



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

325 E. McKellips, Mesa, AZ 85201

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

School Overview

Principal/Administrator : Mr. Greg Prather
 Schedule : 07:00 AM to 03:00 PM
 Grades : 5-8
 2005 Enrollment : 51
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-5650
 Fax Number : (480) 472-5680
 E-mail : gprather@mpsaz.org

Mission

The mission of McKellips Middle School is to assist students in their pursuit of improved behavior and academic skills. Improved behavior will be measured by daily goal sheets. Improved academic skills will be measured by program assessments as well as district and state tests.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students enrolled for a minimum of one semester at MMS will increase their reading skills by one or more grade level(s).
- ü Students enrolled for a minimum of one semester at MMS will increase their performance (FAME) on the AIMS writing assessment by one level.
- ü Students enrolled for a minimum of one semester at MMS will demonstrate proficiency in keyboarding and in the use of Microsoft Word, Power Point, Excel, and Desktop Publishing.
- ü Students enrolled for a minimum of one semester at MMS will be able to apply basic computation skills to higher level mathematics and be able to transition to a comprehensive school with knowledge of grade level mathematics standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 74
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Individual Instruction
- Ü Behavior Modification System
- Ü Study Skills
- Ü Social Skills

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibilities to parents include providing a safe, positive learning environment in which students have the opportunity to learn the academic and social skills needed in order to make a successful transition to a comprehensive school and to provide regular communication about students' attainment of academic and social skill goals.

Parents

The responsibilities of our parents include monitoring student progress by reviewing and signing daily point sheets, helping students comply with dress code requirements, and maintaining open, positive communication with the administrative and instructional staff as it relates to academics, behavior, and other issues affecting a student's ability to function effectively in a school setting.

Transportation Policy

MPS transports our students who live in the district boundaries west of Gilbert Road. We follow MPS bus rules and guidelines for student behavior.

