

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1661 W Sage, Tucson, AZ 85704

Amphitheater 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Highly Performing

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

### 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 Overview

Principal/Administrator : Mr. Foster E. Hepler  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-5  
 2005 Enrollment : 425  
 Web Address : www.amphi.com/~mesav/  
 Phone Number : (520) 696-6090  
 Fax Number : (520) 696-6137  
 E-mail : fhepler@amphi.com

### Mission

Students will be responsible, productive, healthy citizens. To obtain this, the school and community will work together to provide an environment that enhances academic excellence, cultural/global awareness, physical, social and emotional well-being. All team members will strive to "Be Your Best" by being Responsible, Friendly, Respectful, and Hard working.

### School / Academic Goals

- ü A higher percentage of continuing students at Mesa Verde will fall in the 'exceeds the standard' category of the AIMS writing test in spring 2006.
- ü Children will understand the importance of reading across the curriculum. With focus on reading fluency. More modeling will be done by staff, parents and community.
- ü Each grade level will be provided with a daily block of uninterrupted literacy time.
- ü School climate and violence prevention will be addressed through the continuation of the Second Step Program in grades K through 5.

### Enrollment

October 1, 2004 School Year Student Enrollment : 442  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 26

Instructional Programs

- ü Music/Art/Physical Education Specialists
- ü Special Education Resource
- ü SEI Program
- ü Gifted Resource Program
- ü Special Ed Pre-school
- ü At risk Program
- ü Road to the Code (kindergarten)
- ü Wiggle Works (K-3)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/29/2006

Shared Responsibilities

School

We provide open, positive communication to all. Discipline is positive and fair with clear objectives for instruction, classroom learning time, clear assignment communication, learning materials, and sensitivity to student needs and feelings.

Parents

Parents and school are partners in the education process. The parental obligation is to provide a safe, nourishing home. Parents are encouraged to model and instill a love of learning, good study habits, and nurture personal excellence and support education. It is the parents responsibility to ensure that the child arrives to school on time and does not have an excessive amount of absentism nor tardiness. We encourage parent and community input and involvement.

Transportation Policy

School buses are provided as means of transportation. Students residing in the Mesa Verde attendance area are eligible for this service. Special Education students living outside the Mesa Verde attendance area will be provided this service. Students accepted on Open Enrollment may not ride the school bus as stated in district policy.

