tammy Stewart	(480) 472-8600
Student Health/Nurse	Malana Hansen	(480) 472-8579

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** 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.