

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6650 E Rafterriver Road, Mesa, AZ 85215

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	Highly Performing

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

School Overview

Principal/Administrator : Dr. Joyce Ann Cook
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 745
 Web Address : www.mesa.k12.az.us/~redmtnranch/
 Phone Number : (480) 472-7900
 Fax Number : (480) 472-7969
 E-mail : jacook@mpsaz.org

Mission

Our mission is to facilitate and ensure academic, social, emotional, physical, musical, and artistic learning for every student. We accomplish this in a caring environment that provides opportunities for each student to discover their unique talents and abilities.

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 To increase the amount of students who achieve mastery of math, reading and writing skills based upon the Arizona Academic Standards.
- ü To provide students opportunities to use technology to learn and to demonstrate their learning.
- ü To provide quality service to all students, parents, teachers and members of the learning community.
- ü To ensure a safe learning environment for all students and staff.

Enrollment

October 1, 2004 School Year Student Enrollment : 772
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 22

Instructional Programs

- ü Integrated instructional practices
- ü Accelerated Reader
- ü Technology Usage/Internet Research
- ü Extended learning program (Gifted)
- ü On site special education resource
- ü Learning communities grades 1,2,3
- ü Speech services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are dedicated to holding high expectations for student achievement and behavior; maintaining open, timely and regular communication with parents, ensuring the safety of students, effectively using school time, and ensuring that students succeed.

Parents

RMRE enjoys positive parental involvement. We ask that parents be involved in school, support school and District policies, reinforce learning at home and maintain open and regular communication with the teachers.

Transportation Policy

The safety of students is our first priority. MPS vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted by all students and staff. Students are expected to behave appropriately on the bus. Busing is provided for all students living more than one mile from their assigned school. Busing is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
ü Math Olympiad Team Top 10% of Teams WORLDWIDE	2003
ü Silver Apple Teacher Award Winner	2004
ü District Certified & Classified Employee of Month	2003