School Honors

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

Award/Honor	Year
ü 1st Place - Arizona Odyssey Of The Mind	2005
ü 3rd MIMI Cafe Poetry	2004
ü 4th grade Art work published	2004
ü 1st Place - Arizona Odyssey Of The Mind	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	82	1215	79306	100	100	99	442	451	445	4	8	10	16	16	18	52	50	51	29	27	20
All Students (Prior Year)	78	1254	75509	100	99	100	537	532	521	8	10	13	18	21	23	32	30	33	42	40	31
Female	39	572	38691	100	100	99	445	453	446	5	7	10	16	17	18	41	49	52	38	27	20
Male	43	643	40583	100	100	99	439	450	445	3	9	11	15	15	18	63	50	50	20	27	21
African American	NC	53	4041	NC	98	99	NC	428	426	NC	14	17	NC	26	23	NC	43	50	NC	17	10
Hispanic	12	429	32869	100	100	99	348	427	429	10	12	15	50	25	25	20	49	51	20	13	10
Asian/Pacific Islander	NC	37	1935	NC	100	99	NC	474	474	NC	7	3	NC	7	9	NC	53	48	NC	33	40
American Indian/Alaskan Native	--	22	4264	--	100	100	--	431	419	--	10	19	--	20	30	--	65	45	--	5	6
White	65	674	36197	100	100	99	463	467	463	3	5	5	10	10	11	55	50	53	32	36	31
Students with Disabilities	22	223	10321	100	100	100	350	390	389	15	26	30	30	25	27	45	36	34	10	12	9
Students without Disabilities	60	993	69060	97	98	98	474	465	454	0	4	7	11	14	17	54	53	54	35	30	22
Limited English Proficient Students	NC	171	15509	NC	100	100	NC	385	406	NC	18	20	NC	31	30	NC	47	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	548	39415	91	96	96	441	436	431	5	12	15	26	25	25	53	52	50	16	12	10
Non-Economically Disadvantaged	62	668	39966	100	100	100	442	463	459	3	5	6	12	9	12	52	48	52	33	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	82	1214	79395	100	0	99	444	451	446	5	8	9	10	22	25	73	56	55	12	14	11
All Students (Prior Year)	78	1255	75492	100	99	100	527	525	519	6	8	12	15	16	16	52	47	47	26	29	24
Female	39	572	38743	100	0	100	450	456	451	3	7	7	8	21	24	73	57	57	16	16	12
Male	43	642	40618	100	0	99	439	446	440	8	9	11	13	24	27	73	55	53	8	13	9
African American	NC	54	4052	NC	0	100	NC	441	434	NC	5	11	NC	26	29	NC	62	54	NC	7	6
Hispanic	12	428	32915	100	0	99	370	423	426	0	12	15	40	36	35	40	46	47	20	5	4
Asian/Pacific Islander	NC	37	1936	NC	0	99	NC	465	468	NC	7	3	NC	13	14	NC	63	63	NC	17	19
American Indian/Alaskan Native	--	22	4271	--	0	100	--	432	420	--	15	15	--	40	42	--	35	41	--	10	2
White	65	673	36221	100	0	99	461	469	465	6	5	4	6	13	15	76	61	63	11	20	17
Students with Disabilities	22	221	10331	100	0	100	347	384	388	20	30	25	20	32	37	55	31	34	5	7	4
Students without Disabilities	60	994	69139	97	0	99	478	466	454	0	3	7	7	20	24	79	61	58	14	16	11
Limited English Proficient Students	NC	171	15545	NC	0	100	NC	377	399	NC	19	21	NC	47	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	547	39484	91	0	96	446	432	429	16	13	14	16	36	35	58	47	47	11	4	4
Non-Economically Disadvantaged	62	668	39986	100	0	100	444	466	461	2	4	4	9	12	16	78	62	63	12	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	82	1213	78869	100	100	99	449	447	442	3	4	6	13	20	21	73	64	63	12	11	10
All Students (Prior Year)	78	1250	75053	100	99	99	601	619	597	5	5	7	6	11	12	83	70	72	6	14	9
Female	39	572	38536	100	100	99	461	464	458	0	3	4	14	14	15	68	67	67	19	16	14
Male	43	641	40302	100	100	99	438	433	428	5	6	8	13	26	26	78	62	60	5	7	7
African American	NC	54	4015	NC	100	99	NC	431	430	NC	7	8	NC	24	24	NC	60	61	NC	10	7
Hispanic	12	428	32606	100	100	98	357	421	426	0	7	8	30	30	27	60	58	60	10	5	5
Asian/Pacific Islander	NC	37	1925	NC	100	99	NC	457	471	NC	3	3	NC	23	11	NC	63	64	NC	10	22
American Indian/Alaskan Native	--	22	4245	--	100	100	--	445	423	--	0	9	--	25	26	--	70	61	--	5	4
White	65	672	36078	100	100	99	469	464	459	3	3	4	10	13	16	76	68	66	11	16	14
Students with Disabilities	22	221	10246	100	100	100	333	379	367	10	12	18	40	41	39	45	40	40	5	6	4
Students without Disabilities	60	993	68697	97	98	98	490	463	454	0	3	4	4	15	18	82	70	67	14	12	11
Limited English Proficient Students	NC	171	15339	NC	100	100	NC	371	399	NC	12	11	NC	38	31	NC	49	54	NC	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	549	39106	91	96	95	445	430	427	5	6	8	21	31	28	68	58	59	5	4	5
Non-Economically Disadvantaged	62	665	39837	100	100	100	450	461	457	2	3	4	10	12	14	74	69	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	73	1298	78906	100	100	99	514	512	498	10	9	13	4	16	19	62	47	48	23	29	20
All Students (Prior Year)	95	1315	76019	99	99	100	512	519	499	5	8	14	29	29	39	23	16	14	42	47	33
Female	32	653	38644	100	100	99	521	518	500	6	7	12	3	14	19	71	49	49	19	29	19
Male	41	645	40236	100	100	99	508	507	497	13	10	15	5	17	19	55	44	46	26	29	20
African American	NC	43	4087	NC	96	99	NC	498	481	NC	11	20	NC	25	24	NC	44	45	NC	19	11
Hispanic	14	448	31938	100	100	99	487	484	481	25	15	19	8	26	25	58	44	46	8	14	10
Asian/Pacific Islander	NC	44	1805	NC	100	98	NC	551	536	NC	3	5	NC	3	8	NC	41	45	NC	54	42
American Indian/Alaskan Native	--	26	4593	--	93	100	--	491	467	--	26	26	--	13	29	--	43	39	--	17	6
White	55	737	36483	100	100	99	520	527	517	8	4	7	4	10	13	62	49	51	26	37	30
Students with Disabilities	NC	221	10664	NC	100	100	NC	437	430	NC	35	42	NC	31	27	NC	25	26	NC	9	5
Students without Disabilities	64	1078	68310	100	99	98	528	528	509	0	3	9	5	12	18	68	51	51	27	33	22
Limited English Proficient Students	--	121	12573	--	100	100	--	446	454	--	19	27	--	33	30	--	42	38	--	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	20	544	38679	95	95	96	509	491	483	11	14	20	0	25	25	68	47	45	21	14	10
Non-Economically Disadvantaged	53	755	40295	100	100	100	516	527	513	10	5	7	6	9	13	60	46	50	24	40	30

