



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

737 W Guadalupe Road, Mesa, AZ 85210

Mesa Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Ms. Beverly Potter
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 173
 Web Address : www.mesa.k12.az.us/~sunridge/
 Phone Number : (480) 472-3575
 Fax Number : (480) 472-3598
 E-mail : bkpotter@mpsaz.org

Mission

Our primary mission is to provide opportunities for students to learn as they prepare for life in an informational age. Through on-site technology, students are exposed to the world beyond their neighborhoods.

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 The students at Sunridge in Montessori will increase reading skills and an average of 90% of the students will be identified as meeting or exceeding on the AIMS.
- ü Develop a mathematical language, relate math to daily life and an average of 90% of the students will be identified as meeting or exceeding on the AIMS.
- ü Develop and improve writing skills based on district criteria and the state standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 180
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 182

Instructional Programs

Ü Montessori

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

Provide a safe, positive environment and a strong academic program. Share educational goals and create opportunities for parental involvement and parental input.

Parents

Encourage a positive attitude toward school, respect for staff, and promote regular attendance and on-time arrival. Communicate with the school by note, phone calls and attendance at Parent conferences.

Transportation Policy

Montessori parents provide their own transportation.

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	30	5983	79306	100	99	99	493	454	445	0	6	10	7	15	18	43	53	51	50	26	20
All Students (Prior Year)	28	5651	75509	100	98	100	588	532	521	0	9	13	7	19	23	36	33	33	57	39	31
Female	16	2922	38691	100	99	99	477	454	446	0	5	10	13	16	18	50	53	52	38	25	20
Male	14	3060	40583	100	99	99	511	455	445	0	7	11	0	14	18	36	52	50	64	27	21
African American	--	269	4041	--	100	99	--	429	426	--	12	17	--	19	23	--	57	50	--	12	10
Hispanic	NC	2187	32869	NC	100	99	NC	437	429	NC	9	15	NC	21	25	NC	58	51	NC	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	NC	221	4264	NC	98	100	NC	437	419	NC	9	19	NC	27	30	NC	54	45	NC	10	6
White	22	3156	36197	100	99	99	491	468	463	0	4	5	5	10	11	45	49	53	50	37	31
Students with Disabilities	--	685	10321	--	100	100	--	377	389	--	25	30	--	29	27	--	37	34	--	9	9
Students without Disabilities	30	5298	69060	100	99	98	493	464	454	0	4	7	7	13	17	43	55	54	50	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	3051	39415	NC	97	96	NC	442	431	NC	9	15	NC	21	25	NC	56	50	NC	14	10
Non-Economically Disadvantaged	24	2932	39966	100	100	100	495	466	459	0	4	6	4	9	12	46	50	52	50	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	30	5986	79395	100	0	99	495	454	446	0	6	9	3	21	25	70	60	55	27	13	11
All Students (Prior Year)	28	5641	75492	100	98	100	554	522	519	0	11	12	0	14	16	39	48	47	61	27	24
Female	16	2926	38743	100	0	100	481	458	451	0	5	7	6	20	24	69	61	57	25	15	12
Male	14	3059	40618	100	0	99	510	450	440	0	7	11	0	23	27	71	58	53	29	12	9
African American	--	269	4052	--	0	100	--	434	434	--	9	11	--	24	29	--	60	54	--	6	6
Hispanic	NC	2189	32915	NC	0	99	NC	433	426	NC	10	15	NC	32	35	NC	53	47	NC	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	NC	220	4271	NC	0	100	NC	437	420	NC	8	15	NC	33	42	NC	56	41	NC	3	2
White	22	3158	36221	100	0	99	491	469	465	0	3	4	5	14	15	68	64	63	27	20	17
Students with Disabilities	--	684	10331	--	0	100	--	375	388	--	21	25	--	40	37	--	34	34	--	5	4
Students without Disabilities	30	5302	69139	100	0	99	495	464	454	0	4	7	3	19	24	70	63	58	27	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	3052	39484	NC	0	96	NC	440	429	NC	9	14	NC	30	35	NC	55	47	NC	6	4
Non-Economically Disadvantaged	24	2934	39986	100	0	100	499	466	461	0	2	4	0	13	16	71	64	63	29	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	5935	78869	100	98	99	478	442	442	0	6	6	7	21	21	83	62	63	10	12	10
All Students (Prior Year)	28	5611	75053	100	98	99	671	578	597	4	10	7	7	14	12	68	68	72	21	7	9
Female	16	2903	38536	100	99	99	472	458	458	0	4	4	13	14	15	81	65	67	6	16	14
Male	14	3031	40302	100	98	99	485	425	428	0	8	8	0	26	26	86	58	60	14	8	7
African American	--	267	4015	--	100	99	--	426	430	--	6	8	--	25	24	--	61	61	--	7	7
Hispanic	NC	2160	32606	NC	98	98	NC	419	426	NC	9	8	NC	29	27	NC	57	60	NC	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	NC	216	4245	NC	96	100	NC	426	423	NC	8	9	NC	30	26	NC	55	61	NC	8	4
White	22	3142	36078	100	98	99	480	457	459	0	4	4	9	15	16	77	65	66	14	16	14
Students with Disabilities	--	676	10246	--	100	100	--	347	367	--	18	18	--	40	39	--	37	40	--	5	4
Students without Disabilities	30	5259	68697	100	98	98	478	454	454	0	4	4	7	18	18	83	65	67	10	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	3015	39106	NC	96	95	NC	426	427	NC	8	8	NC	28	28	NC	59	59	NC	5	5
Non-Economically Disadvantaged	24	2920	39837	100	100	100	480	457	457	0	4	4	4	13	14	83	64	67	13	19	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	5594	78906	100	99	99	546	509	498	0	8	13	5	15	19	48	50	48	48	26	20
All Students (Prior Year)	23	5809	76019	100	99	100	538	514	499	0	9	14	22	34	39	13	13	14	65	44	33
Female	12	2679	38644	100	99	99	550	507	500	0	8	12	9	16	19	45	51	49	45	25	19
Male	10	2915	40236	100	99	99	541	510	497	0	8	15	0	15	19	50	50	46	50	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	--	1921	31938	--	100	99	--	486	481	--	13	19	--	23	25	--	51	46	--	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	15	3081	36483	100	98	99	550	525	517	0	4	7	0	10	13	43	50	51	57	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	20	4944	68310	100	98	98	551	521	509	0	5	9	5	14	18	42	53	51	53	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	2737	38679	NC	95	96	NC	495	483	NC	13	20	NC	21	25	NC	50	45	NC	15	10
Non-Economically Disadvantaged	18	2857	40295	100	100	100	558	520	513	0	4	7	0	9	13	41	51	50	59	36	30

