

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

737 W. Guadalupe Road Suite 113, Mesa, AZ 85210

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	Performing
2003-04	Highly Performing
2002-03	Small School

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

School Overview

Principal/Administrator : Mrs. Kathleen C. Tolar
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-9
 2005 Enrollment : 491
 Web Address : www.mpsaz.org/eagleridge
 Phone Number : (480) 472-3685
 Fax Number : (480) 472-3690
 E-mail : kctolar@mpsaz.org

Mission

Our home school enrichment program supports parents who home school, by helping their children to become effective communicators, quality producers, collaborative workers, good citizens and self-directed learners.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not 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 Students will score at or above the state's average in each area of the AIMS or TerraNova.
- ü Students will meet or exceed requirements on the AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 511
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 329

Instructional Programs

- ü Alternative Enrichment Education
- ü Accelerated Reader and Math Programs
- ü K-6 Online Program
- ü Music: General, Chorus, Band
- ü Karate, Dance, Aerobics
- ü K-6 Online Program
- ü 9th Grade Classes for High School Credit
- ü Chess, Science, Student Council

Calendar Information

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

Shared Responsibilities

School

We provide a safe educational environment, a flexible schedule, and high standards for student behavior. We work with parents to ensure that the curriculum we use meets the needs of homeschoolers. We provide field trips and special activities for students. We provide instructional classes for parents to help them in learning new instructional techniques and we provide curriculum for check-out, so that parents can use it in teaching students at home. All services are free of charge.

Parents

Parents are solely responsible for the transportation of their children, and for making sure that students arrive on time and are picked up to go home on time. It is the parent's responsibility to ensure that students attend classes regularly, and dress appropriately. It is the responsibility of the parent to support the school in issues that involve a student's poor behavior.

Transportation Policy

Parents provide transportation to and from school.

School Honors

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

Award/Honor	Year
ü Mesa Foundation Grant for Technology	2000
ü Arizona Commission on the Arts Grant	2001
ü Student Writing Awards	2003
ü Student Science Awards	2004

