

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3120 N Red Mountain Road, 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	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mrs. Julia B. Kelly
 Schedule : 07:20 AM to 03:40 PM
 Grades : K-6
 2005 Enrollment : 876
 Web Address : www.mpsaz.org/las_sendas/
 Phone Number : (480) 472-8750
 Fax Number : (480) 472-8735
 E-mail : jbkelly@mpsaz.org

Mission

The mission of Las Sendas Elementary School is to promote a secure, safe environment for all students. We are committed to: high expectations for academic achievement; positive emphasis on character development; varied opportunities for enrichment in the arts; introduction and development of the scientific process through problem solving, exploration and discovery; cultivation of physical and emotional well-being; use of technology to support learning.
 (Please see our website for complete mission.)

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 At least 90% of students will master reading skills as measured by AIMS and/or the Terra-Nova Test. Students who do not achieve at that high level will make one year's growth in reading skills from their previous achievement level.
- ü At least 90% of students will master basic math facts and concepts as measured by AIMS and/or the Terra-Nova Test. Students not achieving at that high level will make one year's growth in math skills from their previous achievement level.

Enrollment

October 1, 2004 School Year Student Enrollment : 873
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Technology-enhanced Instruction
- On-site Special Education
- Suzuki-type Violin for 2nd & 3rd Grades
- RISE Reading for Primary Grades
- QUEST Reading for Intermediate Grades

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

We will keep parents informed of their child's progress. We must provide a safe environment for all, listen to concerns voiced by parents and respond professionally. We will assure that high standards for academic performance and behavior exist.

Parents

Parents need to send students to school on time with all necessary materials. When problems arise, parents are asked to call the teacher or office to resolve the matter. Homework and assignments need to be monitored by parents. We encourage parents to maintain a positive attitude about school, teachers and learning.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is a privilege. 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
• 6th grade team , 4th place County Math Competition	2005
• District Writing Contest Winners, 3rd, & 5th grade	2005
• 6th grader - 3rd place in Arizona Masonic Essay Contest	2005
• 9 Students recognized for Honor Band & Orchestra	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	131	5983	79306	99	99	99	493	454	445	1	6	10	6	15	18	39	53	51	54	26	20
All Students (Prior Year)	123	5651	75509	98	98	100	568	532	521	0	9	13	7	19	23	31	33	33	62	39	31
Female	71	2922	38691	100	99	99	497	454	446	1	5	10	4	16	18	39	53	52	55	25	20
Male	60	3060	40583	98	99	99	489	455	445	0	7	11	9	14	18	40	52	50	52	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	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	115	3156	36197	100	99	99	493	468	463	1	4	5	5	10	11	41	49	53	53	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	125	5298	69060	99	99	98	496	464	454	0	4	7	5	13	17	40	55	54	55	28	22
Limited English Proficient Students	--	703	15509	--	100	100	--	391	406	--	17	20	--	28	30	--	49	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	3051	39415	NC	97	96	NC	442	431	NC	9	15	NC	21	25	NC	56	50	NC	14	10
Non-Economically Disadvantaged	129	2932	39966	99	100	100	494	466	459	1	4	6	5	9	12	40	50	52	54	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	132	5986	79395	100	0	99	491	454	446	2	6	9	5	21	25	61	60	55	32	13	11
All Students (Prior Year)	123	5641	75492	98	98	100	544	522	519	1	11	12	6	14	16	48	48	47	45	27	24
Female	71	2926	38743	100	0	100	499	458	451	1	5	7	3	20	24	61	61	57	35	15	12
Male	61	3059	40618	100	0	99	482	450	440	2	7	11	8	23	27	61	58	53	29	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	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	115	3158	36221	100	0	99	492	469	465	2	3	4	4	14	15	63	64	63	32	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	126	5302	69139	100	0	99	494	464	454	1	4	7	4	19	24	61	63	58	34	15	11
Limited English Proficient Students	--	703	15545	--	0	100	--	382	399	--	18	21	--	43	42	--	36	35	--	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	3052	39484	NC	0	96	NC	440	429	NC	9	14	NC	30	35	NC	55	47	NC	6	4
Non-Economically Disadvantaged	130	2934	39986	100	0	100	492	466	461	2	2	4	5	13	16	61	64	63	33	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	129	5935	78869	98	98	99	496	442	442	2	6	6	3	21	21	66	62	63	29	12	10
All Students (Prior Year)	121	5611	75053	97	98	99	680	578	597	2	10	7	0	14	12	76	68	72	23	7	9
Female	70	2903	38536	99	99	99	509	458	458	0	4	4	3	14	15	56	65	67	41	16	14
Male	59	3031	40302	97	98	99	479	425	428	4	8	8	4	26	26	79	58	60	14	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	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	113	3142	36078	98	98	99	496	457	459	2	4	4	2	15	16	68	65	66	28	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	123	5259	68697	98	98	98	498	454	454	2	4	4	2	18	18	66	65	67	30	13	11
Limited English Proficient Students	--	687	15339	--	100	100	--	366	399	--	15	11	--	35	31	--	48	54	--	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	3015	39106	NC	96	95	NC	426	427	NC	8	8	NC	28	28	NC	59	59	NC	5	5
Non-Economically Disadvantaged	128	2920	39837	98	100	100	497	457	457	2	4	4	2	13	14	67	64	67	29	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	118	5594	78906	98	99	99	556	509	498	2	8	13	0	15	19	39	50	48	59	26	20
All Students (Prior Year)	126	5809	76019	98	99	100	569	514	499	1	9	14	12	34	39	12	13	14	75	44	33
Female	57	2679	38644	98	99	99	551	507	500	2	8	12	0	16	19	41	51	49	57	25	19
Male	61	2915	40236	98	99	99	561	510	497	2	8	15	0	15	19	38	50	46	61	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	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	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	102	3081	36483	98	98	99	556	525	517	2	4	7	0	10	13	37	50	51	61	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	109	4944	68310	98	98	98	561	521	509	0	5	9	0	14	18	38	53	51	62	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	NC	2737	38679	NC	95	96	NC	495	483	NC	13	20	NC	21	25	NC	50	45	NC	15	10
Non-Economically Disadvantaged	114	2857	40295	99	100	100	557	520	513	2	4	7	0	9	13	39	51	50	59	36	30