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	117	5983	79306	99	99	99	479	454	445	3	6	10	7	15	18	53	53	51	38	26	20
All Students (Prior Year)	110	5651	75509	100	98	100	551	532	521	3	9	13	10	19	23	43	33	33	44	39	31
Female	59	2922	38691	100	99	99	475	454	446	3	5	10	9	16	18	53	53	52	34	25	20
Male	58	3060	40583	98	99	99	482	455	445	2	7	11	5	14	18	52	52	50	41	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	NC	2187	32869	NC	100	99	NC	437	429	NC	9	15	NC	21	25	NC	58	51	NC	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	100	3156	36197	99	99	99	483	468	463	2	4	5	5	10	11	52	49	53	41	37	31
Students with Disabilities	14	685	10321	100	100	100	448	377	389	7	25	30	14	29	27	64	37	34	14	9	9
Students without Disabilities	103	5298	69060	98	99	98	483	464	454	2	4	7	6	13	17	51	55	54	41	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	16	3051	39415	100	97	96	447	442	431	6	9	15	13	21	25	75	56	50	6	14	10
Non-Economically Disadvantaged	101	2932	39966	99	100	100	484	466	459	2	4	6	6	9	12	49	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	116	5986	79395	98	0	99	477	454	446	3	6	9	13	21	25	61	60	55	23	13	11
All Students (Prior Year)	110	5641	75492	100	98	100	535	522	519	1	11	12	10	14	16	59	48	47	30	27	24
Female	59	2926	38743	100	0	100	486	458	451	3	5	7	7	20	24	62	61	57	28	15	12
Male	57	3059	40618	97	0	99	469	450	440	2	7	11	19	23	27	60	58	53	19	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	NC	2189	32915	NC	0	99	NC	433	426	NC	10	15	NC	32	35	NC	53	47	NC	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	99	3158	36221	98	0	99	480	469	465	3	3	4	12	14	15	58	64	63	27	20	17
Students with Disabilities	13	684	10331	100	0	100	426	375	388	15	21	25	38	40	37	46	34	34	0	5	4
Students without Disabilities	103	5302	69139	98	0	99	484	464	454	1	4	7	10	19	24	63	63	58	26	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	15	3052	39484	94	0	96	472	440	429	0	9	14	13	30	35	73	55	47	13	6	4
Non-Economically Disadvantaged	101	2934	39986	99	0	100	478	466	461	3	2	4	13	13	16	59	64	63	25	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	117	5935	78869	99	98	99	466	442	442	5	6	6	9	21	21	66	62	63	20	12	10
All Students (Prior Year)	110	5611	75053	100	98	99	602	578	597	5	10	7	15	14	12	68	68	72	13	7	9
Female	59	2903	38536	100	99	99	495	458	458	0	4	4	3	14	15	66	65	67	31	16	14
Male	58	3031	40302	98	98	99	437	425	428	10	8	8	16	26	26	66	58	60	9	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	NC	2160	32606	NC	98	98	NC	419	426	NC	9	8	NC	29	27	NC	57	60	NC	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	100	3142	36078	99	98	99	468	457	459	5	4	4	10	15	16	62	65	66	23	16	14
Students with Disabilities	14	676	10246	100	100	100	420	347	367	14	18	18	21	40	39	57	37	40	7	5	4
Students without Disabilities	103	5259	68697	98	98	98	472	454	454	4	4	4	8	18	18	67	65	67	22	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	16	3015	39106	100	96	95	452	426	427	6	8	8	0	28	28	88	59	59	6	5	5
Non-Economically Disadvantaged	101	2920	39837	99	100	100	468	457	457	5	4	4	11	13	14	62	64	67	22	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	113	5594	78906	100	99	99	512	509	498	5	8	13	15	15	19	56	50	48	24	26	20
All Students (Prior Year)	129	5809	76019	99	99	100	521	514	499	7	9	14	22	34	39	21	13	14	50	44	33
Female	49	2679	38644	100	99	99	514	507	500	2	8	12	13	16	19	60	51	49	26	25	19
Male	64	2915	40236	100	99	99	511	510	497	7	8	15	17	15	19	53	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	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	94	3081	36483	100	98	99	515	525	517	4	4	7	14	10	13	54	50	51	27	36	30
Students with Disabilities	15	650	10664	100	100	100	481	417	430	21	33	42	29	26	27	43	33	26	7	7	5
Students without Disabilities	98	4944	68310	100	98	98	517	521	509	2	5	9	13	14	18	58	53	51	27	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	2737	38679	93	95	96	485	495	483	0	13	20	45	21	25	55	50	45	0	15	10
Non-Economically Disadvantaged	100	2857	40295	100	100	100	515	520	513	5	4	7	11	9	13	56	51	50	27	36	30

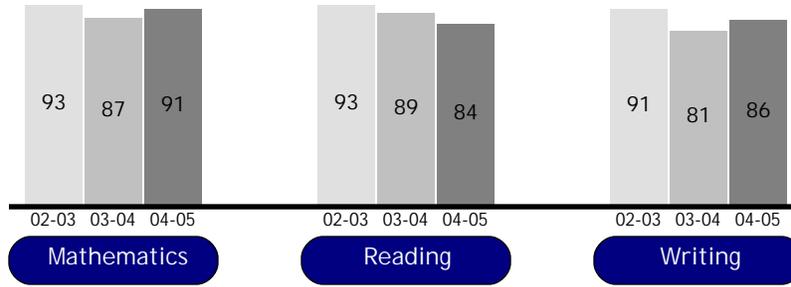
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	5599	78908	100	0	99	497	491	484	4	6	10	20	19	23	71	63	58	6	12	9
All Students (Prior Year)	129	5803	76020	99	99	100	508	507	503	9	20	25	30	22	23	45	43	40	16	16	12
Female	49	2681	38648	100	0	99	502	494	489	4	5	8	13	18	22	77	64	61	6	12	10
Male	64	2918	40233	100	0	99	493	489	479	3	7	12	25	20	25	67	61	55	5	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	94	3082	36502	100	0	99	498	507	502	3	3	4	21	12	14	69	69	67	7	17	15
Students with Disabilities	15	651	10665	100	0	100	472	409	423	7	21	30	50	38	36	43	38	31	0	4	2
Students without Disabilities	98	4948	68312	100	0	98	500	502	493	3	4	7	15	17	21	75	66	62	6	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	2742	38662	93	0	96	468	479	468	0	10	16	64	28	32	36	56	49	0	5	3
Non-Economically Disadvantaged	100	2857	40315	100	0	100	500	502	498	4	2	5	15	11	15	75	68	66	6	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	113	5524	78750	100	98	99	508	500	500	2	5	6	34	28	29	64	63	63	1	3	2
All Students (Prior Year)	129	5771	75673	99	98	100	548	530	530	9	15	12	27	25	25	56	56	58	8	5	4
Female	49	2649	38586	100	98	99	525	514	515	0	4	4	19	21	22	81	70	71	0	4	3
Male	64	2874	40135	100	98	99	494	488	486	3	7	8	45	35	35	50	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	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	94	3058	36440	100	98	99	508	514	516	1	4	3	34	23	22	63	69	71	1	4	4
Students with Disabilities	15	642	10622	100	100	100	482	390	415	0	22	21	64	48	50	36	26	28	0	4	1
Students without Disabilities	98	4882	68196	100	97	98	512	515	513	2	3	3	29	26	25	68	68	69	1	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	2686	38558	93	93	96	489	486	485	0	9	8	45	37	37	55	53	54	0	1	1
Non-Economically Disadvantaged	100	2838	40260	100	100	100	510	513	514	2	3	3	32	21	21	65	71	72	1	5	4