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	75	5983	79306	81	99	99	460	454	445	7	6	10	16	15	18	50	53	51	28	26	20
All Students (Prior Year)	31	5651	75509	67	98	100	523	532	521	13	9	13	23	19	23	35	33	33	29	39	31
Female	35	2922	38691	88	99	99	456	454	446	7	5	10	19	16	18	48	53	52	26	25	20
Male	40	3060	40583	75	99	99	464	455	445	6	7	11	13	14	18	52	52	50	29	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	--	150	1935	--	99	99	--	468	474	--	5	3	--	9	9	--	48	48	--	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	63	3156	36197	78	99	99	466	468	463	6	4	5	15	10	11	46	49	53	33	37	31
Students with Disabilities	--	685	10321	--	100	100	--	377	389	--	25	30	--	29	27	--	37	34	--	9	9
Students without Disabilities	75	5298	69060	81	99	98	460	464	454	7	4	7	16	13	17	50	55	54	28	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	68	2932	39966	82	100	100	462	466	459	8	4	6	13	9	12	52	50	52	27	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	75	5986	79395	81	0	99	467	454	446	3	6	9	16	21	25	67	60	55	14	13	11
All Students (Prior Year)	32	5641	75492	70	98	100	535	522	519	9	11	12	9	14	16	34	48	47	47	27	24
Female	35	2926	38743	88	0	100	471	458	451	4	5	7	15	20	24	70	61	57	11	15	12
Male	40	3059	40618	75	0	99	464	450	440	3	7	11	16	23	27	65	58	53	16	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	--	150	1936	--	0	99	--	469	468	--	2	3	--	15	14	--	58	63	--	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	63	3158	36221	78	0	99	471	469	465	4	3	4	10	14	15	71	64	63	15	20	17
Students with Disabilities	--	684	10331	--	0	100	--	375	388	--	21	25	--	40	37	--	34	34	--	5	4
Students without Disabilities	75	5302	69139	81	0	99	467	464	454	3	4	7	16	19	24	67	63	58	14	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	68	2934	39986	82	0	100	468	466	461	4	2	4	15	13	16	65	64	63	15	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	73	5935	78869	78	98	99	427	442	442	13	6	6	18	21	21	55	62	63	14	12	10
All Students (Prior Year)	32	5611	75053	70	98	99	540	578	597	22	10	7	16	14	12	63	68	72	0	7	9
Female	33	2903	38536	83	99	99	452	458	458	8	4	4	4	14	15	64	65	67	24	16	14
Male	40	3031	40302	75	98	99	407	425	428	16	8	8	29	26	26	48	58	60	6	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	--	150	1925	--	99	99	--	455	471	--	5	3	--	15	11	--	59	64	--	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	61	3142	36078	75	98	99	432	457	459	11	4	4	15	15	16	59	65	66	15	16	14
Students with Disabilities	--	676	10246	--	100	100	--	347	367	--	18	18	--	40	39	--	37	40	--	5	4
Students without Disabilities	73	5259	68697	78	98	98	427	454	454	13	4	4	18	18	18	55	65	67	14	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	66	2920	39837	80	100	100	426	457	457	14	4	4	16	13	14	54	64	67	16	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	52	5594	78906	79	99	99	493	509	498	18	8	13	21	15	19	47	50	48	13	26	20
All Students (Prior Year)	47	5809	76019	76	99	100	506	514	499	6	9	14	34	34	39	23	13	14	36	44	33
Female	26	2679	38644	90	99	99	488	507	500	16	8	12	26	16	19	47	51	49	11	25	19
Male	26	2915	40236	70	99	99	497	510	497	21	8	15	16	15	19	47	50	46	16	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	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	35	42
American Indian/Alaskan Native	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	41	3081	36483	75	98	99	496	525	517	17	4	7	21	10	13	45	50	51	17	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	51	4944	68310	77	98	98	495	521	509	16	5	9	22	14	18	49	53	51	14	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	46	2857	40295	82	100	100	496	520	513	18	4	7	18	9	13	48	51	50	15	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	52	5599	78908	79	0	99	501	491	484	3	6	10	21	19	23	66	63	58	11	12	9
All Students (Prior Year)	46	5803	76020	74	99	100	523	507	503	9	20	25	4	22	23	65	43	40	22	16	12
Female	26	2681	38648	90	0	99	505	494	489	0	5	8	21	18	22	68	64	61	11	12	10
Male	26	2918	40233	70	0	99	497	489	479	5	7	12	21	20	25	63	61	55	11	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	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	12	18
American Indian/Alaskan Native	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	41	3082	36502	75	0	99	505	507	502	3	3	4	14	12	14	69	69	67	14	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	51	4948	68312	77	0	98	503	502	493	3	4	7	19	17	21	68	66	62	11	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	46	2857	40315	82	0	100	503	502	498	3	2	5	21	11	15	64	68	66	12	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	53	5524	78750	80	98	99	480	500	500	15	5	6	38	28	29	45	63	63	3	3	2
All Students (Prior Year)	47	5771	75673	76	98	100	526	530	530	11	15	12	21	25	25	66	56	58	2	5	4
Female	26	2649	38586	90	98	99	490	514	515	16	4	4	42	21	22	37	70	71	5	4	3
Male	26	2874	40135	70	98	99	469	488	486	15	7	8	35	35	35	50	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	NC	1884	31841	NC	98	99	NC	479	483	NC	8	8	NC	37	36	NC	54	55	NC	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	42	3058	36440	76	98	99	475	514	516	19	4	3	32	23	22	45	69	71	3	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	52	4882	68196	79	97	98	481	515	513	15	3	3	36	26	25	46	68	69	3	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	47	2838	40260	84	100	100	484	513	514	17	3	3	29	21	21	51	71	72	3	5	4

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

8th 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	23	5700	78250	74	98	99	533	565	548	31	14	21	8	13	18	62	52	48	0	21	13
All Students (Prior Year)	24	5673	75001	75	99	99	462	489	468	46	24	37	46	33	36	4	24	16	4	20	10
Female	12	2750	38071	80	98	99	550	568	549	14	12	20	0	14	19	86	53	49	0	20	12
Male	11	2950	40126	69	98	99	514	563	547	50	15	23	17	13	17	33	51	46	0	21	14
African American	NC	230	4058	NC	97	99	NC	527	523	NC	20	32	NC	20	22	NC	53	41	NC	7	5
Hispanic	--	1677	29129	--	99	99	--	538	527	--	26	32	--	18	23	--	47	40	--	9	6
Asian/Pacific Islander	--	136	1747	--	96	100	--	587	589	--	7	9	--	8	9	--	51	50	--	34	32
American Indian/Alaskan Native	--	233	4996	--	98	100	--	524	518	--	26	36	--	23	25	--	43	36	--	8	4
White	20	3424	38320	77	98	99	530	582	568	36	7	12	9	10	14	55	56	55	0	27	19
Students with Disabilities	--	498	9329	--	100	100	--	423	454	--	55	64	--	19	18	--	24	16	--	3	2
Students without Disabilities	23	5203	68996	74	98	99	533	579	561	31	10	16	8	13	18	62	55	52	0	23	14
Limited English Proficient Students	--	423	10133	--	100	100	--	443	488	--	45	45	--	22	25	--	33	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	2386	33388	NC	93	94	NC	549	530	NC	23	32	NC	18	22	NC	49	40	NC	10	5
Non-Economically Disadvantaged	20	3315	44937	74	100	100	531	577	561	33	7	13	8	10	15	58	55	54	0	28	18

