Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Kerr Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

125 E McLellan, Mesa, AZ 85201

Mesa Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

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.

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.

School Overview

Principal/Administrator :	Mrs. Thea A. Hansen
Schedule :	07:30 AM to 04:00 PM
Grades :	Pre-K-6
2005 Enrollment :	802
Web Address :	
Phone Number :	(480) 472-5100
Fax Number :	(480) 472-5166
E-mail :	tahansen@mpsaz.org

Mission

The mission at Kerr Elementary is to educate all children, motivating them to reach their highest potential academically, socially and emotionally.

School / Academic Goals

- Increase the number of students achieving mastery of reading and math skills as measured by the AIMS and/or Terra Nova Tests. Students who do not reach this level will show one year's gain in their skills from these previous tests.
- To emphasize a more phonetic-based, direct instruction method for all chldren in kindergarten, first and second grades.
- Provide quality service to all students, parents, staff, and members of the learning community.

Enrollment

October 1, 2004 School Year Student Enrollment :	804
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	173

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Title I, ELL
- On-site Special Educ., K-3 Autistic
- Gifted Program (Grades 3, 4, 5, 6)
- After School Tutoring
- Boeing Math Academy
- P.E., Music, Art
- Orchestra (gr 4-6), Band (5-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our goal to create an environment that is safe, nuturing and enhances learning. We will set high goals, aligned with AZ State Standards, for students and teachers. Also, we will facilitate two-way communication between home and school to promote academic and social success.

Parents

Family support is key to student success. Parents contribute to student success when they: have their students attend school regularly and on time; schedule a place and time for homework; encourage students to work hard; communicate with the school regularly; and participate in school activities.

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
Three Additional Master Teachers	2003
Received Boeing Math Tutoring Grant 2003-05	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	95	5983	79306	98	99	99	431	454	445	13	6	10	28	15	18	46	53	51	13	26	20
All Students (Prior Year)	99	5651	75509	98	98	100	503	532	521	23	9	13	30	19	23	23	33	33	23	39	31
Female	49	2922	38691	98	99	99	436	454	446	11	5	10	33	16	18	40	53	52	16	25	20
Male	46	3060	40583	98	99	99	424	455	445	15	7	11	23	14	18	53	52	50	10	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	50	2187	32869	98	100	99	436	437	429	11	9	15	27	21	25	52	58	51	9	12	10
Asian/Pacific Islander	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	37	40
American Indian/Alaskan Native	13	221	4264	100	98	100	398	437	419	33	9	19	33	27	30	33	54	45	0	10	6
White	27	3156	36197	96	99	99	432	468	463	8	4	5	32	10	11	36	49	53	24	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	88	5298	69060	98	99	98	440	464	454	9	4	7	27	13	17	50	55	54	14	28	22
Limited English Proficient Students	10	703	15509	100	100	100	387	391	406	23	17	20	23	28	30	46	49	45	8	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	73	3051	39415	97	97	96	427	442	431	16	9	15	28	21	25	50	56	50	6	14	10
Non-Economically Disadvantaged	22	2932	39966	100	100	100	442	466	459	5	4	6	29	9	12	33	50	52	33	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	97	0	99	437	454	446	2	6	9	37	21	25	60	60	55	1	13	11
All Students (Prior Year)	97	5641	75492	96	98	100	512	522	519	15	11	12	24	14	16	41	48	47	20	27	24
Female	49	2926	38743	98	0	100	445	458	451	2	5	7	36	20	24	60	61	57	2	15	12
Male	45	3059	40618	96	0	99	428	450	440	3	7	11	38	23	27	59	58	53	0	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	50	2189	32915	98	0	99	444	433	426	0	10	15	39	32	35	61	53	47	0	5	4
Asian/Pacific Islander	--	150	1936	--	0	99	--	469	468	--	2	3	--	15	14	--	58	63	--	25	19
American Indian/Alaskan Native	13	220	4271	100	0	100	413	437	420	8	8	15	67	33	42	25	56	41	0	3	2
White	26	3158	36221	93	0	99	431	469	465	4	3	4	25	14	15	67	64	63	4	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	88	5302	69139	98	0	99	445	464	454	3	4	7	32	19	24	64	63	58	1	15	11
Limited English Proficient Students	10	703	15545	100	0	100	395	382	399	0	18	21	62	43	42	38	36	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	72	3052	39484	96	0	96	437	440	429	3	9	14	40	30	35	57	55	47	0	6	4
Non-Economically Disadvantaged	22	2934	39986	100	0	100	437	466	461	0	2	4	29	13	16	67	64	63	5	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	97	98	99	401	442	442	13	6	6	38	21	21	46	62	63	2	12	10
All Students (Prior Year)	97	5611	75053	96	98	99	531	578	597	15	10	7	24	14	12	60	68	72	1	7	9
Female	49	2903	38536	98	99	99	427	458	458	11	4	4	24	14	15	60	65	67	4	16	14
Male	45	3031	40302	96	98	99	371	425	428	15	8	8	54	26	26	31	58	60	0	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	50	2160	32606	98	98	98	416	419	426	9	9	8	34	29	27	57	57	60	0	5	5
Asian/Pacific Islander	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	21	22
American Indian/Alaskan Native	13	216	4245	100	96	100	321	426	423	33	8	9	58	30	26	8	55	61	0	8	4
White	26	3142	36078	93	98	99	414	457	459	8	4	4	38	15	16	50	65	66	4	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	87	5259	68697	97	98	98	412	454	454	12	4	4	35	18	18	51	65	67	3	13	11
Limited English Proficient Students	10	687	15339	100	100	100	375	366	399	0	15	11	54	35	31	46	48	54	0	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	72	3015	39106	96	96	95	396	426	427	16	8	8	38	28	28	46	59	59	0	5	5
Non-Economically Disadvantaged	22	2920	39837	100	100	100	417	457	457	5	4	4	38	13	14	48	64	67	10	19	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	102	5594	78906	100	99	99	492	509	498	14	8	13	26	15	19	44	50	48	16	26	20
All Students (Prior Year)	97	5809	76019	97	99	100	482	514	499	23	9	14	46	34	39	4	13	14	26	44	33
Female	56	2679	38644	98	99	99	489	507	500	14	8	12	28	16	19	44	51	49	14	25	19
Male	46	2915	40236	100	99	99	497	510	497	13	8	15	24	15	19	45	50	46	18	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	42	1921	31938	100	100	99	495	486	481	8	13	19	32	23	25	42	51	46	18	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	16	237	4593	100	100	100	461	479	467	45	19	26	18	24	29	27	48	39	9	9	6
White	37	3081	36483	100	98	99	503	525	517	6	4	7	21	10	13	58	50	51	15	36	30
Students with Disabilities	18	650	10664	95	100	100	427	417	430	71	33	42	29	26	27	0	33	26	0	7	5
Students without Disabilities	84	4944	68310	100	98	98	504	521	509	3	5	9	26	14	18	53	53	51	19	29	22
Limited English Proficient Students	11	560	12573	100	100	100	479	427	454	18	23	27	29	31	30	41	41	38	12	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	76	2737	38679	97	95	96	489	495	483	17	13	20	29	21	25	38	50	45	17	15	10
Non-Economically Disadvantaged	26	2857	40295	100	100	100	503	520	513	5	4	7	18	9	13	64	51	50	14	36	30

