

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1727 W. Main, 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 Small School

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

High School Achievement Profile (a)

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

(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 : Ms. Susan Scoon
Schedule : 07:30 AM to 02:30 PM
Grades : 7-12
2005 Enrollment : 42
Web Address :
Phone Number : (480) 472-9351
Fax Number : (480) 472-9393
E-mail : sascoon@mpsaz.org

Mission

TAPP offers an alternative educational setting, with traditional and computerized curriculum, for pregnant teens. The goals are for students to complete academic requirements for graduation, learn parenting skills, and to gain job skills.

School / Academic Goals

- ü To provide a safe, nurturing environment for pregnant and parenting teens with babies six months or younger to continue their education.
To provide a variety of teaching strategies to address the learning styles of students and their unique needs.
- ü To assist the pregnant/newly parenting student toward completing graduation requirements and acquiring a high school diploma.

Enrollment

October 1, 2004 School Year Student Enrollment : 36
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 42

Instructional Programs

- Ü Core Curriculum Classes
- Ü Parenting Classes
- Ü Small Teacher/Student Ratio

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide a safe, nurturing learning environment. Assist students in achieving their academic goals. To involve parents in helping students achieve their academic goals. Enlist parent support to help students maintain acceptable attendance patterns.

Parents

To encourage the student to attend school and notify the school of any absences. To provide reliable transportation, if student is not using a district bus. To assure that reliable day care is available, if student is not using the EVIT Headstart.

Transportation Policy

District bus transportation is available for students residing within the MPS district. Buses are equipped with air conditioning and seat belts for infant/child car seats.

School Honors

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

Award/Honor

Year

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	NC	5700	78250	NC	98	99	NC	565	548	NC	14	21	NC	13	18	NC	52	48	NC	21	13
All Students (Prior Year)	NC	5673	75001	NC	99	99	NC	489	468	NC	24	37	NC	33	36	NC	24	16	NC	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	--	2950	40126	--	98	99	--	563	547	--	15	23	--	13	17	--	51	46	--	21	14
African American	--	230	4058	--	97	99	--	527	523	--	20	32	--	20	22	--	53	41	--	7	5
Hispanic	--	1677	29129	--	99	99	--	538	527	--	26	32	--	18	23	--	47	40	--	9	6
Asian/Pacific Islander	--	136	1747	--	96	100	--	587	589	--	7	9	--	8	9	--	51	50	--	34	32
American Indian/Alaskan Native	--	233	4996	--	98	100	--	524	518	--	26	36	--	23	25	--	43	36	--	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	--	498	9329	--	100	100	--	423	454	--	55	64	--	19	18	--	24	16	--	3	2
Students without Disabilities	NC	5203	68996	NC	98	99	NC	579	561	NC	10	16	NC	13	18	NC	55	52	NC	23	14
Limited English Proficient Students	--	423	10133	--	100	100	--	443	488	--	45	45	--	22	25	--	33	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	2386	33388	--	93	94	--	549	530	--	23	32	--	18	22	--	49	40	--	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	NC	5699	78302	NC	0	99	NC	523	512	NC	7	11	NC	19	25	NC	65	57	NC	9	7
All Students (Prior Year)	NC	5674	74918	NC	99	99	NC	502	497	NC	28	32	NC	18	19	NC	36	35	NC	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	--	2947	40166	--	0	99	--	516	507	--	9	14	--	20	26	--	62	54	--	8	6
African American	--	230	4064	--	0	100	--	496	498	--	4	14	--	36	29	--	59	54	--	2	3
Hispanic	--	1678	29152	--	0	99	--	497	492	--	15	17	--	30	34	--	52	46	--	3	2
Asian/Pacific Islander	--	136	1746	--	0	100	--	537	542	--	4	5	--	14	13	--	67	66	--	14	16
American Indian/Alaskan Native	--	233	4993	--	0	100	--	486	484	--	15	19	--	31	38	--	52	42	--	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	--	498	9353	--	0	100	--	400	429	--	33	40	--	39	38	--	27	22	--	1	1
Students without Disabilities	NC	5202	69024	NC	0	99	NC	535	524	NC	5	7	NC	17	23	NC	68	62	NC	10	7
Limited English Proficient Students	--	423	10140	--	0	100	--	405	451	--	33	28	--	42	43	--	24	29	--	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	2384	33398	--	0	94	--	507	495	--	13	18	--	30	35	--	54	46	--	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	NC	5652	78094	NC	97	99	NC	546	545	NC	3	3	NC	17	18	NC	78	77	NC	2	2
All Students (Prior Year)	NC	5635	74503	NC	99	99	NC	479	491	NC	13	9	NC	37	32	NC	42	51	NC	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	--	2913	40013	--	97	99	--	531	534	--	5	5	--	21	23	--	72	71	--	1	1
African American	--	227	4037	--	96	99	--	525	532	--	2	4	--	23	22	--	74	73	--	0	1
Hispanic	--	1662	29068	--	98	99	--	515	523	--	7	5	--	29	27	--	63	67	--	0	1
Asian/Pacific Islander	--	135	1743	--	95	100	--	563	577	--	4	2	--	8	9	--	80	82	--	8	8
American Indian/Alaskan Native	--	226	4981	--	95	100	--	510	526	--	7	4	--	23	25	--	69	70	--	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	--	484	9275	--	100	100	--	397	444	--	17	14	--	48	46	--	34	39	--	1	1
Students without Disabilities	NC	5169	68892	NC	97	98	NC	560	559	NC	2	2	NC	14	14	NC	82	82	NC	2	2
Limited English Proficient Students	--	412	10084	--	100	100	--	405	474	--	19	10	--	47	39	--	33	50	--	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	2356	33296	--	92	94	--	529	527	--	6	5	--	26	27	--	67	67	--	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

