



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7464 E. Main St., Mesa, AZ 85207

Legacy Schools

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	New School

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

School Overview

Principal/Administrator : Mrs. Kathy Tolman
 Schedule : 07:30 AM to 03:33 PM
 Grades : K-8
 2005 Enrollment : 408
 Web Address : www.legacyschoolaz.com
 Phone Number : (480) 981-1500
 Fax Number : (480) 641-4473
 E-mail : tolman@legacyschoolaz.com

Mission

Legacy is committed to excellence in education. We believe a child is the most important resource on earth. We further believe each child has a mission to share with humanity and needs a wide and varied knowledge base to fulfill that mission. Therefore, we at Legacy aspire to challenge students to greatness. We dedicate ourselves to strong academics, leadership training and an enriching arts program. With this base for success, students will learn to love life, liberty, leadership and learning.

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 Students will demonstrate proficiency in meeting established state standards.
- ü Seventy-five percent of students will master (mastery is measured as scoring ninety percent or above) their core subjects of math, reading and language arts.
- ü Each student will make one year's progress based on AIMS or other state mandated testing tool.
- ü Ninety-five percent average school-wide of the core knowledge curriculum will be taught each year.

Enrollment

October 1, 2004 School Year Student Enrollment : 424
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 408

Instructional Programs

- Core Knowledge Curriculum
- Integrated Performing and Fine Arts
- Individualized Learning Classroom
- Gifted Program
- Classroom Based SpEd Program

Calendar Information

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

Shared Responsibilities

School

We are responsible to the parents for high academic standards; home/school communication; maintaining a safe, nurturing environment where each child feels valued; ensuring Arizona Academic Standards are met; hiring high-quality teachers.

Parents

Ensure their student is at school on time each day ready to participate in learning; maintain contact with the teacher; support school policies including dress and behavior codes. Support performances by helping with practice and attending performances.

Transportation Policy

Families are responsible to provide transportation to school for their own student. Limited bus transportation may be available. Special Education students will be transported if required by their Individual Education Program (IEP).

School Honors

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

Award/Honor	Year
• First Grade Student Consistently Wins His Karate Class	2003
• Mesa Chamber of Commerce Leadership Award	2002
• Student of the Month Awards	2005
• Students invited to AZ Hall of Fame Induction Ceremony	2005

