



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4132 E Adobe, Mesa, AZ 85205

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	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Dr. David Finley
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 685
 Web Address : www.mpsaz.org/entz
 Phone Number : (480) 472-7300
 Fax Number : (480) 472-7373
 E-mail : dafinley@mpsaz.org

Mission

Our goal is to empower students to become proficient readers, mathematicians, researchers, writers and creative problem solvers. We encourage students, teachers and parents to work together to make learning more effective.

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 Improve performance in reading, math and writing. Instruction based on Arizona Academic Standards.
- ü Increase the number of parents who attend conferences.
- ü Expand Accelerated Reading Program to additional grade levels.
- ü Improve services to lower achieving students.

Enrollment

October 1, 2004 School Year Student Enrollment : 699
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- Ü Thematic Instruction
- Ü Flexible Grouping
- Ü Advanced Placement
- Ü On-site Special Education
- Ü Accelerated Reader
- Ü Read Naturally

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

Communicate our expectations regarding attendance, homework and behavior. Provide an atmosphere which is conducive to teaching and learning. Encourage parents to be partners in the education of their children. Insure that parents are informed about the State Standards that will direct the instruction in their student's classroom. And, that students will be expected to master the skills required.

Parents

Encourage students to be responsible for their assignments. Make sure children attend school on time, every day, except when ill. Attend Parent/Teacher conferences. Contact the teacher if you have a question or concern.

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 Veora E Johnson Spirit of Unity	2003
Ü MPS Writing Contest 3rd grade winner	2003
Ü AATM Math Challenge 5th Place	2003
Ü AATM Math Challenge 2nd Place	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	91	5983	79306	99	99	99	495	454	445	0	6	10	2	15	18	47	53	51	51	26	20
All Students (Prior Year)	93	5651	75509	99	98	100	572	532	521	2	9	13	13	19	23	22	33	33	63	39	31
Female	45	2922	38691	100	99	99	496	454	446	0	5	10	5	16	18	36	53	52	59	25	20
Male	46	3060	40583	98	99	99	494	455	445	0	7	11	0	14	18	57	52	50	43	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	11	2187	32869	92	100	99	484	437	429	0	9	15	0	21	25	75	58	51	25	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	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	75	3156	36197	100	99	99	497	468	463	0	4	5	3	10	11	42	49	53	55	37	31
Students with Disabilities	11	685	10321	100	100	100	494	377	389	0	25	30	0	29	27	38	37	34	63	9	9
Students without Disabilities	80	5298	69060	98	99	98	495	464	454	0	4	7	3	13	17	47	55	54	50	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	21	3051	39415	95	97	96	470	442	431	0	9	15	0	21	25	76	56	50	24	14	10
Non-Economically Disadvantaged	70	2932	39966	100	100	100	501	466	459	0	4	6	3	9	12	39	50	52	58	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	91	5986	79395	99	0	99	490	454	446	0	6	9	6	21	25	71	60	55	23	13	11
All Students (Prior Year)	93	5641	75492	99	98	100	539	522	519	3	11	12	9	14	16	45	48	47	43	27	24
Female	45	2926	38743	100	0	100	494	458	451	0	5	7	5	20	24	64	61	57	32	15	12
Male	46	3059	40618	98	0	99	486	450	440	0	7	11	7	23	27	79	58	53	14	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	11	2189	32915	92	0	99	479	433	426	0	10	15	13	32	35	88	53	47	0	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	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	75	3158	36221	100	0	99	491	469	465	0	3	4	5	14	15	69	64	63	26	20	17
Students with Disabilities	11	684	10331	100	0	100	489	375	388	0	21	25	0	40	37	88	34	34	13	5	4
Students without Disabilities	80	5302	69139	98	0	99	490	464	454	0	4	7	6	19	24	69	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	21	3052	39484	95	0	96	469	440	429	0	9	14	18	30	35	82	55	47	0	6	4
Non-Economically Disadvantaged	70	2934	39986	100	0	100	495	466	461	0	2	4	3	13	16	68	64	63	29	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	91	5935	78869	99	98	99	502	442	442	1	6	6	2	21	21	59	62	63	37	12	10
All Students (Prior Year)	92	5611	75053	98	98	99	664	578	597	1	10	7	9	14	12	73	68	72	18	7	9
Female	44	2903	38536	98	99	99	514	458	458	2	4	4	2	14	15	44	65	67	51	16	14
Male	47	3031	40302	100	98	99	491	425	428	0	8	8	2	26	26	74	58	60	23	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	12	2160	32606	100	98	98	509	419	426	0	9	8	0	29	27	67	57	60	33	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	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	74	3142	36078	99	98	99	501	457	459	1	4	4	3	15	16	59	65	66	37	16	14
Students with Disabilities	11	676	10246	100	100	100	479	347	367	0	18	18	13	40	39	63	37	40	25	5	4
Students without Disabilities	80	5259	68697	98	98	98	505	454	454	1	4	4	1	18	18	59	65	67	38	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	22	3015	39106	100	96	95	473	426	427	0	8	8	6	28	28	83	59	59	11	5	5
Non-Economically Disadvantaged	69	2920	39837	99	100	100	510	457	457	1	4	4	1	13	14	53	64	67	44	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	88	5594	78906	97	99	99	520	509	498	3	8	13	16	15	19	58	50	48	24	26	20
All Students (Prior Year)	99	5809	76019	99	99	100	538	514	499	8	9	14	22	34	39	7	13	14	63	44	33
Female	42	2679	38644	100	99	99	526	507	500	3	8	12	8	16	19	65	51	49	25	25	19
Male	46	2915	40236	94	99	99	515	510	497	3	8	15	25	15	19	50	50	46	23	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	12	1921	31938	92	100	99	479	486	481	0	13	19	50	23	25	50	51	46	0	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	72	3081	36483	97	98	99	527	525	517	2	4	7	12	10	13	59	50	51	27	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	79	4944	68310	98	98	98	521	521	509	1	5	9	14	14	18	61	53	51	24	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	19	2737	38679	86	95	96	491	495	483	6	13	20	35	21	25	47	50	45	12	15	10
Non-Economically Disadvantaged	69	2857	40295	100	100	100	528	520	513	2	4	7	11	9	13	60	51	50	27	36	30