School Honors

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

Award/Honor

Year

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	--	5594	78906	--	99	99	--	509	498	--	8	13	--	15	19	--	50	48	--	26	20
All Students (Prior Year)	11	5809	76019	85	99	100	432	514	499	50	9	14	50	34	39	0	13	14	0	44	33
Female	--	2679	38644	--	99	99	--	507	500	--	8	12	--	16	19	--	51	49	--	25	19
Male	--	2915	40236	--	99	99	--	510	497	--	8	15	--	15	19	--	50	46	--	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	--	1921	31938	--	100	99	--	486	481	--	13	19	--	23	25	--	51	46	--	13	10
Asian/Pacific Islander	--	136	1805	--	100	98	--	526	536	--	7	5	--	8	8	--	50	45	--	35	42
American Indian/Alaskan Native	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	--	3081	36483	--	98	99	--	525	517	--	4	7	--	10	13	--	50	51	--	36	30
Students with Disabilities	--	650	10664	--	100	100	--	417	430	--	33	42	--	26	27	--	33	26	--	7	5
Students without Disabilities	--	4944	68310	--	98	98	--	521	509	--	5	9	--	14	18	--	53	51	--	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	2737	38679	--	95	96	--	495	483	--	13	20	--	21	25	--	50	45	--	15	10
Non-Economically Disadvantaged	--	2857	40295	--	100	100	--	520	513	--	4	7	--	9	13	--	51	50	--	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	--	5599	78908	--	0	99	--	491	484	--	6	10	--	19	23	--	63	58	--	12	9
All Students (Prior Year)	10	5803	76020	77	99	100	479	507	503	78	20	25	11	22	23	0	43	40	11	16	12
Female	--	2681	38648	--	0	99	--	494	489	--	5	8	--	18	22	--	64	61	--	12	10
Male	--	2918	40233	--	0	99	--	489	479	--	7	12	--	20	25	--	61	55	--	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	--	1925	31940	--	0	99	--	470	465	--	12	16	--	30	32	--	53	49	--	5	3
Asian/Pacific Islander	--	136	1805	--	0	98	--	498	507	--	1	4	--	21	13	--	67	65	--	12	18
American Indian/Alaskan Native	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	--	3082	36502	--	0	99	--	507	502	--	3	4	--	12	14	--	69	67	--	17	15
Students with Disabilities	--	651	10665	--	0	100	--	409	423	--	21	30	--	38	36	--	38	31	--	4	2
Students without Disabilities	--	4948	68312	--	0	98	--	502	493	--	4	7	--	17	21	--	66	62	--	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	2742	38662	--	0	96	--	479	468	--	10	16	--	28	32	--	56	49	--	5	3
Non-Economically Disadvantaged	--	2857	40315	--	0	100	--	502	498	--	2	5	--	11	15	--	68	66	--	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	--	5524	78750	--	98	99	--	500	500	--	5	6	--	28	29	--	63	63	--	3	2
All Students (Prior Year)	10	5771	75673	77	98	100	437	530	530	44	15	12	44	25	25	11	56	58	0	5	4
Female	--	2649	38586	--	98	99	--	514	515	--	4	4	--	21	22	--	70	71	--	4	3
Male	--	2874	40135	--	98	99	--	488	486	--	7	8	--	35	35	--	56	56	--	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	--	1884	31841	--	98	99	--	479	483	--	8	8	--	37	36	--	54	55	--	2	1
Asian/Pacific Islander	--	136	1802	--	100	98	--	521	533	--	2	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	--	3058	36440	--	98	99	--	514	516	--	4	3	--	23	22	--	69	71	--	4	4
Students with Disabilities	--	642	10622	--	100	100	--	390	415	--	22	21	--	48	50	--	26	28	--	4	1
Students without Disabilities	--	4882	68196	--	97	98	--	515	513	--	3	3	--	26	25	--	68	69	--	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	2686	38558	--	93	96	--	486	485	--	9	8	--	37	37	--	53	54	--	1	1
Non-Economically Disadvantaged	--	2838	40260	--	100	100	--	513	514	--	3	3	--	21	21	--	71	72	--	5	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	5700	78250	73	98	99	490	565	548	50	14	21	25	13	18	25	52	48	0	21	13
All Students (Prior Year)	24	5673	75001	100	99	99	414	489	468	91	24	37	9	33	36	0	24	16	0	20	10
Female	NC	2750	38071	NC	98	99	NC	568	549	NC	12	20	NC	14	19	NC	53	49	NC	20	12
Male	18	2950	40126	67	98	99	498	563	547	43	15	23	29	13	17	29	51	46	0	21	14
African American	--	230	4058	--	97	99	--	527	523	--	20	32	--	20	22	--	53	41	--	7	5
Hispanic	14	1677	29129	67	99	99	472	538	527	75	26	32	0	18	23	25	47	40	0	9	6
Asian/Pacific Islander	--	136	1747	--	96	100	--	587	589	--	7	9	--	8	9	--	51	50	--	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	NC	3424	38320	NC	98	99	NC	582	568	NC	7	12	NC	10	14	NC	56	55	NC	27	19
Students with Disabilities	NC	498	9329	NC	100	100	NC	423	454	NC	55	64	NC	19	18	NC	24	16	NC	3	2
Students without Disabilities	19	5203	68996	83	98	99	504	579	561	33	10	16	33	13	18	33	55	52	0	23	14
Limited English Proficient Students	NC	423	10133	NC	100	100	NC	443	488	NC	45	45	NC	22	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	2386	33388	64	93	94	493	549	530	60	23	32	0	18	22	40	49	40	0	10	5
Non-Economically Disadvantaged	NC	3315	44937	NC	100	100	NC	577	561	NC	7	13	NC	10	15	NC	55	54	NC	28	18