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	49	49	79306	98	98	99	434	434	445	16	16	10	24	24	18	49	49	51	11	11	20
All Students (Prior Year)	28	28	75509	100	100	100	518	518	521	7	7	13	21	21	23	50	50	33	21	21	31
Female	29	29	38691	100	100	99	442	442	446	11	11	10	15	15	18	59	59	52	15	15	20
Male	20	20	40583	95	95	99	422	422	445	22	22	11	39	39	18	33	33	50	6	6	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	41	41	36197	98	98	99	440	440	463	11	11	5	26	26	11	50	50	53	13	13	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	43	43	69060	98	98	98	438	438	454	13	13	7	25	25	17	50	50	54	13	13	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	49	49	39966	100	100	100	434	434	459	16	16	6	24	24	12	49	49	52	11	11	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	48	48	79395	96	0	99	444	444	446	7	7	9	31	31	25	58	58	55	4	4	11
All Students (Prior Year)	28	28	75492	100	100	100	527	527	519	7	7	12	11	11	16	50	50	47	32	32	24
Female	29	29	38743	100	0	100	457	457	451	4	4	7	26	26	24	63	63	57	7	7	12
Male	19	19	40618	90	0	99	425	425	440	11	11	11	39	39	27	50	50	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	40	40	36221	95	0	99	449	449	465	8	8	4	26	26	15	61	61	63	5	5	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	44	44	69139	100	0	99	446	446	454	5	5	7	32	32	24	59	59	58	5	5	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	48	48	39986	100	0	100	444	444	461	7	7	4	31	31	16	58	58	63	4	4	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	50	50	78869	100	100	99	431	431	442	4	4	6	39	39	21	46	46	63	11	11	10
All Students (Prior Year)	28	28	75053	100	100	99	579	579	597	11	11	7	14	14	12	64	64	72	11	11	9
Female	29	29	38536	100	100	99	459	459	458	0	0	4	26	26	15	56	56	67	19	19	14
Male	21	21	40302	100	100	99	392	392	428	11	11	8	58	58	26	32	32	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	42	42	36078	100	100	99	434	434	459	5	5	4	38	38	16	44	44	66	13	13	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	44	44	68697	100	100	98	434	434	454	5	5	4	37	37	18	46	46	67	12	12	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	50	50	39837	100	100	100	431	431	457	4	4	4	39	39	14	46	46	67	11	11	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	44	44	78906	100	100	99	497	497	498	3	3	13	26	26	19	68	68	48	3	3	20
All Students (Prior Year)	21	21	76019	100	100	100	435	435	499	52	52	14	33	33	39	5	5	14	10	10	33
Female	25	25	38644	100	100	99	500	500	500	4	4	12	21	21	19	71	71	49	4	4	19
Male	19	19	40236	100	100	99	492	492	497	0	0	15	36	36	19	64	64	46	0	0	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	11	11	31938	100	100	99	481	481	481	10	10	19	50	50	25	40	40	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	30	30	36483	97	97	99	505	505	517	0	0	7	16	16	13	80	80	51	4	4	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	42	42	68310	100	100	98	500	500	509	0	0	9	25	25	18	72	72	51	3	3	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	44	44	40295	100	100	100	497	497	513	3	3	7	26	26	13	68	68	50	3	3	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	44	44	78908	100	0	99	494	494	484	5	5	10	24	24	23	63	63	58	8	8	9
All Students (Prior Year)	21	21	76020	100	100	100	488	488	503	43	43	25	29	29	23	24	24	40	5	5	12
Female	25	25	38648	100	0	99	504	504	489	4	4	8	13	13	22	75	75	61	8	8	10
Male	19	19	40233	100	0	99	477	477	479	7	7	12	43	43	25	43	43	55	7	7	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	11	11	31940	100	0	99	479	479	465	10	10	16	20	20	32	70	70	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	30	30	36502	97	0	99	501	501	502	4	4	4	20	20	14	68	68	67	8	8	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	42	42	68312	100	0	98	498	498	493	3	3	7	22	22	21	67	67	62	8	8	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	44	44	40315	100	0	100	494	494	498	5	5	5	24	24	15	63	63	66	8	8	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	44	44	78750	100	100	99	512	512	500	0	0	6	34	34	29	63	63	63	3	3	2
All Students (Prior Year)	21	21	75673	100	100	100	462	462	530	38	38	12	19	19	25	43	43	58	0	0	4
Female	25	25	38586	100	100	99	528	528	515	0	0	4	21	21	22	75	75	71	4	4	3
Male	19	19	40135	100	100	99	485	485	486	0	0	8	57	57	35	43	43	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	11	11	31841	100	100	99	488	488	483	0	0	8	50	50	36	50	50	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	30	30	36440	97	97	99	526	526	516	0	0	3	24	24	22	72	72	71	4	4	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	42	42	68196	100	100	98	517	517	513	0	0	3	31	31	25	67	67	69	3	3	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	44	44	40260	100	100	100	512	512	514	0	0	3	34	34	21	63	63	72	3	3	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	28	28	78250	93	93	99	518	518	548	30	30	21	35	35	18	30	30	48	5	5	13
All Students (Prior Year)	24	24	75001	100	100	99	429	429	468	67	67	37	29	29	36	4	4	16	0	0	10
Female	15	15	38071	94	94	99	523	523	549	15	15	20	46	46	19	38	38	49	0	0	12
Male	13	13	40126	93	93	99	509	509	547	57	57	23	14	14	17	14	14	46	14	14	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	21	21	38320	91	91	99	522	522	568	24	24	12	41	41	14	29	29	55	6	6	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	23	23	68996	92	92	99	528	528	561	18	18	16	41	41	18	35	35	52	6	6	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	28	28	44937	100	100	100	518	518	561	30	30	13	35	35	15	30	30	54	5	5	18

