



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1820 S. Harris Drive, Mesa, AZ 85204

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 : Mrs. Becky R. Henderson
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 644
 Web Address : gilbert.k12.az.us/info/schools/harris/harris.
 Phone Number : (480) 545-7060
 Fax Number : (480) 926-7160
 E-mail : becky_henderson@gilbert.k12.az.us

Mission

Harris Elementary provides all students with an educational environment where they can achieve academic excellence, succeed in developing strong interpersonal skills, and become successful and responsible members of our community.

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

- One of Harris' school wide goals is to improve students' reading comprehension by implementing the best practices of the Reading Renaissance program and by providing reading instruction through guided reading groups.
- A second school wide goal is to improve student achievement in writing. Instruction will focus on the writing process, writing elements (six traits of writing) and writing applications.
- Harris Elementary will continue to respond to information from the Terra Nova Test and AIMS results in order to improve instruction, align curriculum and identify areas of improvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 667
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Title I
- Ü On-site Special Education--Inclusion
- Ü Gifted
- Ü ELL
- Ü Special Education Preschool
- Ü Math Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We adhere to high standards for all students by providing an excellent education in a safe environment. Staff members work collegially, attend team meetings and implement student-centered programs. A student handbook is available for all parents.

Parents

Parents are responsible for the health and well-being of their child. Health issues which may impact their child's ability to learn should be reported to the school. Students should arrive to school on time, in appropriate attire, and ready to learn.

Transportation Policy

School bus transportation is a privilege that students may retain by showing responsible and cooperative behavior. Our school is served by nine buses, two of which serve special education students. See the district web site for school boundaries.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2004
Ü Reading Renaissance Master School Certification	2004
Ü Renaissance Model Library Certification	2002
Ü American Legion Teacher of the Year	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	88	2879	79306	100	100	99	459	478	445	5	2	10	13	8	18	60	50	51	23	40	20
All Students (Prior Year)	99	2770	75509	98	100	100	520	541	521	8	6	13	28	17	23	35	35	33	29	42	31
Female	45	1409	38691	100	100	99	453	475	446	5	3	10	20	8	18	56	53	52	20	37	20
Male	43	1470	40583	100	100	99	466	481	445	5	2	11	5	8	18	64	48	50	26	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	29	468	32869	100	100	99	455	456	429	4	4	15	11	14	25	67	57	51	19	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	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	50	2127	36197	98	100	99	467	483	463	0	2	5	13	6	11	63	48	53	24	44	31
Students with Disabilities	19	380	10321	100	100	100	435	433	389	24	12	30	12	20	27	53	50	34	12	18	9
Students without Disabilities	69	2499	69060	99	99	98	466	485	454	0	1	7	13	6	17	62	50	54	25	43	22
Limited English Proficient Students	13	122	15509	100	100	100	454	409	406	0	6	20	9	25	30	73	55	45	18	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	52	581	39415	100	100	96	458	459	431	4	5	15	13	13	25	65	57	50	17	25	10
Non-Economically Disadvantaged	36	2298	39966	62	89	100	461	483	459	6	2	6	12	6	12	53	49	52	29	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	88	2877	79395	100	0	99	460	475	446	1	1	9	21	13	25	66	66	55	11	20	11
All Students (Prior Year)	99	2774	75492	98	100	100	524	533	519	5	4	12	16	11	16	55	50	47	24	35	24
Female	45	1408	38743	100	0	100	459	479	451	2	1	7	24	10	24	59	67	57	15	22	12
Male	43	1469	40618	100	0	99	460	471	440	0	1	11	18	15	27	74	66	53	8	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	29	468	32915	100	0	99	455	454	426	0	2	15	33	23	35	52	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	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	50	2125	36221	98	0	99	468	480	465	0	1	4	11	10	15	78	67	63	11	22	17
Students with Disabilities	19	379	10331	100	0	100	454	432	388	6	5	25	29	34	37	53	55	34	12	6	4
Students without Disabilities	69	2498	69139	99	0	99	462	481	454	0	1	7	19	9	24	70	68	58	11	22	11
Limited English Proficient Students	13	122	15545	100	0	100	443	405	399	0	6	21	36	39	42	64	54	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	52	581	39484	100	0	96	462	458	429	0	3	14	26	22	35	59	64	47	15	10	4
Non-Economically Disadvantaged	36	2296	39986	62	0	100	457	479	461	3	1	4	15	10	16	76	67	63	6	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	88	2876	78869	100	100	99	447	468	442	1	3	6	23	12	21	70	70	63	6	15	10
All Students (Prior Year)	99	2766	75053	98	99	99	571	615	597	11	5	7	13	8	12	69	76	72	8	10	9
Female	45	1409	38536	100	100	99	456	480	458	2	2	4	15	8	15	71	71	67	12	20	14
Male	43	1467	40302	100	100	99	437	455	428	0	4	8	31	16	26	69	69	60	0	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	29	468	32606	100	100	98	454	451	426	0	3	8	15	17	27	81	68	60	4	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	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	50	2124	36078	98	100	99	450	470	459	0	2	4	26	11	16	65	70	66	9	16	14
Students with Disabilities	19	380	10246	100	100	100	421	408	367	6	9	18	47	33	39	41	54	40	6	3	4
Students without Disabilities	69	2496	68697	99	99	98	454	477	454	0	2	4	16	9	18	78	73	67	6	17	11
Limited English Proficient Students	13	122	15339	100	100	100	452	412	399	0	4	11	9	20	31	82	70	54	9	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	52	580	39106	100	100	95	446	449	427	0	4	8	24	18	28	72	70	59	4	7	5
Non-Economically Disadvantaged	36	2296	39837	62	89	100	447	472	457	3	2	4	21	11	14	68	70	67	9	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	85	2914	78906	99	100	99	513	525	498	3	4	13	15	10	19	66	52	48	16	33	20
All Students (Prior Year)	97	2691	76019	98	100	100	502	512	499	8	7	14	44	35	39	15	17	14	33	41	33
Female	46	1440	38644	100	100	99	514	526	500	0	4	12	15	10	19	72	54	49	13	33	19
Male	39	1473	40236	98	99	99	512	524	497	6	5	15	14	11	19	60	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	34	488	31938	97	100	99	502	508	481	3	7	19	23	17	25	60	56	46	13	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	41	2145	36483	100	100	99	524	529	517	3	4	7	9	8	13	69	52	51	20	36	30
Students with Disabilities	10	376	10664	100	100	100	476	461	430	10	23	42	40	27	27	50	41	26	0	8	5
Students without Disabilities	75	2538	68310	99	99	98	519	535	509	2	1	9	11	8	18	69	54	51	19	37	22
Limited English Proficient Students	14	92	12573	100	100	100	492	425	454	0	17	27	38	25	30	54	49	38	8	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	41	588	38679	100	100	96	507	507	483	3	9	20	21	18	25	61	54	45	15	20	10
Non-Economically Disadvantaged	44	2326	40295	71	89	100	518	529	513	2	3	7	10	8	13	71	52	50	17	36	30