10th 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	NC	5172	69846	NC	96	100	NC	714	699	NC	12	21	NC	7	11	NC	53	49	NC	29	18
All Students (Prior Year)	NC	5047	65934	NC	96	100	NC	510	492	NC	24	43	NC	17	18	NC	33	24	NC	27	15
Female	NC	2496	34328	NC	97	99	NC	717	702	NC	9	19	NC	8	12	NC	55	51	NC	29	18
Male	--	2676	35509	--	96	100	--	710	696	--	14	23	--	7	11	--	51	48	--	28	18
African American	--	202	3535	--	97	100	--	665	677	--	23	31	--	14	15	--	53	46	--	11	8
Hispanic	--	1226	23363	--	97	100	--	687	680	--	23	32	--	13	16	--	53	45	--	11	7
Asian/Pacific Islander	--	136	1742	--	98	99	--	735	733	--	7	8	--	7	7	--	47	46	--	39	38
American Indian/Alaskan Native	--	196	4785	--	97	100	--	692	671	--	22	39	--	15	17	--	50	39	--	13	5
White	NC	3412	36421	NC	96	99	NC	726	714	NC	7	12	NC	5	8	NC	53	54	NC	36	26
Students with Disabilities	--	469	7690	--	100	100	--	557	593	--	58	64	--	14	14	--	26	21	--	2	2
Students without Disabilities	NC	4703	62220	NC	96	99	NC	729	712	NC	7	16	NC	7	11	NC	55	53	NC	31	20
Limited English Proficient Students	--	302	5834	--	100	100	--	549	612	--	42	46	--	18	20	--	37	31	--	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	1657	21421	--	91	92	--	703	686	--	21	35	--	12	15	--	52	43	--	15	7
Non-Economically Disadvantaged	NC	3515	48489	NC	99	100	NC	718	704	NC	8	15	NC	5	10	NC	53	52	NC	35	23

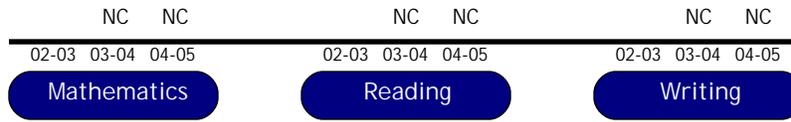
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5238	71311	NC	95	100	NC	702	694	NC	5	7	NC	16	21	NC	69	63	NC	11	9
All Students (Prior Year)	NC	5245	68162	NC	97	100	NC	519	509	NC	12	18	NC	20	24	NC	58	51	NC	10	8
Female	NC	2526	34899	NC	97	100	NC	707	700	NC	3	5	NC	14	19	NC	71	66	NC	11	10
Male	--	2713	36430	--	94	100	--	696	688	--	6	9	--	18	22	--	66	61	--	10	8
African American	--	203	3573	--	98	100	--	658	676	--	8	9	--	27	26	--	61	60	--	4	4
Hispanic	--	1269	24056	--	96	100	--	671	672	--	11	13	--	31	31	--	55	53	--	3	3
Asian/Pacific Islander	--	129	1731	--	91	98	--	715	717	--	2	3	--	13	13	--	73	68	--	13	16
American Indian/Alaskan Native	--	200	5110	--	96	100	--	680	661	--	8	14	--	28	38	--	63	46	--	2	2
White	NC	3437	36841	NC	95	99	NC	716	713	NC	2	3	NC	10	12	NC	74	72	NC	14	13
Students with Disabilities	--	466	8021	--	100	100	--	552	590	--	24	27	--	42	42	--	33	29	--	0	1
Students without Disabilities	NC	4773	63379	NC	95	100	NC	716	707	NC	3	5	NC	14	18	NC	72	68	NC	12	10
Limited English Proficient Students	--	331	6402	--	100	100	--	529	596	--	27	25	--	49	44	--	24	30	--	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	1720	22243	--	91	93	--	688	677	--	9	14	--	28	32	--	60	51	--	3	3
Non-Economically Disadvantaged	NC	3519	49157	NC	98	100	NC	708	702	NC	3	4	NC	11	16	NC	73	69	NC	14	11

