

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

462 S. Lake Powell Blvd, Page, AZ 86040

Page 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	Performing
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. Matthew Dominy  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-5  
 2005 Enrollment : 608  
 Web Address : www.pageud.k12.az.us  
 Phone Number : (928) 608-4156  
 Fax Number : (928) 608-4169  
 E-mail : mdominy@pageud.k12.az.us

### Mission

Desert View Elementary School is a safe, caring community where everyone is a partner in celebrating learning, diversity and the self-worth of each individual. This community promotes excellence in literacy and character development.

### 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 This is our third year as a Reading First school. Reading instruction is based on scientifically-based reading research and effective reading strategies.
- ü Our goal is to provide effective reading interventions that will accelerate those students who are currently reading below grade level to grade level reading performance.
- ü Our goal is to effectively meet the needs of all students in reading by providing flexible grouping based upon data and continuous progress monitoring.
- ü Our goal is to meet the needs of all learners by providing differentiated instruction that is appropriate to the needs of all of our students.

### Enrollment

October 1, 2004 School Year Student Enrollment : 529  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Reading First
- ü Full-day Kindergarten
- ü Special Education Preschool
- ü On-site Special Education
- ü After-School Programs for Grades 3-5
- ü Summer School Program for Grades K-4

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

DVE is committed to the belief that parents are partners in education. Shared decision making is used to develop and implement curriculum. We will provide parent teacher conferences and other opportunities for collaboration between teachers and parents.

Parents

All parents are expected to read the Family Handbook and discuss expectations of behavior for students of Desert View. Parents are expected to attend all Parent/Teacher conferences and to closely monitor their children's academic and social progress.

Transportation Policy

The district is responsible for providing transportation to/from school for our students. It is the students' responsibility to act appropriately while in transit. It is the parent's and the child's responsibility to ensure that children are acting appropriately.

