

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

905 El Camino Real, Sierra Vista, AZ 85635

Sierra Vista 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 Plus
2003-04	Performing
2002-03	Underperforming

(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 : Mr. Scot Roppe M.Ed.
 Schedule : 07:00 AM to 03:00 PM
 Grades : K-5
 2005 Enrollment : 394
 Web Address : personal.riverusers.com/~svps/vm/vmindex.htm
 Phone Number : (520) 515-2990
 Fax Number : (520) 515-2994
 E-mail : scot.roppe@svps.k12.az.us

Mission

Our mission is to recreate and maintain a nurturing community where children are our foremost concern. We want our school to be an extension of the home, a place where we meet the needs of the whole child by providing a safe, fun and exciting place to learn. A place where teachers teach, children learn, parents/guardians participate, and together we celebrate the opportunities of life. Village Meadows will be a school where we teach children how to think not what we think.

School / Academic Goals

- ü Continuation of 301 school wide Six Traits goal from 2004-2005. Add additional training with special emphasis on Word Choice, Conventions. A continuum of training on organization, ideas, and content will be fully implemented.
- ü We will continue to disaggregate scores in order to achieve a minimum of 75% of student scoring a 3 or 4 on Conventions and Word Choices on the AIMS test.
- ü Students will be assessed four times per year using narrative prompts with first & last prompt being the baseline to determine growth. Grade levels will implement tests and teachers will grade collaboratively students not in their homeroom.
- ü We will obtain Effective Staff Development by Highly Qualified individuals with past successes on implementation of Writing across the curriculum as evidenced by past students scores: Specific Instructional Practices, Curriculum and Articulation

Enrollment

October 1, 2004 School Year Student Enrollment : 342
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü Title I
- Ü D.A.R.E.
- Ü CLIP
- Ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/28/2006

Shared Responsibilities

School

Our responsibility is to provide their children a safe, clean and effective environment in which to learn. We must provide highly qualified productive teachers that are attentive to the physical, emotional and academic needs of each student. Our staff and faculty realize the need for our parents to be informed about their students progress and to actively include parents as much as is possible within our community of learners.

Parents

Parental responsibilities include:
 Making arrangements to ensure that the students are well rested and well fed before they come to school.
 Insuring that students attend classes a minimum of 90% of the school year.
 Parent involvement in the student's educational development.
 Parental assistance in learning the definition of and meaning of our school RULES.
 Participation in communication from teachers.
 Reading our monthly newsletter to stay informed.

Transportation Policy

The school district provides bus transportation for students living a mile or more from Village Meadows. The transportation department is responsible for behavior and discipline of student riding the buses. Additional intervention may be made on the campus when requested by the bus driver or the transportation department supervisors.

School Honors

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

Award/Honor	Year
Ü University of Texas Exes Teacher of the Year	2005
Ü Wal-Mart Teacher of the Year	2005
Ü Teacher of the Year	2004