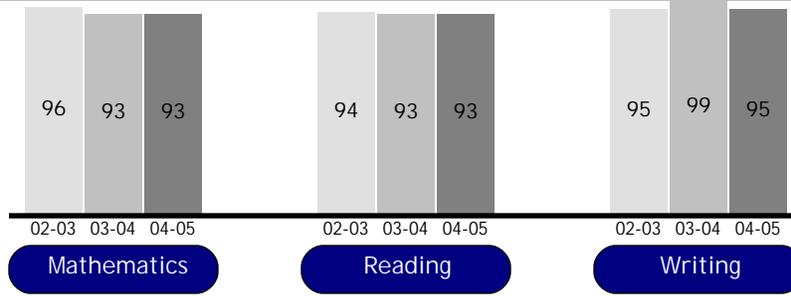
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5599	78908	99	0	99	527	491	484	0	6	10	9	19	23	64	63	58	27	12	9
All Students (Prior Year)	127	5803	76020	98	99	100	529	507	503	4	20	25	13	22	23	42	43	40	41	16	12
Female	57	2681	38648	98	0	99	527	494	489	0	5	8	5	18	22	70	64	61	25	12	10
Male	62	2918	40233	100	0	99	527	489	479	0	7	12	12	20	25	58	61	55	30	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	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	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	103	3082	36502	99	0	99	526	507	502	0	3	4	10	12	14	62	69	67	28	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	110	4948	68312	99	0	98	530	502	493	0	4	7	7	17	21	64	66	62	29	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	NC	2742	38662	NC	0	96	NC	479	468	NC	10	16	NC	28	32	NC	56	49	NC	5	3
Non-Economically Disadvantaged	115	2857	40315	100	0	100	528	502	498	0	2	5	8	11	15	63	68	66	28	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	114	5524	78750	95	98	99	554	500	500	0	5	6	8	28	29	82	63	63	9	3	2
All Students (Prior Year)	127	5771	75673	98	98	100	600	530	530	4	15	12	15	25	25	66	56	58	15	5	4
Female	56	2649	38586	97	98	99	562	514	515	0	4	4	5	21	22	85	70	71	9	4	3
Male	58	2874	40135	94	98	99	545	488	486	0	7	8	11	35	35	79	56	56	9	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	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	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	98	3058	36440	94	98	99	552	514	516	0	4	3	8	23	22	85	69	71	8	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	105	4882	68196	95	97	98	559	515	513	0	3	3	4	26	25	86	68	69	10	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	NC	2686	38558	NC	93	96	NC	486	485	NC	9	8	NC	37	37	NC	53	54	NC	1	1
Non-Economically Disadvantaged	110	2838	40260	96	100	100	555	513	514	0	3	3	8	21	21	83	71	72	10	5	4