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	NC	5157	70868	NC	94	100	NC	696	688	NC	4	5	NC	17	23	NC	65	63	NC	14	9
All Students (Prior Year)	NC	5229	67629	NC	97	100	NC	536	524	NC	14	22	NC	13	16	NC	70	59	NC	2	3
Female	NC	2475	34710	NC	95	99	NC	707	697	NC	2	3	NC	12	19	NC	67	66	NC	19	12
Male	--	2683	36176	--	93	100	--	686	678	--	6	7	--	21	27	--	63	59	--	10	7
African American	--	203	3557	--	98	99	--	656	675	--	7	7	--	27	25	--	60	62	--	7	6
Hispanic	--	1244	23868	--	94	100	--	666	670	--	10	9	--	31	33	--	53	55	--	5	4
Asian/Pacific Islander	--	125	1732	--	89	98	--	720	713	--	2	2	--	12	12	--	64	64	--	23	22
American Indian/Alaskan Native	--	187	5001	--	89	100	--	679	661	--	8	9	--	23	41	--	65	48	--	5	2
White	NC	3398	36710	NC	94	99	NC	709	702	NC	2	2	NC	11	15	NC	69	69	NC	18	13
Students with Disabilities	--	454	7900	--	97	100	--	538	580	--	24	22	--	42	49	--	33	28	--	1	1
Students without Disabilities	NC	4704	63054	NC	94	99	NC	711	701	NC	2	3	NC	14	20	NC	68	67	NC	15	10
Limited English Proficient Students	--	322	6308	--	100	100	--	518	591	--	27	19	--	45	47	--	27	33	--	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	1677	21994	--	88	92	--	683	673	--	9	10	--	28	36	--	57	52	--	6	3
Non-Economically Disadvantaged	NC	3481	48960	NC	97	100	NC	702	694	NC	2	3	NC	11	18	NC	69	67	NC	18	12

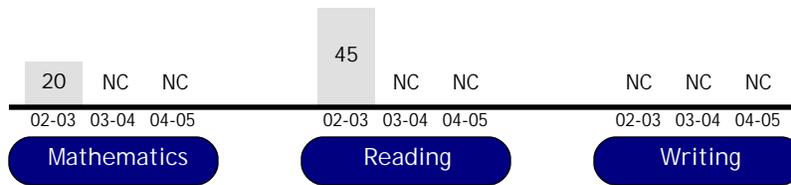
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th 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
7	Reading	--	--	59	51	--	--	NA	54	--	--	55	50
	Language	--	--	62	54	--	--	64	58	--	--	58	52
	Mathematics	--	--	74	58	--	--	75	62	--	--	58	50
8	Reading	NC	NC	58	53	NC	NC	NA	55	NC	NC	57	51
	Language	NC	NC	56	49	NC	NC	58	52	NC	NC	55	50
	Mathematics	NC	NC	69	58	NC	NC	73	61	NC	NC	62	53
9	Reading	NC	NC	50	41	NC	NC	NA	42	NC	NC	60	51
	Language	NC	NC	54	42	NC	NC	54	42	NC	NC	59	50
	Mathematics	NC	NC	74	60	NC	NC	76	63	NC	NC	62	50

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

1 School Administrator(s)	ü To provide school/home communication
2 Non-certified Employee(s)	ü To review progress of school programs
2 Teacher(s)	ü To suggest school improvement areas
2 Parent(s)	ü To assist in school improvement
1 Community Member(s)	ü To assist with school fundraisers & ECA
2 Student(s)	ü Enhance school and community relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.20
Other Professional Staff	.20	Teacher Aide	.75

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	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Access to Media Center
- ü Access to Science Lab
- ü Computer Lab with Academic Software

Extracurricular Activities

- ü Access to Vocational Programs
- ü Community Service Opportunities

Social Services

- ü Access to Headstart Program
- ü Prenatal/Parenting Classes
- ü Hospital Social Services Connection
- ü Mentor Moms Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Provided education to approximately 125 pregnant and/or parenting students last year, and to hundreds since 1972, when TAPP was initiated.
- ü 75% of the students either graduated or are continuing their education to get a diploma.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	69	95	94	95
Transfers Out Rates ⁵	75	12	12	17
Transfers In Rate ⁶	168	28	28	37
Stability Rate ⁷	25	87	87	82
Promotion Rate ⁸	58	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	27	0	1	6
Status Unknown ¹¹	22	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

Students commit to learning, educating themselves and being positive role models for their children. East Valley Academy staff members are available for TAPP students. The expanded services have increased the overall positive campus environment and academic success. EVIT's School Resource Officer is available as needed.

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
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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.