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	47	399	79306	100	100	99	427	446	445	8	7	10	28	15	18	58	61	51	8	17	20
All Students (Prior Year)	57	416	75509	100	100	100	506	516	521	19	14	13	23	26	23	33	34	33	25	26	31
Female	21	191	38691	100	100	99	444	447	446	0	3	10	22	14	18	67	67	52	11	16	20
Male	26	208	40583	100	100	99	413	444	445	14	10	11	32	15	18	50	56	50	5	18	21
African American	NC	34	4041	NC	100	99	NC	462	426	NC	0	17	NC	4	23	NC	77	50	NC	19	10
Hispanic	19	120	32869	100	100	99	430	430	429	6	9	15	25	27	25	63	57	51	6	7	10
Asian/Pacific Islander	NC	22	1935	NC	100	99	NC	455	474	NC	11	3	NC	5	9	NC	68	48	NC	16	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	25	220	36197	100	100	99	418	451	463	10	6	5	33	10	11	52	61	53	5	23	31
Students with Disabilities	NC	51	10321	NC	100	100	NC	379	389	NC	30	30	NC	20	27	NC	43	34	NC	7	9
Students without Disabilities	42	349	69060	100	100	98	442	456	454	0	3	7	31	14	17	61	63	54	8	19	22
Limited English Proficient Students	NC	37	15509	NC	100	100	NC	385	406	NC	11	20	NC	34	30	NC	50	45	NC	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	181	39415	86	92	96	435	441	431	6	8	15	25	18	25	63	63	50	6	10	10
Non-Economically Disadvantaged	28	219	39966	100	100	100	422	449	459	8	6	6	29	12	12	54	59	52	8	23	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	47	400	79395	100	0	99	442	451	446	8	5	9	18	20	25	68	65	55	8	10	11
All Students (Prior Year)	57	417	75492	100	100	100	516	521	519	12	9	12	21	20	16	50	47	47	17	25	24
Female	21	192	38743	100	0	100	457	456	451	6	4	7	11	17	24	72	67	57	11	12	12
Male	26	208	40618	100	0	99	429	447	440	9	6	11	23	23	27	64	64	53	5	8	9
African American	NC	34	4052	NC	0	100	NC	463	434	NC	0	11	NC	15	29	NC	77	54	NC	8	6
Hispanic	19	120	32915	100	0	99	450	437	426	13	8	15	13	29	35	63	59	47	13	5	4
Asian/Pacific Islander	NC	22	1936	NC	0	99	NC	460	468	NC	5	3	NC	11	14	NC	79	63	NC	5	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	25	221	36221	100	0	99	431	456	465	5	4	4	24	16	15	67	67	63	5	13	17
Students with Disabilities	NC	52	10331	NC	0	100	NC	380	388	NC	30	25	NC	26	37	NC	43	34	NC	2	4
Students without Disabilities	42	349	69139	100	0	99	457	462	454	3	1	7	17	19	24	72	69	58	8	11	11
Limited English Proficient Students	NC	37	15545	NC	0	100	NC	384	399	NC	9	21	NC	52	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	19	182	39484	86	0	96	448	448	429	13	7	14	13	26	35	63	60	47	13	7	4
Non-Economically Disadvantaged	28	219	39986	100	0	100	437	454	461	4	3	4	21	15	16	71	70	63	4	12	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	47	396	78869	100	100	99	421	436	442	10	6	6	28	25	21	48	59	63	15	9	10
All Students (Prior Year)	57	411	75053	100	100	99	561	589	597	10	7	7	13	11	12	71	76	72	6	6	9
Female	21	190	38536	100	100	99	468	462	458	6	2	4	11	14	15	56	70	67	28	15	14
Male	26	206	40302	100	100	99	382	412	428	14	10	8	41	36	26	41	51	60	5	4	7
African American	NC	33	4015	NC	100	99	NC	445	430	NC	4	8	NC	16	24	NC	80	61	NC	0	7
Hispanic	19	119	32606	100	99	98	441	423	426	6	9	8	31	32	27	44	51	60	19	8	5
Asian/Pacific Islander	NC	22	1925	NC	100	99	NC	452	471	NC	5	3	NC	21	11	NC	58	64	NC	16	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	25	219	36078	100	100	99	395	439	459	14	5	4	29	24	16	48	62	66	10	10	14
Students with Disabilities	NC	51	10246	NC	100	100	NC	342	367	NC	22	18	NC	37	39	NC	39	40	NC	2	4
Students without Disabilities	42	345	68697	100	99	98	439	450	454	8	4	4	22	24	18	53	63	67	17	10	11
Limited English Proficient Students	NC	37	15339	NC	100	100	NC	363	399	NC	11	11	NC	45	31	NC	41	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	181	39106	86	92	95	410	431	427	13	7	8	44	30	28	31	56	59	13	6	5
Non-Economically Disadvantaged	28	215	39837	100	100	100	427	440	457	8	5	4	17	21	14	58	62	67	17	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	75	451	78906	97	99	99	508	505	498	6	9	13	16	15	19	65	59	48	13	18	20
All Students (Prior Year)	64	426	76019	100	100	100	486	504	499	24	9	14	37	40	39	13	16	14	26	35	33
Female	42	233	38644	100	100	99	509	510	500	9	8	12	11	13	19	69	59	49	11	19	19
Male	34	219	40236	97	98	99	508	500	497	4	9	15	21	17	19	61	58	46	14	16	20
African American	10	54	4087	100	96	99	526	497	481	0	9	20	11	25	24	56	52	45	33	14	11
Hispanic	21	135	31938	91	98	99	501	495	481	0	13	19	28	18	25	72	55	46	0	13	10
Asian/Pacific Islander	NC	20	1805	NC	87	98	NC	528	536	NC	0	5	NC	13	8	NC	60	45	NC	27	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	37	236	36483	100	100	99	508	511	517	13	6	7	10	11	13	61	61	51	16	21	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	444	430	NC	51	42	NC	19	27	NC	28	26	NC	2	5
Students without Disabilities	68	400	68310	99	99	98	515	513	509	2	3	9	12	14	18	72	63	51	14	20	22
Limited English Proficient Students	--	17	12573	--	100	100	--	464	454	--	24	27	--	26	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	189	38679	91	87	96	502	495	483	11	14	20	22	19	25	56	53	45	11	14	10
Non-Economically Disadvantaged	45	265	40295	100	100	100	513	512	513	3	5	7	11	12	13	72	62	50	14	21	30