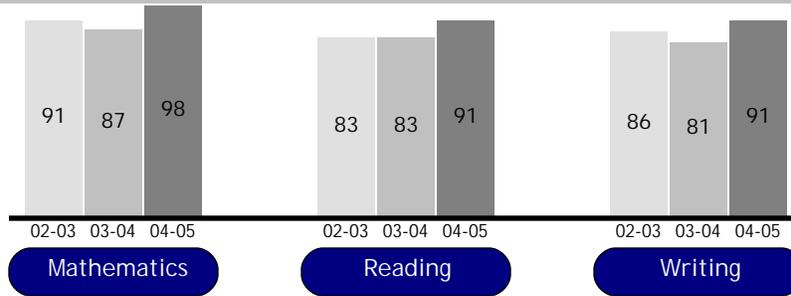
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	96	83	61	50	91	79	NA	58	97	70	50	47
	Language	95	83	49	43	91	75	53	50	97	71	49	47
	Mathematics	96	91	67	57	89	86	71	64	98	75	54	50
3	Reading	96	80	57	47	94	81	NA	55	100	69	50	44
	Language	98	81	61	54	98	85	63	61	100	68	49	44
	Mathematics	98	88	64	54	98	87	66	61	99	76	55	51
4	Reading	100	83	62	52	97	82	NA	56	99	75	52	48
	Language	100	80	54	48	97	76	55	52	99	76	52	49
	Mathematics	99	90	68	57	95	85	68	61	99	83	59	53
5	Reading	96	81	59	50	96	83	NA	55	99	71	55	50
	Language	96	73	53	46	96	78	55	49	99	75	55	50
	Mathematics	96	91	68	57	95	93	71	63	98	76	54	49
6	Reading	98	81	62	53	94	83	NA	56	99	71	58	51
	Language	99	74	53	45	95	78	55	48	99	74	54	47
	Mathematics	100	92	75	62	96	91	76	66	100	81	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)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Attendance
- Ü Homework
- Ü School Safety Issues
- Ü Extracurricular Funding
- Ü Character Education Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	3	0	0
10 or more years	7	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center with Mini-lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Orchestra
- Ü Art Club
- Ü Video Club
- Ü Chorus and ORFF Club

Social Services

- Ü Before/After School Child Care
- Ü After School Tutoring
- Ü Summer Reading Tutorial Program
- Ü Adoption of a Sister School
- Ü Coyote Citizenship Counts Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students achieved at high levels in language, as measured by AIMS testing, writing assessments, the number of writing awards received, and by Terra Nova scores.

- ü Students in 2nd grade scored well above district and state averages on the Terra Nova in math. More than 90% of students met or exceeded the standards, on AIMS math, in grades three through six.

- ü Students in 2nd grade scored well above district and state averages on the Terra Nova in reading. More than 90% of students met or exceeded the state standards, on AIMS reading, in grades three through six.

- ü No students in 4th grade 'fell far below' the standards in reading or math on AIMS. No students in 5th grade 'fell far below' the standards in writing on AIMS.

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	5	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	95	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

Students and parents receive a handbook of rules and expectations specific to our school as well as general information from the district. Teachers and staff handle minor violations. More serious incidents are referred to the principal. Parents are notified when serious or repetitive problems occur. All visitors must sign-in at office and wear a badge when on campus. A separate bus area is used for loading and unloading.

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) :

11

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	Kim Elliott	(480) 472-8750
Transportation Policy	Michael Yonkers	(480) 472-0178
Community Resources	Julia B. Kelly	(480) 472-8750
School Nutrition Programs	Lucy Wormsbaker	(480) 472-8745
Parent Organization	Jerilyn Jerpbak	(480) 472-8750
Student Health/Nurse	Shelly Bergman, R.N.	(480) 472-8737

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 100 Copies = \$38.00

** 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.