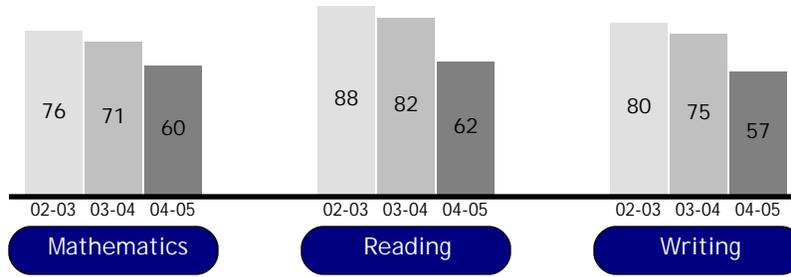
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78302	93	0	99	506	506	512	5	5	11	45	45	25	45	45	57	5	5	7
All Students (Prior Year)	24	24	74918	100	100	99	467	467	497	54	54	32	21	21	19	21	21	35	4	4	15
Female	15	15	38082	94	0	99	510	510	518	8	8	8	31	31	24	62	62	61	0	0	7
Male	13	13	40166	93	0	99	498	498	507	0	0	14	71	71	26	14	14	54	14	14	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	21	21	38347	91	0	99	514	514	531	0	0	5	41	41	17	53	53	68	6	6	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	23	23	69024	92	0	99	515	515	524	6	6	7	35	35	23	53	53	62	6	6	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	28	28	44979	100	0	100	506	506	525	5	5	6	45	45	18	45	45	66	5	5	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	28	28	78094	93	93	99	529	529	545	10	10	3	25	25	18	60	60	77	5	5	2
All Students (Prior Year)	24	24	74503	100	100	99	429	429	491	33	33	9	33	33	32	33	33	51	0	0	8
Female	15	15	38025	94	94	99	549	549	558	8	8	2	15	15	13	69	69	82	8	8	2
Male	13	13	40013	93	93	99	494	494	534	14	14	5	43	43	23	43	43	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	21	21	38265	91	91	99	539	539	564	6	6	2	24	24	11	65	65	84	6	6	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	23	23	68892	92	92	98	541	541	559	12	12	2	18	18	14	65	65	82	6	6	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	28	28	44871	100	100	100	529	529	559	10	10	2	25	25	12	60	60	84	5	5	3

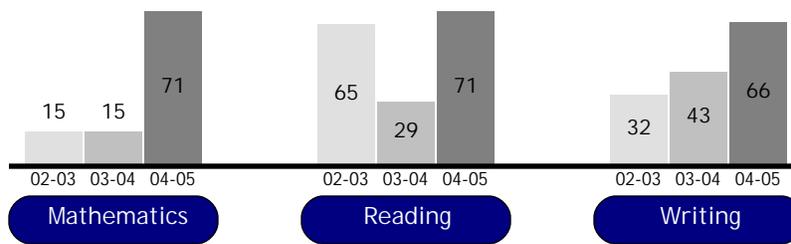
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