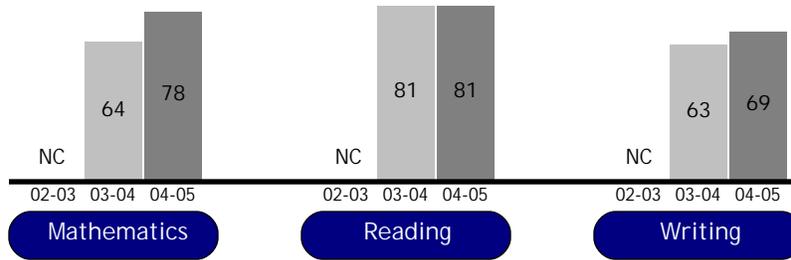
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	5699	78302	74	0	99	508	523	512	8	7	11	38	19	25	54	65	57	0	9	7
All Students (Prior Year)	23	5674	74918	72	99	99	523	502	497	22	28	32	9	18	19	48	36	35	22	18	15
Female	12	2752	38082	80	0	99	525	531	518	14	5	8	0	18	24	86	67	61	0	10	7
Male	11	2947	40166	69	0	99	488	516	507	0	9	14	83	20	26	17	62	54	0	8	6
African American	NC	230	4064	NC	0	100	NC	496	498	NC	4	14	NC	36	29	NC	59	54	NC	2	3
Hispanic	--	1678	29152	--	0	99	--	497	492	--	15	17	--	30	34	--	52	46	--	3	2
Asian/Pacific Islander	--	136	1746	--	0	100	--	537	542	--	4	5	--	14	13	--	67	66	--	14	16
American Indian/Alaskan Native	--	233	4993	--	0	100	--	486	484	--	15	19	--	31	38	--	52	42	--	2	1
White	20	3422	38347	77	0	99	500	539	531	9	3	5	45	13	17	45	71	68	0	12	10
Students with Disabilities	--	498	9353	--	0	100	--	400	429	--	33	40	--	39	38	--	27	22	--	1	1
Students without Disabilities	23	5202	69024	74	0	99	508	535	524	8	5	7	38	17	23	54	68	62	0	10	7
Limited English Proficient Students	--	423	10140	--	0	100	--	405	451	--	33	28	--	42	43	--	24	29	--	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	2384	33398	NC	0	94	NC	507	495	NC	13	18	NC	30	35	NC	54	46	NC	4	2
Non-Economically Disadvantaged	20	3316	44979	74	0	100	504	534	525	8	3	6	42	12	18	50	72	66	0	13	10

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	21	5652	78094	68	97	99	537	546	545	0	3	3	27	17	18	73	78	77	0	2	2
All Students (Prior Year)	23	5635	74503	72	99	99	486	479	491	13	13	9	39	37	32	39	42	51	9	8	8
Female	12	2739	38025	80	97	99	544	562	558	0	2	2	29	12	13	71	83	82	0	3	2
Male	NC	2913	40013	NC	97	99	NC	531	534	NC	5	5	NC	21	23	NC	72	71	NC	1	1
African American	NC	227	4037	NC	96	99	NC	525	532	NC	2	4	NC	23	22	NC	74	73	NC	0	1
Hispanic	--	1662	29068	--	98	99	--	515	523	--	7	5	--	29	27	--	63	67	--	0	1
Asian/Pacific Islander	--	135	1743	--	95	100	--	563	577	--	4	2	--	8	9	--	80	82	--	8	8
American Indian/Alaskan Native	--	226	4981	--	95	100	--	510	526	--	7	4	--	23	25	--	69	70	--	1	0
White	18	3402	38265	69	97	99	527	564	564	0	1	2	33	11	11	67	85	84	0	3	3
Students with Disabilities	--	484	9275	--	100	100	--	397	444	--	17	14	--	48	46	--	34	39	--	1	1
Students without Disabilities	21	5169	68892	68	97	98	537	560	559	0	2	2	27	14	14	73	82	82	0	2	2
Limited English Proficient Students	--	412	10084	--	100	100	--	405	474	--	19	10	--	47	39	--	33	50	--	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	2356	33296	NC	92	94	NC	529	527	NC	6	5	NC	26	27	NC	67	67	NC	1	0
Non-Economically Disadvantaged	18	3297	44871	67	100	100	527	558	559	0	2	2	30	11	12	70	84	84	0	3	3