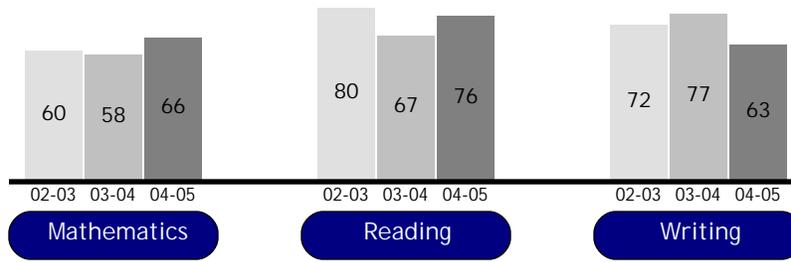
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	452	78908	97	0	99	509	498	484	0	6	10	14	18	23	71	65	58	14	11	9
All Students (Prior Year)	64	428	76020	100	100	100	506	507	503	24	16	25	21	22	23	45	51	40	10	11	12
Female	42	233	38648	100	0	99	518	507	489	0	5	8	9	13	22	71	66	61	20	16	10
Male	34	220	40233	97	0	99	497	490	479	0	6	12	21	23	25	71	64	55	7	7	8
African American	10	54	4092	100	0	99	530	494	473	0	2	12	0	23	28	56	64	54	44	11	5
Hispanic	21	136	31940	91	0	99	505	489	465	0	13	16	11	20	32	83	61	49	6	6	3
Asian/Pacific Islander	NC	20	1805	NC	0	98	NC	513	507	NC	0	4	NC	13	13	NC	67	65	NC	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	37	236	36502	100	0	99	506	505	502	0	2	4	19	16	14	71	67	67	10	14	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	440	423	NC	32	30	NC	45	36	NC	21	31	NC	2	2
Students without Disabilities	68	401	68312	99	0	98	514	506	493	0	2	7	9	14	21	75	71	62	16	13	10
Limited English Proficient Students	--	17	12556	--	0	100	--	447	436	--	24	24	--	32	40	--	44	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	189	38662	91	0	96	497	485	468	0	8	16	22	26	32	67	58	49	11	7	3
Non-Economically Disadvantaged	45	266	40315	100	0	100	518	508	498	0	4	5	8	12	15	75	70	66	17	14	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	75	451	78750	97	99	99	526	514	500	0	3	6	21	26	29	75	67	63	5	4	2
All Students (Prior Year)	64	425	75673	100	100	100	522	531	530	18	13	12	24	23	25	53	62	58	5	3	4
Female	42	232	38586	100	100	99	531	530	515	0	2	4	14	20	22	83	73	71	3	6	3
Male	34	220	40135	97	99	99	520	497	486	0	5	8	29	32	35	64	61	56	7	3	1
African American	10	54	4081	100	96	99	535	499	488	0	7	8	22	25	32	78	68	59	0	0	2
Hispanic	21	136	31841	91	99	99	529	507	483	0	4	8	6	28	36	89	66	55	6	2	1
Asian/Pacific Islander	NC	20	1802	NC	87	98	NC	527	533	NC	0	2	NC	27	16	NC	60	75	NC	13	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	37	235	36440	100	100	99	526	520	516	0	2	3	26	25	22	68	68	71	6	5	4
Students with Disabilities	NC	54	10622	NC	100	100	NC	446	415	NC	9	21	NC	68	50	NC	23	28	NC	0	1
Students without Disabilities	68	400	68196	99	99	98	530	523	513	0	2	3	18	20	25	77	73	69	5	5	3
Limited English Proficient Students	--	17	12504	--	100	100	--	443	451	--	18	12	--	47	44	--	35	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	189	38558	91	87	96	517	493	485	0	5	8	15	36	37	85	58	54	0	1	1
Non-Economically Disadvantaged	45	265	40260	100	100	100	533	528	514	0	2	3	25	19	21	67	72	72	8	7	4