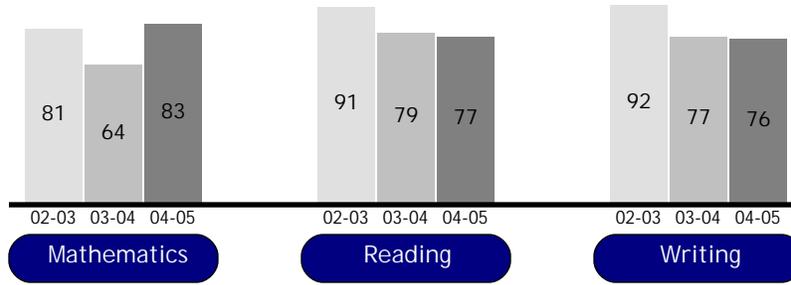
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2914	78908	98	0	99	497	507	484	0	3	10	16	13	23	78	68	58	5	16	9
All Students (Prior Year)	97	2700	76020	98	100	100	509	511	503	15	13	25	18	20	23	52	50	40	15	17	12
Female	46	1439	38648	100	0	99	496	513	489	0	2	8	23	11	22	69	68	61	8	20	10
Male	38	1474	40233	95	0	99	499	501	479	0	4	12	9	15	25	88	69	55	3	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	34	489	31940	97	0	99	485	493	465	0	5	16	30	18	32	70	70	49	0	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	40	2145	36502	98	0	99	512	511	502	0	2	4	3	11	14	85	69	67	12	18	15
Students with Disabilities	NC	375	10665	NC	0	100	NC	450	423	NC	15	30	NC	36	36	NC	45	31	NC	4	2
Students without Disabilities	75	2539	68312	99	0	98	500	516	493	0	1	7	17	9	21	77	72	62	6	18	10
Limited English Proficient Students	14	93	12556	100	0	100	467	403	436	0	17	24	54	31	40	46	50	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	41	589	38662	100	0	96	491	491	468	0	6	16	18	22	32	79	65	49	3	8	3
Non-Economically Disadvantaged	43	2325	40315	69	0	100	503	511	498	0	2	5	15	11	15	78	69	66	8	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	85	2917	78750	99	100	99	519	520	500	4	3	6	15	20	29	81	75	63	0	3	2
All Students (Prior Year)	97	2697	75673	98	100	100	516	555	530	10	7	12	34	20	25	54	66	58	1	6	4
Female	46	1439	38586	100	100	99	532	534	515	0	2	4	10	13	22	90	82	71	0	4	3
Male	39	1477	40135	98	100	99	506	507	486	9	4	8	20	27	35	71	68	56	0	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	34	490	31841	97	100	99	509	512	483	3	3	8	27	24	36	70	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	41	2147	36440	100	100	99	525	522	516	6	3	3	3	19	22	91	76	71	0	3	4
Students with Disabilities	10	377	10622	100	100	100	427	446	415	30	13	21	40	50	50	30	38	28	0	0	1
Students without Disabilities	75	2540	68196	99	99	98	534	531	513	0	1	3	11	15	25	89	80	69	0	3	3
Limited English Proficient Students	14	93	12504	100	100	100	508	427	451	0	8	12	31	39	44	69	53	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	41	588	38558	100	100	96	518	507	485	6	5	8	12	28	37	82	66	54	0	1	1
Non-Economically Disadvantaged	44	2329	40260	71	89	100	520	523	514	2	3	3	17	18	21	80	77	72	0	3	4

