

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5005 East Southern Ave, Mesa, AZ 85206

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Gale K Ernst  
 Schedule : 07:00 AM to 03:00 PM  
 Grades : K-6  
 2005 Enrollment : 288  
 Web Address : www.mpsaz.org  
 Phone Number : (480) 472-2240  
 Fax Number : (480) 472-2245  
 E-mail : gkernst@mpsaz.org

### Mission

Franklin South is the 4th of the Franklin basic alternative schools in Mesa. Faculty teaches basic skills, information to train the students' intellect, instill pride and respect, motivate students to strive for excellence, and encourage tolerance and acceptance.

### 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 Increase academic achievement by improving scores on AIMS and SMT testing while maintaining a caring and all inclusive environment.
- ü Refine, improve, and update Language Curriculum Overviews.
- ü Refine and improve Literature summarizing by assuring necessary critical skills are included.
- ü Reassess Math Overviews assuring that all critical skills are taught.

### Enrollment

October 1, 2004 School Year Student Enrollment : 357  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 352

Instructional Programs

- ü Spalding Total Language Arts Program
- ü Structured, Sequential Curriculum Format
- ü Foundational Skills Emphasis
- ü Whole Group Direct Instruction

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Maintain high academic standards; provide a safe environment; foster an atmosphere of learning; help students reach mastery level in all academic areas; teach respect of other students and adults; provide information and expectations to parents in the form of a handbook and through school-home communication.

Parents

Provide proper dress attire for students; support homework policy; encourage attendance; transport students; volunteer service in two areas annually; provide proper daily nourishment; support school policies and rules per the Parent Handbook.

Transportation Policy

The Mesa District provides limited bus transportation for the Franklin schools. Franklin South boundaries include east of Val Vista; west of Haws; north of Baseline and south of Main Street.

School Honors

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

Award/Honor	Year
ü Number 2 in teacher attendance in entire Mesa District	2003
ü Top 5 in teacher attendance in entire Mesa District	2002

