

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1000 E. Mesquite Street, Gilbert, AZ 85296

Gilbert 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	Performing

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

School Overview

Principal/Administrator : Mr. Jack Blanchard
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 706
 Web Address : www.gilbert.k12.az.us/info/schools/mesquite_E
 Phone Number : (480) 813-1240
 Fax Number : (480) 813-7387
 E-mail : jack_blanchard@gilbert.k12.az.us

Mission

Our mission is to partner with parents, businesses and the community to provide a rich educational environment where students may strive for academic excellence while developing interpersonal skills, self confidence and self esteem. A strong home-to-school partnership is central to our 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 Our primary goal for this year is teacher training in specific strategies and methods that will increase student achievement in the core-curricular area of mathematics. Our goal is to increase achievement on the State AIMS-DPA assessment.
- ü Our secondary focus is on improvement our students' writing skills through a focused effort on identifying and remediating students who are struggling. As a part of this effort, emphasis will be placed on mapping skills and prewriting techniques.
- ü Our third goal is to increase communications with parents in order to increase the level of parental involvement. In addition, efforts at increasing parental involvement with the PTSO will be stressed.

Enrollment

October 1, 2004 School Year Student Enrollment : 732
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 121

Instructional Programs

- Ü Full-day & 1/2 day Kindergarten
- Ü Gifted Classes
- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Autism - Kindergarten, Pri. & Inter.
- Ü Functional SCILLS - Pri. & Inter.
- Ü English Language Learners (ELL)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We have a responsibility to provide a strong academic education in a safe environment. School procedures and expectations are provided through the Elementary School Handbook and are provided to all parents and students. In addition to the regular curriculum, the following programs and supplemental materials are used to ensure these responsibilities are being met: Accelerated Reader for grades K-6; Study Skills 4-6; Student Council; Fine Arts programs; Peer Mediation; CHAMPS; Math tutoring.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire and are ready to learn. Parents are also responsible for the health and well-being of their child. Active parental involvement and parent support of the school's policies and procedures is encouraged.

Transportation Policy

Bus transportation is provided for students who live one mile or more from the school or who live where there are hazards, such as major streets/intersections. The bus driver has the authority to enforce the rules of conduct as to bus behavior.