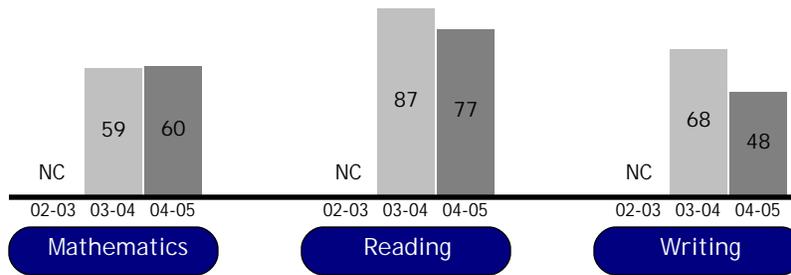
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

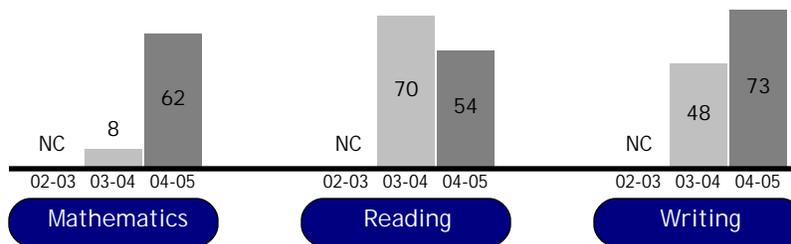
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	83	67	61	50	73	73	NA	58	95	56	50	47
	Language	NC	NC	49	43	89	69	53	50	95	50	49	47
	Mathematics	95	54	67	57	85	67	71	64	93	55	54	50
3	Reading	100	66	57	47	84	73	NA	55	81	61	50	44
	Language	100	66	61	54	93	59	63	61	81	60	49	44
	Mathematics	98	63	64	54	84	56	66	61	81	58	55	51
4	Reading	96	78	62	52	85	70	NA	56	75	61	52	48
	Language	100	68	54	48	86	54	55	52	75	64	52	49
	Mathematics	98	69	68	57	80	56	68	61	75	54	59	53
5	Reading	100	73	59	50	84	80	NA	55	79	60	55	50
	Language	100	57	53	46	87	65	55	49	79	56	55	50
	Mathematics	100	63	68	57	82	72	71	63	79	51	54	49
6	Reading	100	70	62	53	87	74	NA	56	86	72	58	51
	Language	100	58	53	45	89	59	55	48	86	69	54	47
	Mathematics	100	72	75	62	86	74	76	66	86	67	62	52
7	Reading	98	61	59	51	82	66	NA	54	84	72	55	50
	Language	100	64	62	54	89	61	64	58	84	72	58	52
	Mathematics	100	61	74	58	84	66	75	62	79	62	58	50
8	Reading	93	66	58	53	75	72	NA	55	74	55	57	51
	Language	97	59	56	49	78	68	58	52	74	50	55	50
	Mathematics	97	64	69	58	72	64	73	61	74	47	62	53
9	Reading	85	61	50	41	93	68	NA	42	100	72	60	51
	Language	92	54	54	42	86	71	54	42	100	69	59	50
	Mathematics	85	70	74	60	79	63	76	63	92	63	62	50

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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety
- Ü Student Council
- Ü Curriculum
- Ü Field Trips
- Ü Fund Raisers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	5	3	0	0
10 or more years	4	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
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 Computer Lab - PC and Mac
- Ü Multipurpose Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Symphony Trips
- Ü Student Council
- Ü Project Exploration Field Trips
- Ü Museum Trips and Other Field Trips
- Ü Theater Package

Social Services

- Ü Parent and Adult Education Classes
- Ü Counseling Services
- Ü Free Textbook Checkout
- Ü Parent Curriculum Room
- Ü K-6 Online Educational Program Available

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	24	12	12	17
Transfers In Rate ⁶	313	28	28	37
Stability Rate ⁷	75	87	87	82
Promotion Rate ⁸	89	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

Regular fire drills. Small class sizes. Parent involvement. Lock-down procedures. Security system.

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	Inagean Anderson	(480) 472-3685
Transportation Policy	Kathy Tolar	(480) 472-3685
Community Resources	Kathy Tolar	(480) 472-3685
School Nutrition Programs	Joanie Doyle	(480) 472-3595
Parent Organization	Cindy Hawkinson	(480) 857-7387
Student Health/Nurse	Kelly Kathe	(480) 472-3575

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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