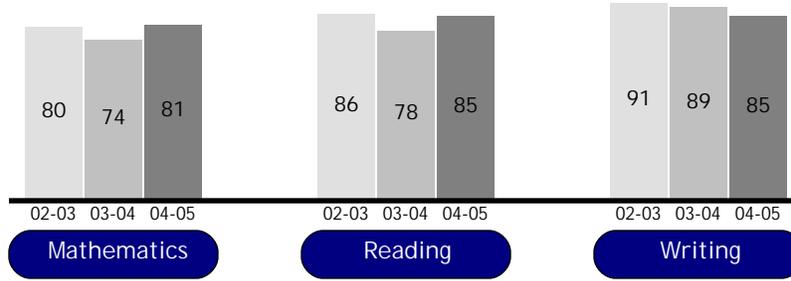
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1299	78908	100	0	99	507	491	484	6	8	10	7	19	23	75	61	58	12	12	9
All Students (Prior Year)	94	1314	76020	98	99	100	511	509	503	14	18	25	25	21	23	39	42	40	22	18	12
Female	32	654	38648	100	0	99	519	501	489	3	6	8	3	16	22	81	64	61	13	14	10
Male	41	645	40233	100	0	99	497	482	479	8	10	12	11	22	25	71	58	55	11	9	8
African American	NC	43	4092	NC	0	99	NC	484	473	NC	3	12	NC	42	28	NC	50	54	NC	6	5
Hispanic	14	448	31940	100	0	99	478	463	465	8	18	16	25	31	32	67	47	49	0	4	3
Asian/Pacific Islander	NC	44	1805	NC	0	98	NC	508	507	NC	5	4	NC	11	13	NC	73	65	NC	11	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	474	457	--	13	18	--	39	39	--	39	41	--	9	2
White	55	738	36502	100	0	99	511	507	502	6	2	4	4	11	14	75	70	67	15	17	15
Students with Disabilities	NC	221	10665	NC	0	100	NC	425	423	NC	29	30	NC	36	36	NC	32	31	NC	3	2
Students without Disabilities	64	1079	68312	100	0	98	517	505	493	0	3	7	3	16	21	83	67	62	13	14	10
Limited English Proficient Students	--	121	12556	--	0	100	--	421	436	--	24	24	--	44	40	--	31	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	20	544	38662	95	0	96	501	471	468	5	14	16	11	32	32	84	53	49	0	2	3
Non-Economically Disadvantaged	53	756	40315	100	0	100	509	505	498	6	4	5	6	11	15	72	67	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	73	1297	78750	100	100	99	523	503	500	7	6	6	9	24	29	83	66	63	1	3	2
All Students (Prior Year)	94	1307	75673	98	98	100	570	558	530	6	9	12	21	18	25	67	66	58	6	8	4
Female	32	653	38586	100	100	99	547	524	515	3	3	4	0	20	22	94	74	71	3	4	3
Male	41	644	40135	100	99	99	503	483	486	11	10	8	16	29	35	74	59	56	0	2	1
African American	NC	43	4081	NC	96	99	NC	507	488	NC	3	8	NC	33	32	NC	61	59	NC	3	2
Hispanic	14	447	31841	100	100	99	473	470	483	25	11	8	0	37	36	75	50	55	0	1	1
Asian/Pacific Islander	NC	43	1802	NC	98	98	NC	545	533	NC	3	2	NC	8	16	NC	76	75	NC	14	7
American Indian/Alaskan Native	--	27	4586	--	96	100	--	485	481	--	21	8	--	25	37	--	50	54	--	4	1
White	55	737	36440	100	100	99	532	520	516	4	3	3	11	18	22	83	75	71	2	3	4
Students with Disabilities	NC	221	10622	NC	100	100	NC	411	415	NC	26	21	NC	42	50	NC	32	28	NC	0	1
Students without Disabilities	64	1077	68196	100	99	98	544	522	513	0	2	3	5	21	25	93	73	69	2	4	3
Limited English Proficient Students	--	120	12504	--	100	100	--	425	451	--	13	12	--	47	44	--	40	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	541	38558	95	95	96	516	478	485	11	11	8	5	36	37	84	53	54	0	0	1
Non-Economically Disadvantaged	53	757	40260	100	100	100	525	520	514	6	3	3	10	17	21	82	75	72	2	5	4