School Honors

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

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2879	79306	100	100	99	490	478	445	1	2	10	2	8	18	43	50	51	54	40	20
All Students (Prior Year)	106	2770	75509	98	100	100	526	541	521	8	6	13	18	17	23	41	35	33	32	42	31
Female	39	1409	38691	100	100	99	491	475	446	3	3	10	3	8	18	36	53	52	58	37	20
Male	52	1470	40583	100	100	99	490	481	445	0	2	11	2	8	18	48	48	50	50	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	15	468	32869	100	100	99	470	456	429	8	4	15	0	14	25	54	57	51	38	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	--	28	4264	--	100	100	--	468	419	--	0	19	--	8	30	--	56	45	--	36	6
White	70	2127	36197	99	100	99	493	483	463	0	2	5	3	6	11	40	48	53	57	44	31
Students with Disabilities	NC	380	10321	NC	100	100	NC	433	389	NC	12	30	NC	20	27	NC	50	34	NC	18	9
Students without Disabilities	85	2499	69060	100	99	98	488	485	454	1	1	7	3	6	17	45	50	54	51	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	581	39415	100	100	96	491	459	431	0	5	15	0	13	25	43	57	50	57	25	10
Non-Economically Disadvantaged	77	2298	39966	91	89	100	490	483	459	1	2	6	3	6	12	43	49	52	53	43	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2877	79395	100	0	99	483	475	446	0	1	9	8	13	25	74	66	55	18	20	11
All Students (Prior Year)	106	2774	75492	98	100	100	529	533	519	4	4	12	11	11	16	53	50	47	32	35	24
Female	39	1408	38743	100	0	100	489	479	451	0	1	7	6	10	24	69	67	57	25	22	12
Male	52	1469	40618	100	0	99	479	471	440	0	1	11	10	15	27	77	66	53	13	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	15	468	32915	100	0	99	472	454	426	0	2	15	8	23	35	77	66	47	15	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	--	28	4271	--	0	100	--	471	420	--	0	15	--	12	42	--	68	41	--	20	2
White	70	2125	36221	99	0	99	483	480	465	0	1	4	8	10	15	77	67	63	15	22	17
Students with Disabilities	NC	379	10331	NC	0	100	NC	432	388	NC	5	25	NC	34	37	NC	55	34	NC	6	4
Students without Disabilities	85	2498	69139	100	0	99	483	481	454	0	1	7	8	9	24	73	68	58	19	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	581	39484	100	0	96	478	458	429	0	3	14	7	22	35	86	64	47	7	10	4
Non-Economically Disadvantaged	77	2296	39986	91	0	100	484	479	461	0	1	4	9	10	16	71	67	63	20	22	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	92	2876	78869	100	100	99	482	468	442	0	3	6	6	12	21	81	70	63	13	15	10
All Students (Prior Year)	106	2766	75053	98	99	99	609	615	597	5	5	7	8	8	12	79	76	72	8	10	9
Female	40	1409	38536	100	100	99	491	480	458	0	2	4	5	8	15	76	71	67	19	20	14
Male	52	1467	40302	100	100	99	474	455	428	0	4	8	6	16	26	85	69	60	8	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	15	468	32606	100	100	98	485	451	426	0	3	8	8	17	27	69	68	60	23	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	--	28	4245	--	100	100	--	474	423	--	0	9	--	8	26	--	84	61	--	8	4
White	71	2124	36078	100	100	99	480	470	459	0	2	4	6	11	16	83	70	66	11	16	14
Students with Disabilities	NC	380	10246	NC	100	100	NC	408	367	NC	9	18	NC	33	39	NC	54	40	NC	3	4
Students without Disabilities	85	2496	68697	100	99	98	483	477	454	0	2	4	5	9	18	81	73	67	14	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	580	39106	100	100	95	491	449	427	0	4	8	7	18	28	86	70	59	7	7	5
Non-Economically Disadvantaged	78	2296	39837	92	89	100	480	472	457	0	2	4	6	11	14	80	70	67	14	17	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	109	2914	78906	100	100	99	523	525	498	4	4	13	10	10	19	54	52	48	32	33	20
All Students (Prior Year)	110	2691	76019	97	100	100	504	512	499	2	7	14	50	35	39	18	17	14	30	41	33
Female	52	1440	38644	100	100	99	524	526	500	0	4	12	9	10	19	43	54	49	48	33	19
Male	57	1473	40236	100	99	99	523	524	497	7	5	15	11	11	19	62	51	46	20	33	20
African American	NC	137	4087	NC	97	99	NC	501	481	NC	9	20	NC	20	24	NC	56	45	NC	15	11
Hispanic	14	488	31938	100	100	99	452	508	481	9	7	19	36	17	25	45	56	46	9	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	NC	23	4593	NC	100	100	NC	513	467	NC	0	26	NC	14	29	NC	71	39	NC	14	6
White	88	2145	36483	100	100	99	534	529	517	4	4	7	6	8	13	53	52	51	37	36	30
Students with Disabilities	13	376	10664	100	100	100	412	461	430	31	23	42	23	27	27	38	41	26	8	8	5
Students without Disabilities	96	2538	68310	100	99	98	540	535	509	0	1	9	8	8	18	56	54	51	36	37	22
Limited English Proficient Students	NC	92	12573	NC	100	100	NC	425	454	NC	17	27	NC	25	30	NC	49	38	NC	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	588	38679	100	100	96	522	507	483	9	9	20	9	18	25	55	54	45	27	20	10
Non-Economically Disadvantaged	95	2326	40295	93	89	100	523	529	513	3	3	7	10	8	13	53	52	50	33	36	30

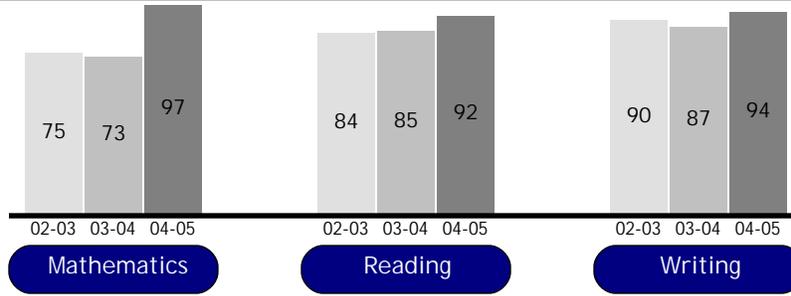
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2914	78908	100	0	99	501	507	484	3	3	10	14	13	23	67	68	58	16	16	9
All Students (Prior Year)	110	2700	76020	97	100	100	511	511	503	9	13	25	23	20	23	50	50	40	18	17	12
Female	52	1439	38648	100	0	99	504	513	489	0	2	8	7	11	22	68	68	61	25	20	10
Male	57	1474	40233	100	0	99	500	501	479	5	4	12	20	15	25	65	69	55	9	13	8
African American	NC	136	4092	NC	0	99	NC	482	473	NC	9	12	NC	24	28	NC	56	54	NC	11	5
Hispanic	14	489	31940	100	0	99	445	493	465	9	5	16	27	18	32	45	70	49	18	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	NC	23	4569	NC	0	100	NC	502	457	NC	0	18	NC	10	39	NC	86	41	NC	5	2
White	88	2145	36502	100	0	99	510	511	502	1	2	4	14	11	14	68	69	67	17	18	15
Students with Disabilities	13	375	10665	100	0	100	399	450	423	8	15	30	46	36	36	38	45	31	8	4	2
Students without Disabilities	96	2539	68312	100	0	98	517	516	493	2	1	7	9	9	21	71	72	62	17	18	10
Limited English Proficient Students	NC	93	12556	NC	0	100	NC	403	436	NC	17	24	NC	31	40	NC	50	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	589	38662	100	0	96	494	491	468	0	6	16	27	22	32	55	65	49	18	8	3
Non-Economically Disadvantaged	95	2325	40315	93	0	100	502	511	498	3	2	5	13	11	15	68	69	66	16	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2917	78750	100	100	99	511	520	500	3	3	6	20	20	29	74	75	63	3	3	2
All Students (Prior Year)	110	2697	75673	97	100	100	566	555	530	4	7	12	13	20	25	74	66	58	9	6	4
Female	52	1439	38586	100	100	99	523	534	515	0	2	4	9	13	22	89	82	71	2	4	3
Male	57	1477	40135	100	100	99	502	507	486	5	4	8	29	27	35	62	68	56	4	2	1
African American	NC	136	4081	NC	96	99	NC	505	488	NC	4	8	NC	29	32	NC	65	59	NC	3	2
Hispanic	14	490	31841	100	100	99	458	512	483	9	3	8	27	24	36	64	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	23	4586	NC	100	100	NC	524	481	NC	0	8	NC	5	37	NC	95	54	NC	0	1
White	88	2147	36440	100	100	99	518	522	516	2	3	3	19	19	22	75	76	71	4	3	4
Students with Disabilities	13	377	10622	100	100	100	385	446	415	8	13	21	54	50	50	38	38	28	0	0	1
Students without Disabilities	96	2540	68196	100	99	98	530	531	513	2	1	3	15	15	25	79	80	69	3	3	3
Limited English Proficient Students	NC	93	12504	NC	100	100	NC	427	451	NC	8	12	NC	39	44	NC	53	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	588	38558	100	100	96	505	507	485	9	5	8	18	28	37	73	66	54	0	1	1
Non-Economically Disadvantaged	95	2329	40260	93	89	100	512	523	514	2	3	3	20	18	21	74	77	72	3	3	4