School Honors

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

Award/Honor	Year
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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	82	185	79306	100	100	99	414	438	445	16	9	10	43	30	18	40	47	51	1	13	20
All Students (Prior Year)	81	163	75509	99	99	100	453	506	521	53	26	13	37	27	23	5	20	33	5	28	31
Female	41	89	38691	100	100	99	419	437	446	11	6	10	45	29	18	45	55	52	0	10	20
Male	41	96	40583	100	100	99	409	438	445	21	12	11	41	31	18	36	41	50	3	16	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	72	134	4264	100	100	100	410	421	419	16	12	19	46	37	30	38	50	45	0	2	6
White	NC	46	36197	NC	98	99	NC	486	463	NC	0	5	NC	12	11	NC	44	53	NC	44	31
Students with Disabilities	NC	30	10321	NC	100	100	NC	408	389	NC	24	30	NC	41	27	NC	31	34	NC	3	9
Students without Disabilities	73	155	69060	100	99	98	420	444	454	9	6	7	44	28	17	46	51	54	1	15	22
Limited English Proficient Students	28	58	15509	100	100	100	404	417	406	19	13	20	50	37	30	31	48	45	0	1	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	72	135	39415	100	100	96	412	423	431	15	11	15	45	36	25	39	49	50	1	4	10
Non-Economically Disadvantaged	10	50	39966	100	100	100	425	475	459	20	4	6	30	16	12	50	43	52	0	37	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	82	185	79395	100	0	99	428	437	446	10	10	9	40	34	25	48	51	55	1	5	11
All Students (Prior Year)	80	162	75492	98	99	100	483	506	519	42	25	12	28	18	16	22	38	47	8	20	24
Female	41	89	38743	100	0	100	444	449	451	0	2	7	34	27	24	63	66	57	3	5	12
Male	41	96	40618	100	0	99	412	426	440	21	17	11	46	40	27	33	39	53	0	4	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	72	134	4271	100	0	100	423	424	420	10	12	15	45	42	42	45	46	41	0	0	2
White	NC	46	36221	NC	0	99	NC	474	465	NC	5	4	NC	12	15	NC	65	63	NC	19	17
Students with Disabilities	NC	30	10331	NC	0	100	NC	395	388	NC	38	25	NC	48	37	NC	14	34	NC	0	4
Students without Disabilities	73	155	69139	100	0	99	435	445	454	4	5	7	40	31	24	54	59	58	1	5	11
Limited English Proficient Students	28	58	15545	100	0	100	413	418	399	17	14	21	48	45	42	36	41	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	72	135	39484	100	0	96	425	428	429	10	11	14	42	39	35	48	49	47	0	1	4
Non-Economically Disadvantaged	10	50	39986	100	0	100	445	458	461	10	8	4	30	20	16	50	57	63	10	14	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	82	185	78869	100	100	99	434	445	442	4	3	6	31	21	21	60	70	63	5	6	10
All Students (Prior Year)	81	163	75053	99	99	99	518	586	597	19	10	7	30	21	12	49	57	72	3	12	9
Female	41	89	38536	100	100	99	465	470	458	0	0	4	13	9	15	79	82	67	8	10	14
Male	41	96	40302	100	100	99	402	423	428	8	6	8	49	32	26	41	59	60	3	2	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	72	134	4245	100	100	100	430	434	423	4	4	9	32	26	26	59	68	61	4	2	4
White	NC	46	36078	NC	98	99	NC	474	459	NC	2	4	NC	7	16	NC	81	66	NC	9	14
Students with Disabilities	NC	30	10246	NC	100	100	NC	395	367	NC	10	18	NC	41	39	NC	48	40	NC	0	4
Students without Disabilities	73	155	68697	100	99	98	445	455	454	1	2	4	26	17	18	66	74	67	6	7	11
Limited English Proficient Students	28	58	15339	100	100	100	416	426	399	7	6	11	33	27	31	60	67	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	72	135	39106	100	100	95	428	435	427	4	4	8	34	25	28	58	68	59	3	2	5
Non-Economically Disadvantaged	10	50	39837	100	100	100	474	471	457	0	2	4	10	10	14	70	73	67	20	14	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	86	189	78906	99	99	99	461	477	498	34	23	13	29	26	19	33	47	48	4	5	20
All Students (Prior Year)	99	220	76019	96	100	100	483	490	499	9	12	14	66	52	39	12	12	14	14	24	33
Female	42	91	38644	98	99	99	471	483	500	34	23	12	24	22	19	37	48	49	5	7	19
Male	44	98	40236	100	99	99	451	472	497	34	22	15	34	29	19	29	46	46	3	3	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	84	143	4593	99	99	100	460	467	467	35	30	26	30	29	29	31	38	39	4	3	6
White	NC	39	36483	NC	98	99	NC	509	517	NC	3	7	NC	13	13	NC	71	51	NC	13	30
Students with Disabilities	19	34	10664	95	100	100	410	435	430	68	55	42	21	21	27	11	21	26	0	3	5
Students without Disabilities	67	155	68310	100	99	98	477	487	509	23	15	9	32	27	18	40	52	51	5	6	22
Limited English Proficient Students	22	35	12573	100	100	100	440	446	454	50	44	27	26	33	30	24	24	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	77	145	38679	97	98	96	465	474	483	34	27	20	31	29	25	31	39	45	4	5	10
Non-Economically Disadvantaged	NC	44	40295	NC	100	100	NC	489	513	NC	9	7	NC	16	13	NC	70	50	NC	5	30

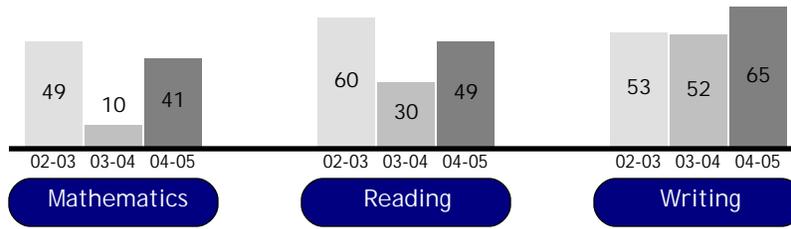
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	189	78908	99	0	99	455	465	484	25	18	10	35	34	23	35	44	58	4	4	9
All Students (Prior Year)	100	225	76020	97	100	100	495	501	503	31	28	25	34	26	23	29	35	40	5	12	12
Female	42	91	38648	98	0	99	465	476	489	22	13	8	37	34	22	37	48	61	5	6	10
Male	44	98	40233	100	0	99	444	455	479	29	22	12	34	34	25	34	41	55	3	2	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	84	143	4569	99	0	100	454	456	457	26	22	18	36	39	39	34	36	41	4	3	2
White	NC	39	36502	NC	0	99	NC	497	502	NC	5	4	NC	16	14	NC	71	67	NC	8	15
Students with Disabilities	19	34	10665	95	0	100	392	412	423	74	61	30	26	33	36	0	3	31	0	3	2
Students without Disabilities	67	155	68312	100	0	98	475	477	493	10	8	7	38	34	21	47	54	62	5	4	10
Limited English Proficient Students	22	35	12556	100	0	100	429	436	436	41	31	24	35	47	40	24	22	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	77	145	38662	97	0	96	459	463	468	24	19	16	39	39	32	34	40	49	3	2	3
Non-Economically Disadvantaged	NC	44	40315	NC	0	100	NC	473	498	NC	14	5	NC	19	15	NC	58	66	NC	9	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	86	189	78750	99	99	99	484	496	500	6	6	6	39	32	29	54	62	63	0	0	2
All Students (Prior Year)	98	223	75673	95	100	100	503	520	530	18	16	12	30	28	25	50	54	58	2	2	4
Female	42	91	38586	98	99	99	506	519	515	2	2	4	34	23	22	63	74	71	0	0	3
Male	44	98	40135	100	99	99	461	475	486	11	10	8	45	40	35	45	50	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	84	143	4586	99	99	100	483	486	481	6	8	8	39	37	37	55	56	54	0	0	1
White	NC	39	36440	NC	98	99	NC	532	516	NC	0	3	NC	16	22	NC	84	71	NC	0	4
Students with Disabilities	19	34	10622	95	100	100	421	441	415	16	18	21	74	58	50	11	24	28	0	0	1
Students without Disabilities	67	155	68196	100	99	98	504	509	513	3	3	3	28	26	25	68	71	69	0	0	3
Limited English Proficient Students	22	35	12504	100	100	100	449	458	451	15	13	12	47	51	44	38	36	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	77	145	38558	97	98	96	488	490	485	7	8	8	38	35	37	55	56	54	0	0	1
Non-Economically Disadvantaged	NC	44	40260	NC	100	100	NC	515	514	NC	0	3	NC	21	21	NC	79	72	NC	0	4