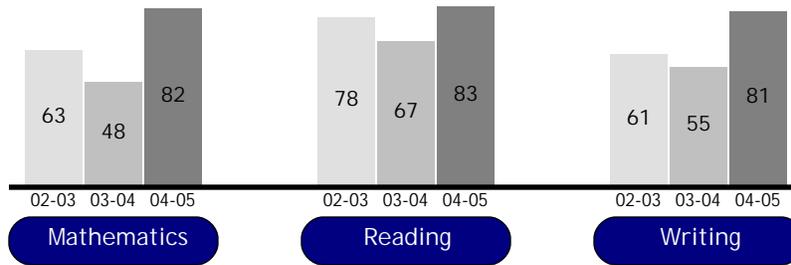
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	59	68	50	100	58	NA	58	100	49	61	47
	Language	100	53	62	43	100	42	63	50	100	51	60	47
	Mathematics	98	67	72	57	100	57	76	64	100	49	63	50
3	Reading	97	63	67	47	99	60	NA	55	100	48	60	44
	Language	99	74	72	54	99	72	76	61	100	48	57	44
	Mathematics	100	64	70	54	99	63	72	61	100	50	65	51
4	Reading	99	71	73	52	97	64	NA	56	99	58	61	48
	Language	100	68	66	48	97	61	66	52	99	59	60	49
	Mathematics	100	80	74	57	97	74	73	61	99	66	68	53
5	Reading	96	59	69	50	95	65	NA	55	98	58	63	50
	Language	94	58	63	46	95	56	63	49	98	57	62	50
	Mathematics	99	71	76	57	95	76	77	63	99	53	62	49
6	Reading	99	58	69	53	98	60	NA	56	98	66	64	51
	Language	99	61	63	45	98	57	64	48	98	61	62	47
	Mathematics	97	76	80	62	98	78	81	66	98	65	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facility and Safety Issues
- Ü Parent/Educator Relations
- Ü Career Week
- Ü Textbook Selection
- Ü Educational Advocacy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	4	3	0	0
10 or more years	5	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer lab
- Ü Library/Media Center
- Ü Project Room
- Ü Multipurpose Room

Extracurricular Activities

- Ü Fun Runs
- Ü Hawks Production Company
- Ü Student Council
- Ü Science Club

Social Services

- Ü Health Services
- Ü Social Worker
- Ü Lunch Program
- Ü Breakfast Program

School Achievements/Accomplishments 2004-05

ü Students in grades second through sixth excel on the AIMS test, exceeding state averages.

ü Received Model and Master School certification and recognition as a part of the Reading Renaissance program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	87	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

Harris has implemented a school-wide behavior plan and code of conduct which focuses on responsible, respectful actions. Character education is taught through the Character Counts! program. Fire, lock-down and other 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) :

2

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	Becky Henderson	(480) 545-7060
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Tiffany Werner	(480) 545-7060
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Tammy Guck	(480) 545-7060
Student Health/Nurse	Susan Tucker	(480) 545-7060

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 644 Copies = \$246.00

** 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.