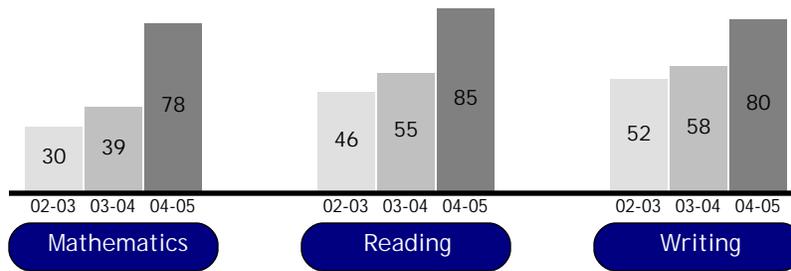
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	92	60	56	50	100	63	NA	58	100	50	54	47
	Language	95	56	46	43	100	59	53	50	100	62	55	47
	Mathematics	96	69	58	57	98	74	67	64	100	52	54	50
3	Reading	94	61	56	47	89	53	NA	55	100	48	50	44
	Language	99	62	60	54	98	54	58	61	100	45	49	44
	Mathematics	100	56	53	54	98	50	55	61	100	49	55	51
4	Reading	97	54	64	52	100	61	NA	56	100	49	55	48
	Language	96	46	56	48	100	56	57	52	100	49	54	49
	Mathematics	98	51	65	57	100	62	67	61	100	49	59	53
5	Reading	98	57	61	50	100	59	NA	55	99	62	58	50
	Language	99	50	53	46	100	47	55	49	99	60	56	50
	Mathematics	99	56	60	57	100	58	64	63	99	59	55	49

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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Academic Achievement
- Ü School Improvement
- Ü Budget
- Ü School Safety Issues
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	1	0	0
10 or more years	12	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Art Room with Kiln
- Ü Music Room
- Ü New Computer Lab 2006

Extracurricular Activities

- Ü Band - 5th Grade Program
- Ü Homework Club - 3rd Grade

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Parenting Assistance
- Ü School Nurse Instruction Dental Health
- Ü Great Body Workshop

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Village Meadows achieved Adequate Yearly Progress (AYP) as Defined by the No Child Left Behind Act. (NCLB)

- ü During the 2004-2005 school year, our teachers surpassed their 301 goal of increasing student achievement in mathematics.

- ü Students that can recite our school RULES and their meanings are rewarded by the principal and their achievement announced the next day to the entire school.

- ü Village Meadows students received 2,373 individual and 102 class awards during the school year for a variety of achievements.

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	13	12	12	17
Transfers In Rate ⁶	33	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Village Meadows staff provides a safe environment for our students including practice in safety procedures, such as fire drills and lock-down drills. Our RULES emphasize, Respect, Useful, Loving, Ethical and Safe behavior from each student. We encourage parents to promote safety skills with their children at home.

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	Patti Gale	(520) 515-2990
Transportation Policy	Sue Durbin	(928) 515-2770
Community Resources	Mary Crovetti	(520) 515-2990
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Chrystal Schilling	(623) 515-2990
Student Health/Nurse	Sue Dobis	(520) 515-2990

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.