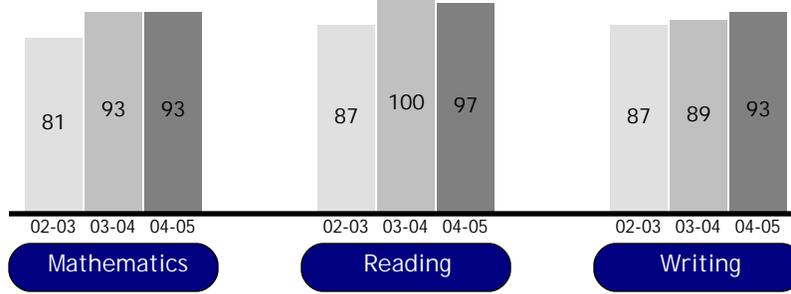
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	5599	78908	100	0	99	515	491	484	0	6	10	24	19	23	52	63	58	24	12	9
All Students (Prior Year)	23	5803	76020	100	99	100	523	507	503	13	20	25	17	22	23	43	43	40	26	16	12
Female	12	2681	38648	100	0	99	523	494	489	0	5	8	18	18	22	45	64	61	36	12	10
Male	10	2918	40233	100	0	99	506	489	479	0	7	12	30	20	25	60	61	55	10	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	--	1925	31940	--	0	99	--	470	465	--	12	16	--	30	32	--	53	49	--	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	15	3082	36502	100	0	99	525	507	502	0	3	4	14	12	14	57	69	67	29	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	20	4948	68312	100	0	98	518	502	493	0	4	7	21	17	21	53	66	62	26	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	2742	38662	NC	0	96	NC	479	468	NC	10	16	NC	28	32	NC	56	49	NC	5	3
Non-Economically Disadvantaged	18	2857	40315	100	0	100	524	502	498	0	2	5	18	11	15	53	68	66	29	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	22	5524	78750	100	98	99	511	500	500	5	5	6	24	28	29	71	63	63	0	3	2
All Students (Prior Year)	23	5771	75673	100	98	100	604	530	530	17	15	12	4	25	25	57	56	58	22	5	4
Female	12	2649	38586	100	98	99	524	514	515	0	4	4	9	21	22	91	70	71	0	4	3
Male	10	2874	40135	100	98	99	497	488	486	10	7	8	40	35	35	50	56	56	0	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	--	1884	31841	--	98	99	--	479	483	--	8	8	--	37	36	--	54	55	--	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	15	3058	36440	100	98	99	521	514	516	7	4	3	14	23	22	79	69	71	0	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	20	4882	68196	100	97	98	515	515	513	0	3	3	26	26	25	74	68	69	0	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	2686	38558	NC	93	96	NC	486	485	NC	9	8	NC	37	37	NC	53	54	NC	1	1
Non-Economically Disadvantaged	18	2838	40260	100	100	100	517	513	514	0	3	3	29	21	21	71	71	72	0	5	4