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	56	5983	79306	100	99	99	477	454	445	0	6	10	8	15	18	55	53	51	37	26	20
All Students (Prior Year)	57	5651	75509	98	98	100	562	532	521	2	9	13	7	19	23	30	33	33	61	39	31
Female	28	2922	38691	100	99	99	476	454	446	0	5	10	0	16	18	71	53	52	29	25	20
Male	28	3060	40583	100	99	99	478	455	445	0	7	11	15	14	18	41	52	50	44	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	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	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	51	3156	36197	100	99	99	476	468	463	0	4	5	9	10	11	54	49	53	37	37	31
Students with Disabilities	NC	685	10321	NC	100	100	NC	377	389	NC	25	30	NC	29	27	NC	37	34	NC	9	9
Students without Disabilities	53	5298	69060	100	99	98	481	464	454	0	4	7	6	13	17	54	55	54	40	28	22
Limited English Proficient Students	--	703	15509	--	100	100	--	391	406	--	17	20	--	28	30	--	49	45	--	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	48	2932	39966	100	100	100	481	466	459	0	4	6	4	9	12	53	50	52	42	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	56	5986	79395	100	0	99	476	454	446	2	6	9	8	21	25	73	60	55	18	13	11
All Students (Prior Year)	57	5641	75492	98	98	100	541	522	519	4	11	12	9	14	16	44	48	47	44	27	24
Female	28	2926	38743	100	0	100	484	458	451	0	5	7	4	20	24	75	61	57	21	15	12
Male	28	3059	40618	100	0	99	469	450	440	4	7	11	11	23	27	70	58	53	15	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	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	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	51	3158	36221	100	0	99	474	469	465	2	3	4	9	14	15	74	64	63	15	20	17
Students with Disabilities	NC	684	10331	NC	0	100	NC	375	388	NC	21	25	NC	40	37	NC	34	34	NC	5	4
Students without Disabilities	53	5302	69139	100	0	99	479	464	454	0	4	7	8	19	24	73	63	58	19	15	11
Limited English Proficient Students	--	703	15545	--	0	100	--	382	399	--	18	21	--	43	42	--	36	35	--	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	48	2934	39986	100	0	100	477	466	461	2	2	4	4	13	16	76	64	63	18	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	56	5935	78869	100	98	99	460	442	442	4	6	6	14	21	21	67	62	63	16	12	10
All Students (Prior Year)	57	5611	75053	98	98	99	664	578	597	0	10	7	7	14	12	73	68	72	20	7	9
Female	28	2903	38536	100	99	99	473	458	458	4	4	4	8	14	15	67	65	67	21	16	14
Male	28	3031	40302	100	98	99	448	425	428	4	8	8	19	26	26	67	58	60	11	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	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	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	51	3142	36078	100	98	99	454	457	459	4	4	4	15	15	16	67	65	66	13	16	14
Students with Disabilities	NC	676	10246	NC	100	100	NC	347	367	NC	18	18	NC	40	39	NC	37	40	NC	5	4
Students without Disabilities	53	5259	68697	100	98	98	462	454	454	4	4	4	10	18	18	69	65	67	17	13	11
Limited English Proficient Students	--	687	15339	--	100	100	--	366	399	--	15	11	--	35	31	--	48	54	--	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	48	2920	39837	100	100	100	460	457	457	4	4	4	13	13	14	64	64	67	18	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	49	5594	78906	100	99	99	548	509	498	0	8	13	0	15	19	52	50	48	48	26	20
All Students (Prior Year)	46	5809	76019	100	99	100	524	514	499	4	9	14	28	34	39	17	13	14	50	44	33
Female	19	2679	38644	100	99	99	553	507	500	0	8	12	0	16	19	56	51	49	44	25	19
Male	30	2915	40236	100	99	99	545	510	497	0	8	15	0	15	19	50	50	46	50	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	NC	1921	31938	NC	100	99	NC	486	481	NC	13	19	NC	23	25	NC	51	46	NC	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	47	3081	36483	100	98	99	548	525	517	0	4	7	0	10	13	50	50	51	50	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	48	4944	68310	100	98	98	549	521	509	0	5	9	0	14	18	51	53	51	49	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	46	2857	40295	100	100	100	550	520	513	0	4	7	0	9	13	49	51	50	51	36	30

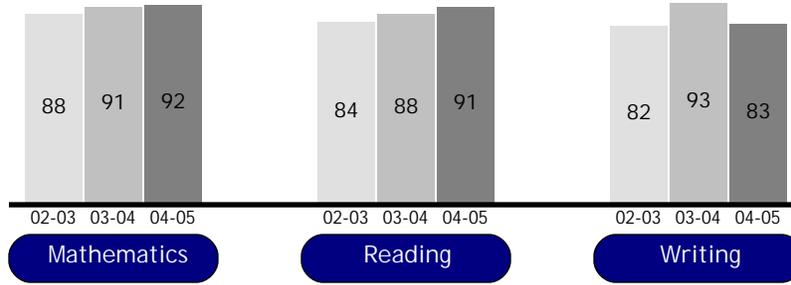
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	5599	78908	100	0	99	520	491	484	0	6	10	4	19	23	83	63	58	13	12	9
All Students (Prior Year)	46	5803	76020	100	99	100	516	507	503	9	20	25	22	22	23	52	43	40	17	16	12
Female	19	2681	38648	100	0	99	528	494	489	0	5	8	0	18	22	83	64	61	17	12	10
Male	30	2918	40233	100	0	99	515	489	479	0	7	12	7	20	25	83	61	55	10	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	NC	1925	31940	NC	0	99	NC	470	465	NC	12	16	NC	30	32	NC	53	49	NC	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	47	3082	36502	100	0	99	520	507	502	0	3	4	4	12	14	83	69	67	13	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	48	4948	68312	100	0	98	521	502	493	0	4	7	2	17	21	85	66	62	13	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	46	2857	40315	100	0	100	521	502	498	0	2	5	2	11	15	84	68	66	13	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	49	5524	78750	100	98	99	533	500	500	0	5	6	13	28	29	85	63	63	2	3	2
All Students (Prior Year)	45	5771	75673	98	98	100	562	530	530	4	15	12	13	25	25	82	56	58	0	5	4
Female	19	2649	38586	100	98	99	544	514	515	0	4	4	6	21	22	89	70	71	6	4	3
Male	30	2874	40135	100	98	99	526	488	486	0	7	8	17	35	35	83	56	56	0	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	NC	1884	31841	NC	98	99	NC	479	483	NC	8	8	NC	37	36	NC	54	55	NC	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	47	3058	36440	100	98	99	537	514	516	0	4	3	11	23	22	87	69	71	2	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	48	4882	68196	100	97	98	533	515	513	0	3	3	13	26	25	85	68	69	2	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	46	2838	40260	100	100	100	534	513	514	0	3	3	13	21	21	84	71	72	2	5	4