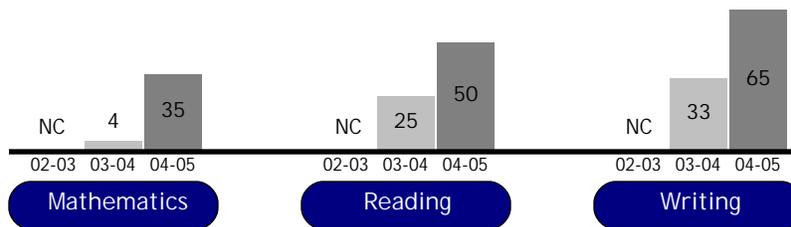
3rd Grade Proficiency



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?	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	63	63	50	94	50	NA	58	96	55	55	47
	Language	100	52	52	43	96	38	38	50	96	50	50	47
	Mathematics	100	57	57	57	98	49	49	64	98	44	44	50
3	Reading	93	52	52	47	100	58	NA	55	96	44	44	44
	Language	96	57	57	54	100	68	68	61	96	45	45	44
	Mathematics	93	54	54	54	100	60	60	61	98	40	40	51
4	Reading	100	32	32	52	100	47	NA	56	100	48	48	48
	Language	95	27	27	48	100	47	47	52	100	52	52	49
	Mathematics	89	29	29	57	100	52	52	61	100	56	56	53
5	Reading	96	40	40	50	100	29	NA	55	100	54	54	50
	Language	96	32	32	46	100	22	22	49	100	54	54	50
	Mathematics	100	34	34	57	100	28	28	63	100	48	48	49
6	Reading	87	56	56	53	100	53	NA	56	100	42	42	51
	Language	87	41	41	45	100	38	38	48	100	31	31	47
	Mathematics	100	66	66	62	100	61	61	66	100	42	42	52
7	Reading	100	47	47	51	100	39	NA	54	100	56	56	50
	Language	100	46	46	54	100	47	47	58	100	61	61	52
	Mathematics	93	55	55	58	100	39	39	62	100	42	42	50
8	Reading	NC	NC	NC	53	100	47	NA	55	93	47	47	51
	Language	NC	NC	NC	49	100	39	39	52	93	41	41	50
	Mathematics	NC	NC	NC	58	100	37	37	61	93	36	36	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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 0 Teacher(s)
- 1 Parent(s)
- 6 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Establish Policies and Procedures
- Ü Provide Budget Oversight
- Ü Final Appeal for Personnel Disputes
- Ü Final Appeal for Student Discipline
- Ü Participate in Future Planning
- Ü Assure compliance with State Standards

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	21.00
Other Professional Staff	1.00	Teacher Aide	3.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	6	2	1	0
7 to 9 years	2	0	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computers in Each Classroom
- Ü Performing Arts Facility
- Ü Computer Lab
- Ü Comprehensive Library & Media Center

Extracurricular Activities

- Ü After-School Sports & Activities Program
- Ü Drama Club
- Ü Dance Class
- Ü Team Sports

Social Services

- Ü Services Information Center
- Ü Guest Speakers
- Ü Boy Scouts/Girl Scouts
- Ü Network with Community Resources
- Ü Group Counseling for Referred Students
- Ü Parent Character Education Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü There were over 40 students who earned the 100 percent attendance award for the school year.

- ü The student council collected over 1150 pounds of canned goods to donate to the food bank. They earned over \$800 to adopt families for Christmas. They were the top school fund raiser in Arizona for Phoenix Children's Hospital (\$1554 funding campaign).

- ü The student body received a special letter of commendation from Governor Napolitano for community service.

- ü The first school-wide science fair had over 40 entries and participation by approximately 100 students (25% of students).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	31	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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 discipline procedure is designed to quickly handle disruptive incidents. We have daily Leadership lessons that teach the students positive ways to act. Teachers have been instructed on fire drills, school lockdowns and other safety precautions.

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) :

1

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	Julie Clement	(480) 981-2008
Transportation Policy	Donavon Ziegler	(480) 981-2008
Community Resources	Anitra Hardy	(480) 981-1500
School Nutrition Programs	Rosa Flores	(480) 981-2008
Parent Organization	Casey Fraughton	(480) 981-2008
Student Health/Nurse	Anitra Hardy	(480) 981-1500

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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** Due to booklet size printing, print copies are produced in multiples of 4.