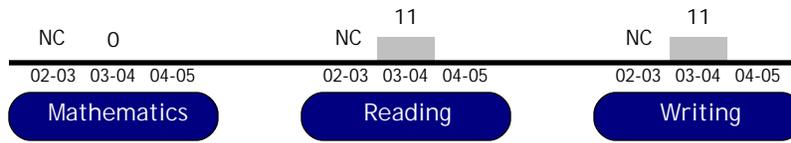
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	5699	78302	70	0	99	448	523	512	57	7	11	43	19	25	0	65	57	0	9	7
All Students (Prior Year)	23	5674	74918	100	99	99	438	502	497	86	28	32	0	18	19	14	36	35	0	18	15
Female	NC	2752	38082	NC	0	99	NC	531	518	NC	5	8	NC	18	24	NC	67	61	NC	10	7
Male	17	2947	40166	63	0	99	447	516	507	67	9	14	33	20	26	0	62	54	0	8	6
African American	--	230	4064	--	0	100	--	496	498	--	4	14	--	36	29	--	59	54	--	2	3
Hispanic	14	1678	29152	67	0	99	454	497	492	25	15	17	75	30	34	0	52	46	0	3	2
Asian/Pacific Islander	--	136	1746	--	0	100	--	537	542	--	4	5	--	14	13	--	67	66	--	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	NC	3422	38347	NC	0	99	NC	539	531	NC	3	5	NC	13	17	NC	71	68	NC	12	10
Students with Disabilities	NC	498	9353	NC	0	100	NC	400	429	NC	33	40	NC	39	38	NC	27	22	NC	1	1
Students without Disabilities	18	5202	69024	78	0	99	448	535	524	60	5	7	40	17	23	0	68	62	0	10	7
Limited English Proficient Students	NC	423	10140	NC	0	100	NC	405	451	NC	33	28	NC	42	43	NC	24	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	2384	33398	64	0	94	448	507	495	60	13	18	40	30	35	0	54	46	0	4	2
Non-Economically Disadvantaged	NC	3316	44979	NC	0	100	NC	534	525	NC	3	6	NC	12	18	NC	72	66	NC	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	5652	78094	76	97	99	480	546	545	13	3	3	63	17	18	25	78	77	0	2	2
All Students (Prior Year)	22	5635	74503	96	99	99	373	479	491	68	13	9	23	37	32	9	42	51	0	8	8
Female	NC	2739	38025	NC	97	99	NC	562	558	NC	2	2	NC	12	13	NC	83	82	NC	3	2
Male	19	2913	40013	70	97	99	485	531	534	14	5	5	57	21	23	29	72	71	0	1	1
African American	--	227	4037	--	96	99	--	525	532	--	2	4	--	23	22	--	74	73	--	0	1
Hispanic	14	1662	29068	67	98	99	463	515	523	25	7	5	50	29	27	25	63	67	0	0	1
Asian/Pacific Islander	--	135	1743	--	95	100	--	563	577	--	4	2	--	8	9	--	80	82	--	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	NC	3402	38265	NC	97	99	NC	564	564	NC	1	2	NC	11	11	NC	85	84	NC	3	3
Students with Disabilities	NC	484	9275	NC	100	100	NC	397	444	NC	17	14	NC	48	46	NC	34	39	NC	1	1
Students without Disabilities	20	5169	68892	87	97	98	498	560	559	0	2	2	67	14	14	33	82	82	0	2	2
Limited English Proficient Students	NC	412	10084	NC	100	100	NC	405	474	NC	19	10	NC	47	39	NC	33	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	2356	33296	64	92	94	493	529	527	20	6	5	40	26	27	40	67	67	0	1	0
Non-Economically Disadvantaged	NC	3297	44871	NC	100	100	NC	558	559	NC	2	2	NC	11	12	NC	84	84	NC	3	3

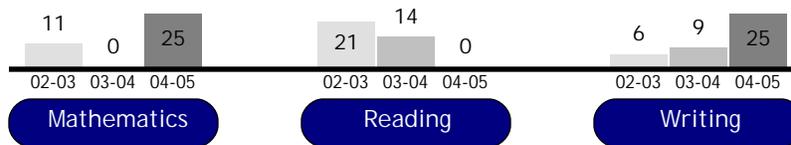
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	NC	NC	59	50	NC	NC	NA	55	NC	NC	55	50
	Language	NC	NC	53	46	NC	NC	55	49	NC	NC	55	50
	Mathematics	NC	NC	68	57	NC	NC	71	63	NC	NC	54	49
6	Reading	64	20	62	53	NC	NC	NA	56	82	28	58	51
	Language	73	12	53	45	75	NA	55	48	82	31	54	47
	Mathematics	59	41	75	62	75	NA	76	66	82	40	62	52
7	Reading	NC	NC	59	51	56	NA	NA	54	76	21	55	50
	Language	NC	NC	62	54	89	10	64	58	76	36	58	52
	Mathematics	NC	NC	74	58	100	19	75	62	76	27	58	50
8	Reading	68	27	58	53	57	NA	NA	55	70	16	57	51
	Language	84	11	56	49	71	5	58	52	70	18	55	50
	Mathematics	84	36	69	58	71	21	73	61	73	23	62	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-purpose Room

Extracurricular Activities

- Ü Tutoring

Social Services

- Ü Safe School Probation Services
- Ü Anti-gang Funding
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 36% of the students enrolled at MMS during the 2004-2005 school year were able to successfully transition back to a comprehensive junior high or high school.

- ü MMS's academic goals have been met each year as measured by district and state assessments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	76	95	94	95
Transfers Out Rates ⁵	75	12	12	17
Transfers In Rate ⁶	320	28	28	37
Stability Rate ⁷	25	87	87	82
Promotion Rate ⁸	67	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	22	0	1	6
Status Unknown ¹¹	17	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

MMS uses a research-based, school-wide discipline program which includes three intervention levels (universal, targeted, and intensive) and social skills instruction aimed at providing students with the behavioral skills needed in order to be successful in a comprehensive school setting. The program goals are supported and extended by an intervention staff that includes a registered nurse, counselor, probation officer, SRO, and gang-prevention specialist.

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) :

15

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	Greg Prather	(480) 472-5650
Transportation Policy	Lupe Moreno	(480) 472-6100
Community Resources	Paula Nielson	(480) 472-5651
School Nutrition Programs	Debbie Viar	(480) 472-5659
Parent Organization		
Student Health/Nurse	Terry Holiday	(480) 472-5650

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.