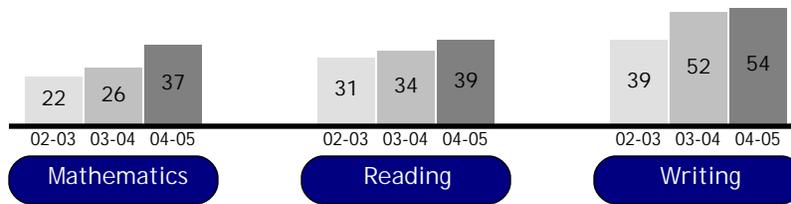
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	34	39	50	94	57	NA	58	98	32	36	47
	Language	100	26	32	43	96	55	51	50	98	35	36	47
	Mathematics	100	52	51	57	95	79	67	64	98	31	35	50
3	Reading	97	27	35	47	96	19	NA	55	100	35	40	44
	Language	97	40	45	54	96	31	52	61	100	33	36	44
	Mathematics	97	39	48	54	100	26	55	61	100	36	46	51
4	Reading	98	33	46	52	89	33	NA	56	97	36	43	48
	Language	98	34	41	48	95	36	42	52	97	32	40	49
	Mathematics	100	45	54	57	99	44	58	61	97	41	53	53
5	Reading	99	27	33	50	90	34	NA	55	98	38	42	50
	Language	100	26	28	46	92	38	39	49	98	34	37	50
	Mathematics	100	46	51	57	92	52	58	63	98	37	43	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/](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."

# Desert View Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- ü Curriculum Development
- ü Assessment
- ü Textbook Selection
- ü School Safety Issues
- ü Parent/Educator Relations
- ü School Improvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	21.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	10	1	0	0
7 to 9 years	3	1	0	0
10 or more years	5	8	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Multipurpose Facility/Gym
- ü Computer Lab
- ü Library
- ü Art & Music

### Extracurricular Activities

- ü Native Culture & Language Club
- ü American History Club
- ü Odyssey of the Mind
- ü Yearbook
- ü Choir
- ü Art Enrichment
- ü Student Council
- ü Reading Club

### Social Services

- ü DES Services
- ü Counseling Services

School Achievements/Accomplishments 2004-05

- ü 80% of our Kindergarten students left Kindergarten at reading grade level according to DIBELS results.
  
- ü Our teachers, reading specialists, and reading para-professionals implemented a successful reading intervention program on a school-wide scale.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	3	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

All visitors sign in at the office. We purchase t-shirts to ensure that students are easily identifiable by class on field trips. All doors except two are locked during the day. This year we will practice a lock-down drill.

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	Matthew Dominy	(928) 608-4137
Transportation Policy	Kathy Wagnon	(928) 608-4121
Community Resources	Matthew Dominy	(928) 608-4137
School Nutrition Programs	Shawna Leach	(928) 608-4102
Parent Organization		
Student Health/Nurse	Patricia Kent	(928) 608-4156

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.