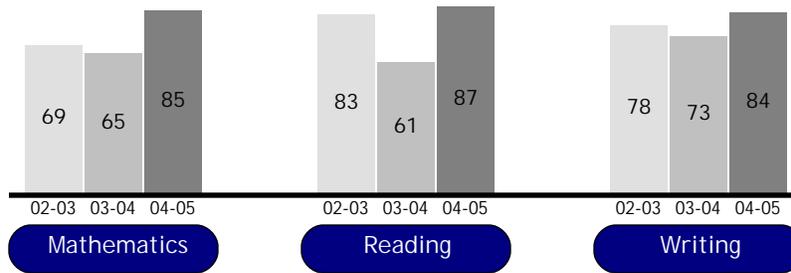
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	61	59	50	89	64	NA	58	96	60	54	47
	Language	72	55	51	43	89	63	59	50	96	59	55	47
	Mathematics	92	71	66	57	89	82	72	64	100	63	58	50
3	Reading	94	64	58	47	97	68	NA	55	95	59	49	44
	Language	94	66	63	54	97	63	68	61	95	52	48	44
	Mathematics	94	74	67	54	96	71	71	61	95	61	57	51
4	Reading	96	74	63	52	96	66	NA	56	100	59	54	48
	Language	100	66	59	48	95	61	59	52	100	57	54	49
	Mathematics	94	75	69	57	95	72	72	61	100	60	59	53
5	Reading	95	77	63	50	99	69	NA	55	100	65	55	50
	Language	99	65	58	46	99	65	60	49	100	66	55	50
	Mathematics	96	77	72	57	99	80	78	63	100	61	56	49

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/](http://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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Strategic Plan
- Ü Parent/Educator Relations
- Ü Curriculum and Instruction Input
- Ü Shared Decision Making
- Ü District Input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	3.80	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
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 Desert Garden and Student Garden
- Ü Library
- Ü Video Broadcasting Capabilities

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Track Team
- Ü Student Council
- Ü Chorus
- Ü Band
- Ü Orchestra
- Ü Kids Helping Kids
- Ü Noon time games

Social Services

- Ü Day Care
- Ü Health Services
- Ü Clothing/Food Banks

School Achievements/Accomplishments 2004-05

- ü High satisfaction rates on parent survey.
  
- ü Strong achievement test scores. Averaged scores on the AIMS, DPA for grades 3 through 5 in all areas were above the district and state averages.
  
- ü Just over 95% of our students served as a guest reader in some capacity during the year.
  
- ü 93% of our 5th grade students met or exceeded the standard in Reading as measured by the AIMS DPA (spring 2005)

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

A safe environment is promoted through the Student Rights and Responsibilities. A positive and preventive approach to discipline, training in problem solving; curriculum and instruction appropriate to student needs; parent/teacher collaboration. The second step (Violence Prevention) program is implemented school wide.

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	Foster E. Hepler	(520) 696-6090
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Patrick Nelson	(520) 696-5170
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Elizabeth Shippy	(520) 696-6092
Student Health/Nurse	Sandy Beck	(520) 696-5728

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](http://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](http://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](http://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 25 Copies = \$10.00

\*\* 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.