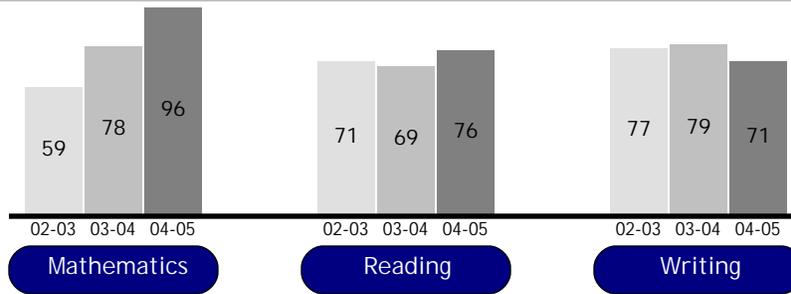
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	85	61	50	97	76	NA	58	94	66	50	47
	Language	94	81	49	43	100	71	53	50	94	59	49	47
	Mathematics	91	81	67	57	97	76	71	64	97	53	54	50
3	Reading	97	83	57	47	97	85	NA	55	100	70	50	44
	Language	94	85	61	54	97	89	63	61	100	70	49	44
	Mathematics	97	83	64	54	97	87	66	61	100	77	55	51
4	Reading	87	87	62	52	96	76	NA	56	96	69	52	48
	Language	91	77	54	48	100	67	55	52	96	67	52	49
	Mathematics	87	87	68	57	100	80	68	61	100	77	59	53
5	Reading	94	83	59	50	96	82	NA	55	100	69	55	50
	Language	100	63	53	46	96	72	55	49	100	68	55	50
	Mathematics	100	83	68	57	96	90	71	63	100	76	54	49
6	Reading	100	84	62	53	100	79	NA	56	100	66	58	51
	Language	100	73	53	45	100	66	55	48	100	63	54	47
	Mathematics	94	95	75	62	100	91	76	66	100	87	62	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

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	7.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Technology Lab
- Ü Exploratory Lab

Extracurricular Activities

Social Services

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	4	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	95	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

The Montessori educational environment provides for an orderly and safe climate for learning. This environment promotes independent learning in a very structured format.

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		
Transportation Policy	Community Relations	(480) 472-0222
Community Resources		
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

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.