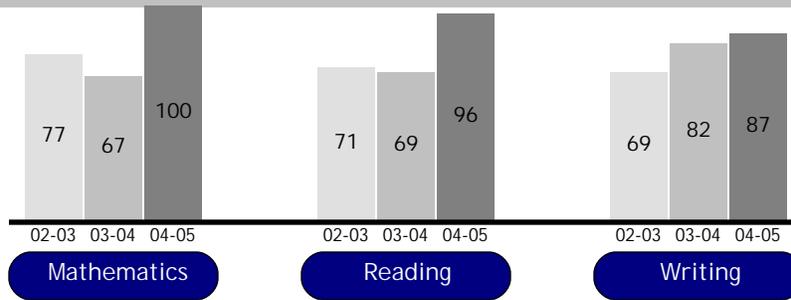
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	82	61	50	96	68	NA	58	98	58	50	47
	Language	100	77	49	43	95	58	53	50	98	68	49	47
	Mathematics	100	90	67	57	95	83	71	64	98	79	54	50
3	Reading	98	76	57	47	100	76	NA	55	100	58	50	44
	Language	96	78	61	54	98	82	63	61	100	56	49	44
	Mathematics	98	79	64	54	98	90	66	61	100	71	55	51
4	Reading	100	68	62	52	97	73	NA	56	98	66	52	48
	Language	98	66	54	48	98	63	55	52	98	67	52	49
	Mathematics	100	79	68	57	98	81	68	61	98	77	59	53
5	Reading	98	75	59	50	98	72	NA	55	100	73	55	50
	Language	100	70	53	46	93	73	55	49	100	71	55	50
	Mathematics	98	88	68	57	96	86	71	63	100	69	54	49
6	Reading	96	74	62	53	98	75	NA	56	100	73	58	51
	Language	100	66	53	45	98	66	55	48	100	64	54	47
	Mathematics	96	88	75	62	95	80	76	66	100	73	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/](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)
- 0 Non-certified Employee(s)
- 16 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Library Book Selection
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Program Enhancements
- Ü Extracurricular Activities
- Ü Fundraising Vehicle

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
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 32-station PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Before/After School Tutoring
- Ü Limited Before/After School Activities
- Ü Student Council
- Ü Before/After School Band and Orchestra

Social Services

- Ü Parent Spalding Classes

## School Achievements/Accomplishments 2004-05

ü Met 7 of 10 goals on AIMS and SMT testing.

ü Franklin South received an overall grade of 98% from parents on the Parent Quality Service Survey.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	13	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	99	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

Franklin South is committed to ensuring a safe and secure environment. We have a small enclosed campus allowing us to have very good supervision of students. We have a caring and committed staff who constantly monitor all students safety. Clear and concise student behavioral rules and expectations are set and maintained.

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	Gale K. Ernst	(480) 472-2240
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0241
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Kim Chatwin	(480) 807-5161
Student Health/Nurse	Gloria Cole	(480) 472-2228

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).

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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.