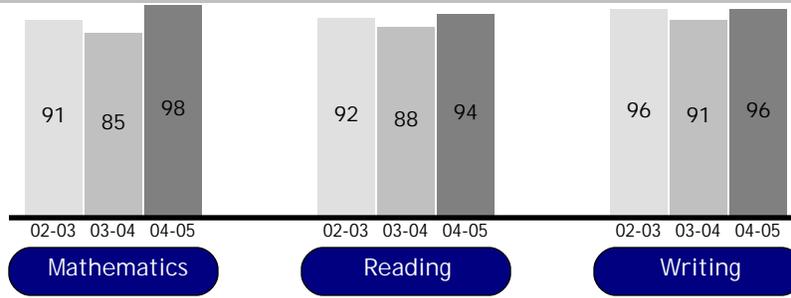
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5599	78908	98	0	99	514	491	484	0	6	10	10	19	23	74	63	58	16	12	9
All Students (Prior Year)	100	5803	76020	100	99	100	515	507	503	6	20	25	18	22	23	54	43	40	22	16	12
Female	42	2681	38648	100	0	99	520	494	489	0	5	8	5	18	22	78	64	61	18	12	10
Male	47	2918	40233	96	0	99	508	489	479	0	7	12	15	20	25	71	61	55	15	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	13	1925	31940	100	0	99	487	470	465	0	12	16	36	30	32	55	53	49	9	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	72	3082	36502	97	0	99	518	507	502	0	3	4	6	12	14	77	69	67	17	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	80	4948	68312	99	0	98	514	502	493	0	4	7	11	17	21	73	66	62	16	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	501	479	468	0	10	16	22	28	32	61	56	49	17	5	3
Non-Economically Disadvantaged	69	2857	40315	100	0	100	517	502	498	0	2	5	6	11	15	78	68	66	16	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5524	78750	98	98	99	525	500	500	4	5	6	16	28	29	73	63	63	7	3	2
All Students (Prior Year)	99	5771	75673	99	98	100	561	530	530	3	15	12	21	25	25	72	56	58	3	5	4
Female	42	2649	38586	100	98	99	553	514	515	0	4	4	5	21	22	83	70	71	13	4	3
Male	47	2874	40135	96	98	99	497	488	486	7	7	8	27	35	35	63	56	56	2	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	13	1884	31841	100	98	99	525	479	483	0	8	8	18	37	36	82	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	72	3058	36440	97	98	99	526	514	516	5	4	3	14	23	22	73	69	71	9	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	80	4882	68196	99	97	98	529	515	513	3	3	3	13	26	25	77	68	69	7	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	20	2686	38558	91	93	96	514	486	485	0	9	8	28	37	37	72	53	54	0	1	1
Non-Economically Disadvantaged	69	2838	40260	100	100	100	528	513	514	5	3	3	13	21	21	73	71	72	10	5	4

