



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6911 East McDonald Drive, Paradise Valley, AZ 85253

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Michael Helminski  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 730  
 Web Address : www.susd.org/schools/elem/Kiva/kiva.htm  
 Phone Number : (480) 484-2200  
 Fax Number : (480) 484-2201  
 E-mail : michael.helminski@susd.org

Mission

The mission of Kiva School is to achieve high academic goals in a safe, caring environment where students develop citizenship, responsibility, self-worth and leadership skills and where learning is valued by all.

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 To improve student achievement in reading, writing and math on the state AIMS test.
- ü To foster a pleasant and comfortable environment for students.
- ü To increase the use of technology for instruction and student generated projects.

Enrollment

October 1, 2004 School Year Student Enrollment : 713  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 250

Instructional Programs

- Balanced Literacy Program
- Everyday Mathematics
- Technology
- Gifted
- Masterpiece Art

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We believe it is imperative to enhance school community cohesiveness through effective communication; to provide a safe, caring environment conducive to learning; to plan effective use of school time and to maintain high academic standards.

Parents

We encourage open communication, and a home environment that supports academic responsibilities. Parental involvement is a must, and we provide many opportunities for parents to join and feel welcome at our school.

Transportation Policy

Transportation is provided for K-6 students living at least one mile from school. Service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
• Scottsdale Charros Volunteer of the Year	2001
• Administrator Award for Support of Arts Education	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1876	79306	99	100	99	488	472	445	0	6	10	4	10	18	53	46	51	43	39	20
All Students (Prior Year)	111	1952	75509	100	99	100	546	548	521	5	6	13	14	13	23	37	31	33	44	49	31
Female	56	912	38691	98	100	99	491	472	446	0	6	10	2	10	18	54	46	52	44	38	20
Male	53	964	40583	100	100	99	484	472	445	0	5	11	6	10	18	52	46	50	42	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	NC	297	32869	NC	100	99	NC	438	429	NC	13	15	NC	21	25	NC	50	51	NC	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	98	1420	36197	99	100	99	487	480	463	0	4	5	3	7	11	56	45	53	41	44	31
Students with Disabilities	NC	279	10321	NC	100	100	NC	421	389	NC	22	30	NC	21	27	NC	35	34	NC	22	9
Students without Disabilities	104	1598	69060	98	98	98	488	481	454	0	3	7	3	8	17	55	48	54	42	42	22
Limited English Proficient Students	NC	196	15509	NC	100	100	NC	412	406	NC	19	20	NC	22	30	NC	44	45	NC	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	395	39415	NC	95	96	NC	437	431	NC	17	15	NC	22	25	NC	45	50	NC	16	10
Non-Economically Disadvantaged	107	1482	39966	99	100	100	488	481	459	0	3	6	4	7	12	53	46	52	43	45	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	110	1876	79395	100	0	99	489	469	446	0	5	9	4	14	25	71	61	55	25	20	11
All Students (Prior Year)	111	1954	75492	100	99	100	544	537	519	3	4	12	4	9	16	48	47	47	45	40	24
Female	57	913	38743	100	0	100	497	474	451	0	4	7	0	13	24	64	59	57	36	24	12
Male	53	963	40618	100	0	99	482	465	440	0	5	11	8	15	27	77	63	53	15	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	NC	296	32915	NC	0	99	NC	436	426	NC	12	15	NC	31	35	NC	49	47	NC	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	99	1421	36221	100	0	99	488	477	465	0	3	4	3	10	15	74	64	63	23	23	17
Students with Disabilities	NC	278	10331	NC	0	100	NC	417	388	NC	16	25	NC	30	37	NC	44	34	NC	9	4
Students without Disabilities	105	1599	69139	99	0	99	490	479	454	0	3	7	3	11	24	71	64	58	26	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	394	39484	NC	0	96	NC	435	429	NC	14	14	NC	32	35	NC	47	47	NC	7	4
Non-Economically Disadvantaged	108	1483	39986	100	0	100	489	478	461	0	2	4	4	9	16	70	65	63	26	23	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	109	1845	78869	99	98	99	475	475	442	5	3	6	4	9	21	77	69	63	14	20	10
All Students (Prior Year)	111	1952	75053	100	99	99	655	649	597	5	3	7	7	6	12	73	72	72	15	18	9
Female	56	898	38536	98	98	99	491	486	458	4	4	4	0	6	15	80	64	67	16	26	14
Male	53	947	40302	100	98	99	459	465	428	6	2	8	8	11	26	75	73	60	12	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	NC	295	32606	NC	100	98	NC	437	426	NC	6	8	NC	21	27	NC	66	60	NC	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	98	1395	36078	99	98	99	474	483	459	5	2	4	3	6	16	78	70	66	13	22	14
Students with Disabilities	NC	277	10246	NC	100	100	NC	413	367	NC	12	18	NC	21	39	NC	58	40	NC	8	4
Students without Disabilities	104	1569	68697	98	97	98	476	486	454	5	1	4	3	6	18	77	71	67	14	22	11
Limited English Proficient Students	NC	195	15339	NC	100	100	NC	412	399	NC	8	11	NC	26	31	NC	58	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	390	39106	NC	94	95	NC	437	427	NC	6	8	NC	23	28	NC	67	59	NC	4	5
Non-Economically Disadvantaged	107	1456	39837	99	99	100	475	484	457	5	2	4	4	5	14	77	69	67	14	23	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	105	2119	78906	100	100	99	537	534	498	3	4	13	3	10	19	52	45	48	42	41	20
All Students (Prior Year)	108	2037	76019	100	99	100	549	535	499	0	4	14	20	22	39	18	15	14	63	60	33
Female	52	1005	38644	100	100	99	538	532	500	2	4	12	2	10	19	51	47	49	45	39	19
Male	53	1115	40236	100	100	99	536	536	497	4	5	15	4	9	19	53	43	46	39	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	11	320	31938	100	100	99	522	499	481	0	12	19	9	19	25	64	51	46	27	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	86	1643	36483	100	100	99	542	541	517	2	3	7	2	8	13	49	44	51	46	46	30
Students with Disabilities	NC	284	10664	NC	100	100	NC	474	430	NC	18	42	NC	27	27	NC	41	26	NC	15	5
Students without Disabilities	99	1836	68310	99	98	98	540	543	509	1	2	9	3	7	18	53	46	51	43	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	444	38679	91	97	96	512	500	483	10	12	20	10	21	25	50	48	45	30	19	10
Non-Economically Disadvantaged	95	1676	40295	100	100	100	540	542	513	2	2	7	2	7	13	52	44	50	43	47	30