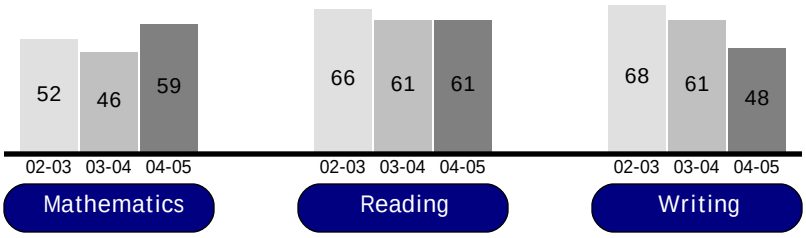
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	5599	78908	100	0	99	480	491	484	7	6	10	33	19	23	55	63	58	6	12	9
All Students (Prior Year)	98	5803	76020	98	99	100	493	507	503	32	20	25	32	22	23	35	43	40	2	16	12
Female	56	2681	38648	98	0	99	476	494	489	10	5	8	32	18	22	54	64	61	4	12	10
Male	46	2918	40233	100	0	99	485	489	479	3	7	12	34	20	25	55	61	55	8	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	42	1925	31940	100	0	99	478	470	465	8	12	16	34	30	32	53	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	16	238	4569	100	0	100	463	469	457	18	11	18	45	31	39	27	56	41	9	3	2
White	37	3082	36502	100	0	99	487	507	502	3	3	4	27	12	14	67	69	67	3	17	15
Students with Disabilities	18	651	10665	95	0	100	442	409	423	14	21	30	64	38	36	21	38	31	0	4	2
Students without Disabilities	84	4948	68312	100	0	98	487	502	493	5	4	7	27	17	21	61	66	62	7	13	10
Limited English Proficient Students	11	559	12556	100	0	100	466	408	436	12	22	24	41	43	40	47	32	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	76	2742	38662	97	0	96	478	479	468	8	10	16	33	28	32	55	56	49	5	5	3
Non-Economically Disadvantaged	26	2857	40315	100	0	100	486	502	498	5	2	5	32	11	15	55	68	66	9	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	102	5524	78750	100	98	99	500	500	500	8	5	6	28	28	29	61	63	63	2	3	2
All Students (Prior Year)	97	5771	75673	97	98	100	524	530	530	9	15	12	27	25	25	62	56	58	2	5	4
Female	56	2649	38586	98	98	99	506	514	515	6	4	4	26	21	22	64	70	71	4	4	3
Male	46	2874	40135	100	98	99	492	488	486	11	7	8	32	35	35	58	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	42	1884	31841	100	98	99	509	479	483	5	8	8	32	37	36	58	54	55	5	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	16	231	4586	100	97	100	439	481	481	36	10	8	36	34	37	27	53	54	0	2	1
White	37	3058	36440	100	98	99	505	514	516	3	4	3	24	23	22	73	69	71	0	4	4
Students with Disabilities	18	642	10622	95	100	100	412	390	415	36	22	21	57	48	50	7	26	28	0	4	1
Students without Disabilities	84	4882	68196	100	97	98	517	515	513	3	3	3	23	26	25	72	68	69	3	3	3
Limited English Proficient Students	11	541	12504	100	100	100	479	407	451	12	17	12	53	48	44	29	33	43	6	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	76	2686	38558	97	93	96	501	486	485	11	9	8	27	37	37	59	53	54	3	1	1
Non-Economically Disadvantaged	26	2838	40260	100	100	100	497	513	514	0	3	3	32	21	21	68	71	72	0	5	4