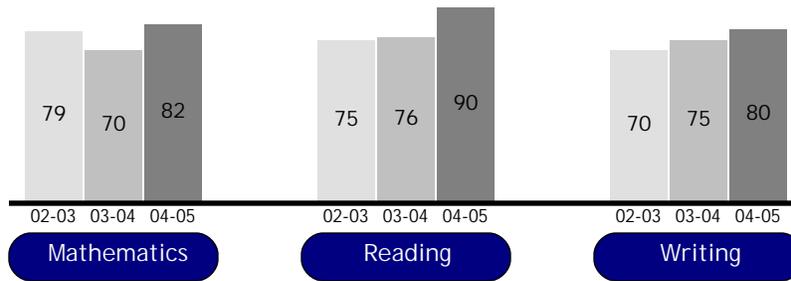
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	80	61	50	100	79	NA	58	98	70	50	47
	Language	100	74	49	43	100	71	53	50	98	67	49	47
	Mathematics	100	87	67	57	100	88	71	64	99	68	54	50
3	Reading	96	70	57	47	98	71	NA	55	99	68	50	44
	Language	96	77	61	54	97	80	63	61	99	64	49	44
	Mathematics	98	76	64	54	99	80	66	61	99	74	55	51
4	Reading	96	83	62	52	96	73	NA	56	94	63	52	48
	Language	97	76	54	48	98	66	55	52	94	65	52	49
	Mathematics	96	87	68	57	99	79	68	61	94	68	59	53
5	Reading	97	71	59	50	99	73	NA	55	98	65	55	50
	Language	97	61	53	46	100	68	55	49	98	63	55	50
	Mathematics	94	84	68	57	99	85	71	63	97	58	54	49
6	Reading	95	75	62	53	100	71	NA	56	95	72	58	51
	Language	95	65	53	45	100	70	55	48	95	68	54	47
	Mathematics	95	87	75	62	100	86	76	66	96	73	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)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Address any and all parent concerns
- Ü Address any and all staff concerns
- Ü Address academic areas as needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	4	0	0
10 or more years	11	15	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Multipurpose Room
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Chess Club
- Ü Newspaper Club

Social Services

- Ü Lunch Program
- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Clothing/Food Drive

School Achievements/Accomplishments 2004-05

- ü Students met academic goals on AIMS and Stanford 9 tests.
Entz has been labeled an 'Excelling' school, based on testing results for 02/03, 03/04 and 04/05 school years.

- ü Very few discipline reports are filed.

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	15	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

Entz is committed to ensuring 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) :

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	Dr. David Finley	(480) 472-7302
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Nancy Radisich	(480) 472-7302
School Nutrition Programs	Fran Center	(480) 472-7318
Parent Organization	Monica Ochoa	(480) 472-7300
Student Health/Nurse	Shirley Moyers	(480) 472-7308

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.