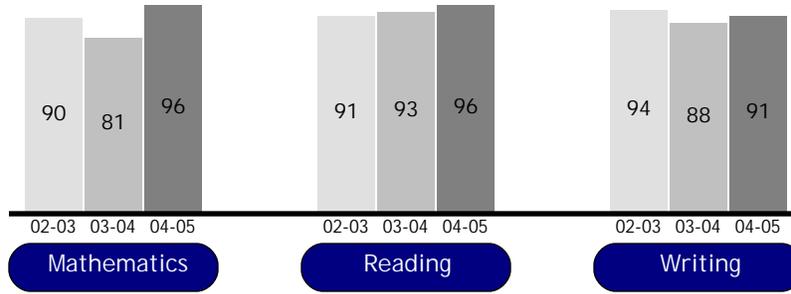
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2113	78908	100	0	99	525	513	484	1	3	10	4	11	23	68	65	58	27	20	9
All Students (Prior Year)	108	2037	76020	100	99	100	526	519	503	1	9	25	8	14	23	61	52	40	31	26	12
Female	52	1002	38648	100	0	99	531	516	489	0	2	8	2	10	22	63	65	61	35	22	10
Male	53	1112	40233	100	0	99	519	510	479	2	3	12	6	12	25	73	65	55	18	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	11	319	31940	100	0	99	503	480	465	0	9	16	9	28	32	82	55	49	9	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	86	1638	36502	100	0	99	530	519	502	1	2	4	2	7	14	65	68	67	31	23	15
Students with Disabilities	NC	279	10665	NC	0	100	NC	461	423	NC	11	30	NC	32	36	NC	51	31	NC	5	2
Students without Disabilities	99	1835	68312	99	0	98	527	521	493	0	2	7	3	8	21	69	68	62	28	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	441	38662	91	0	96	507	482	468	10	9	16	10	29	32	50	53	49	30	9	3
Non-Economically Disadvantaged	95	1673	40315	100	0	100	527	520	498	0	1	5	3	7	15	70	69	66	26	23	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	105	2114	78750	100	100	99	543	536	500	2	2	6	10	13	29	79	79	63	9	7	2
All Students (Prior Year)	108	2034	75673	100	99	100	585	577	530	4	5	12	13	16	25	75	69	58	9	10	4
Female	52	1004	38586	100	100	99	563	549	515	0	1	4	4	8	22	82	80	71	14	11	3
Male	53	1111	40135	100	100	99	523	525	486	4	3	8	16	17	35	76	77	56	4	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	11	319	31841	100	100	99	545	507	483	0	4	8	9	29	36	91	65	55	0	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	86	1641	36440	100	100	99	545	543	516	2	1	3	9	10	22	78	81	71	11	8	4
Students with Disabilities	NC	282	10622	NC	100	100	NC	478	415	NC	7	21	NC	33	50	NC	58	28	NC	1	1
Students without Disabilities	99	1833	68196	99	98	98	550	546	513	0	1	3	9	10	25	82	82	69	10	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	444	38558	91	97	96	517	503	485	0	5	8	30	28	37	60	65	54	10	2	1
Non-Economically Disadvantaged	95	1671	40260	100	100	100	546	545	514	2	1	3	8	9	21	81	82	72	9	8	4