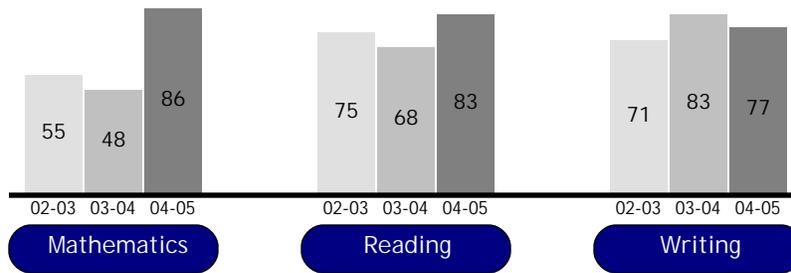
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	67	68	50	96	77	NA	58	93	61	61	47
	Language	100	73	62	43	97	79	63	50	93	67	60	47
	Mathematics	100	79	72	57	97	91	76	64	93	74	63	50
3	Reading	100	68	67	47	99	67	NA	55	100	63	60	44
	Language	100	73	72	54	99	66	76	61	100	60	57	44
	Mathematics	99	68	70	54	99	60	72	61	100	71	65	51
4	Reading	99	71	73	52	98	66	NA	56	98	56	61	48
	Language	99	65	66	48	98	60	66	52	98	56	60	49
	Mathematics	99	73	74	57	98	75	73	61	98	62	68	53
5	Reading	99	71	69	50	97	69	NA	55	98	63	63	50
	Language	100	60	63	46	97	54	63	49	98	66	62	50
	Mathematics	99	73	76	57	97	72	77	63	98	65	62	49
6	Reading	99	71	69	53	100	71	NA	56	96	70	64	51
	Language	100	68	63	45	100	66	64	48	96	66	62	47
	Mathematics	99	79	80	62	100	81	81	66	97	75	69	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)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School/Community Relations
- Ü Facility Improvement
- Ü Student Rewards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.10
Other Professional Staff	5.50	Teacher Aide	28.10

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	7	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Band & Strings Facilities
- Ü Project Room

Extracurricular Activities

- Ü Peer Mediators
- Ü CHAMPS
- Ü Student Council
- Ü Chess Club
- Ü Intramurals
- Ü Fun Runs
- Ü Choir
- Ü Oceanography Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Before and After School Care Available
- Ü Crisis Intervention
- Ü Social Worker
- Ü Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Partnership with the Gilbert High School teacher prep. program, Chandler Gilbert Community College and ASU East teacher certification programs to place future teachers into classrooms to assist teachers and students and to gain valuable experience.
- ü We have instituted a tutoring program that last year helped 94% of the students who took part increase their AIMS Performance Level by at least one category.

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	6	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	93	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

Following regular teacher directed classroom interventions, a Responsibility Center is used as a positive intervention so that students can do reflective thinking about their actions and the consequences of those actions. The faculty is trained in methods for teaching the Six Pillars of Character Counts. In addition, fire drills and lockdown drills are practiced regularly.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jack Blanchard	(480) 813-1240
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Diane Bowers	(480) 497-3364
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Janet Pudenz	(480) 813-1240
Student Health/Nurse	Sherry Shinn	(480) 558-5131

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.