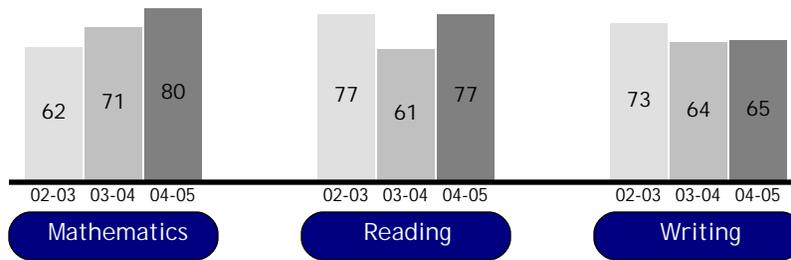
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	72	61	50	95	74	NA	58	96	64	50	47
	Language	99	59	49	43	95	63	53	50	96	65	49	47
	Mathematics	100	66	67	57	97	70	71	64	96	67	54	50
3	Reading	98	73	57	47	98	71	NA	55	98	64	50	44
	Language	98	75	61	54	99	74	63	61	98	60	49	44
	Mathematics	99	75	64	54	99	73	66	61	99	65	55	51
4	Reading	98	76	62	52	95	71	NA	56	100	56	52	48
	Language	100	69	54	48	97	65	55	52	100	59	52	49
	Mathematics	99	79	68	57	96	75	68	61	100	66	59	53
5	Reading	99	71	59	50	100	72	NA	55	100	59	55	50
	Language	98	59	53	46	100	63	55	49	100	61	55	50
	Mathematics	100	77	68	57	100	79	71	63	100	58	54	49
6	Reading	98	72	62	53	95	79	NA	56	100	68	58	51
	Language	98	61	53	45	95	70	55	48	100	63	54	47
	Mathematics	99	81	75	62	96	85	76	66	100	69	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Provide input on school safety issues
- Ü Monitor school improvement process
- Ü Provide input on family handbook
- Ü Vote on ECA expenditures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	2.20	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	1	0	0
10 or more years	9	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
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 iMac Computer Lab
- Ü Media Center with Media Lab

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Enrichment Classes
- Ü Computer Club
- Ü Homework assistance

Social Services

- Ü Recreational Activities
- Ü Before and After School Program
- Ü Health Office
- Ü Summer Kid's Camp
- Ü Summer School

School Achievements/Accomplishments 2004-05

- ü Red Mountain Ranch met its goals for the amount of students achieving one year's growth in reading, math and language based upon results of the Terra Nova and AIMS tests.

- ü Red Mountain Ranch achieved a 98% satisfactory rating on the district composite quality service survey of parents and students.

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	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

An integral element of our Learning Community Program is its development of long lasting relationships with parents. This family atmosphere promotes unity and friendship, which in turn assists the school in providing a safe and orderly climate.

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	Joyce Cook	(480) 472-7900
Transportation Policy	Larry Huffaker	(480) 472-8959
Community Resources	Joyce Cook	(480) 472-7900
School Nutrition Programs	Debra LaBo	(480) 472-7916
Parent Organization	Summer Morgan	(480) 962-4545
Student Health/Nurse	Jody Christianson	(480) 472-7904

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.