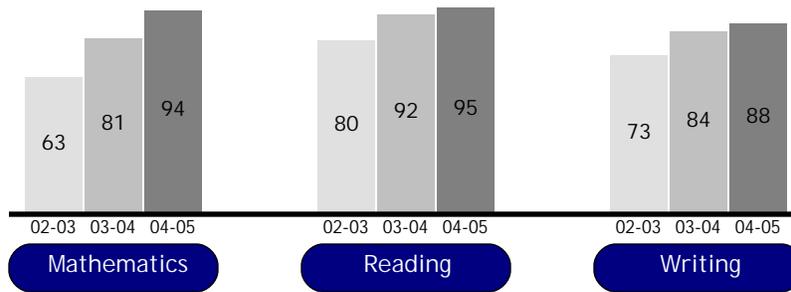
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	85	66	50	100	83	NA	58	100	79	62	47
	Language	99	81	61	43	100	75	68	50	100	80	64	47
	Mathematics	100	86	72	57	100	84	79	64	100	80	67	50
3	Reading	100	80	70	47	97	80	NA	55	100	68	57	44
	Language	99	81	75	54	98	82	77	61	100	64	57	44
	Mathematics	100	81	73	54	96	75	76	61	99	73	65	51
4	Reading	100	80	75	52	98	85	NA	56	100	68	61	48
	Language	100	71	68	48	98	77	69	52	100	70	64	49
	Mathematics	100	80	78	57	98	81	79	61	100	70	66	53
5	Reading	100	77	70	50	96	85	NA	55	100	73	64	50
	Language	99	66	65	46	97	79	69	49	100	72	65	50
	Mathematics	99	79	77	57	97	90	83	63	100	73	65	49
6	Reading	99	81	72	53	98	80	NA	56	99	76	64	51
	Language	99	77	67	45	99	73	64	48	99	76	63	47
	Mathematics	100	88	78	62	99	83	78	66	99	79	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Provide Vision for Future Direction
- Ü Oversight of Other Site Committees
- Ü Parent/Educator Relations
- Ü Effective Schools Correlates Leadership
- Ü Development of School Improvement Plan
- Ü Oversight of School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	6	2	0	0
10 or more years	13	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Discovery Center
- Ü Library Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Community School
- Ü Vocal Music
- Ü Community Service
- Ü Masterpiece Art Program

Social Services

- Ü Community Education Classes
- Ü After School Tutoring
- Ü Counseling Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety-five percent of third and fifth grade students met or exceeded the reading AIMS standards. Ninety-six percent of fourth grade students and ninety-four percent of sixth grade students met or exceeded the reading AIMS standards.
- ü Ninety-five percent of third grade students and ninety-one percent of fifth grade students met or exceeded the math AIMS standards.
- ü Ninety-three percent of fourth grade students and ninety-four percent of sixth grade students met or exceeded the math AIMS standards.
- ü Ninety-one percent of third grade students and eighty-seven percent of fifth grade students met or exceeded the writing AIMS standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

We focus on building positive relationships. This is accomplished by treating each other with respect, appreciating the diversity of our community and doing our personal best. Staff uses respectful consequences in consistently setting limits.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michael Helminski	(480) 484-2200
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Tami Miller/Lisa Greguska	(480) 484-2200
Student Health/Nurse	Joanne Fineman	(480) 484-2211

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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