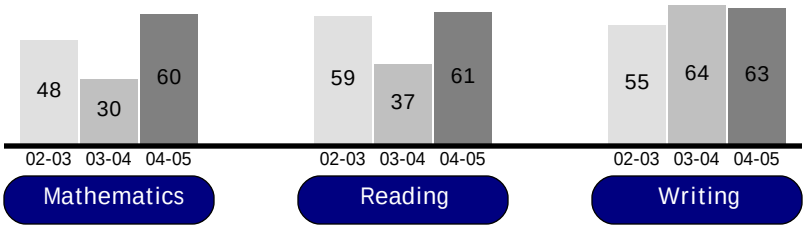
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	47	61	50	83	51	NA	58	94	38	50	47
	Language	99	33	49	43	92	41	53	50	94	34	49	47
	Mathematics	94	53	67	57	93	53	71	64	95	37	54	50
3	Reading	94	41	57	47	82	49	NA	55	96	43	50	44
	Language	95	43	61	54	85	53	63	61	96	39	49	44
	Mathematics	94	42	64	54	93	46	66	61	97	45	55	51
4	Reading	99	52	62	52	89	53	NA	56	100	44	52	48
	Language	100	46	54	48	93	48	55	52	100	41	52	49
	Mathematics	95	62	68	57	92	57	68	61	100	47	59	53
5	Reading	99	43	59	50	93	45	NA	55	100	47	55	50
	Language	96	43	53	46	99	40	55	49	100	45	55	50
	Mathematics	96	42	68	57	99	52	71	63	100	44	54	49
6	Reading	99	41	62	53	99	49	NA	56	96	49	58	51
	Language	99	32	53	45	100	42	55	48	96	49	54	47
	Mathematics	96	48	75	62	100	53	76	66	96	51	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	Council Duties
1 School Administrator(s)	ü School Safety Issues
1 Non-certified Employee(s)	ü Make Your Day Program
4 Teacher(s)	ü Homework/Attendance
5 Parent(s)	ü Effective Schools Research
0 Community Member(s)	ü Alternative Funding
0 Student(s)	ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.50
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Lab K-6
- ü Outdoor Amphi. - Flag Raising/Assembly
- ü Media Center
- ü Multi-purpose Room

Extracurricular Activities

- ü After School Basketball, Co-ed
- ü Computer Club/Lab
- ü Band Grades 5-6/Orchestra Grades 4-6
- ü Student Council
- ü KRTV News Station
- ü Shuttle Mission 5-6

Social Services

- ü Family Liaison
- ü Native American Liaison
- ü After School--Kids Corner Child Care
- ü Summer Recreational Activities
- ü Breakfast/Lunch Program (Free & Reduced)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	17	12	12	17
Transfers In Rate [6]	32	28	28	37
Stability Rate [7]	82	87	87	82
Promotion Rate [8]	94	96	95	81
Retention Rate [9]	0	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

Kerr Elementary is committed to ensuring a safe and secure environment for learning and instruction. To achieve this, clear and concise student behavior rules and citizenship expectations are set and aggressively, fairly, and consistently enforced. Safety procedures are practiced monthly by all students and staff.

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	Thea Hansen	(480) 472-5100
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Monica Olivos	(480) 472-5156
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Parent-Teacher Organization	(480) 472-5173
Student Health/Nurse	Vassie Speer	(480) 472-5108

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 802 Copies = $306.00

** 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.