

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8330 E. Osborn Road, Scottsdale, AZ 85251

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 LEARNS¹

Elementary Achievement Profile (a)

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

(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 : Dr. Steve Nance
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 2005 Enrollment : 625
 Web Address : www.susd.org/pima
 Phone Number : (480) 484-2800
 Fax Number : (480) 484-2801
 E-mail : snance@susd.org

Mission

The Scottsdale school community inspires all students to be passionate learners and empowers them to fulfill their dreams.

School / Academic Goals

- ü We will continue to increase the number of students achieving at or above grade level in the areas of reading, math, and language arts. The percentage of students passing the state AIMS test will continue to increase.
- ü We will increase the percentage of students and staff who achieve and use designated technology skills.
- ü We will provide a safe and respectful school climate for students and staff.
- ü Staff members will participate in ongoing training and development related to the school's goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 601
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 70

Instructional Programs

- Ü General Instruction--AZ Acad. Standards
- Ü Special Education
- Ü Gifted Education
- Ü Language Acquisition
- Ü Comprehensive Gifted (Self-Contained)

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

The responsibilities of the school to parents are to provide a stimulating and challenging academic program; to provide a safe climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly.

Parents

Parents can help by providing a supportive home environment conducive to learning, by motivating their children to do their best, by valuing education, and by helping their children abide by the district's Student Code of Conduct.

Transportation Policy

Transportation is provided for resident students who live outside the school's designated walking area. All vehicles are maintained to provide safe and efficient transportation. Students are expected to follow the Code of Conduct.

School Honors

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

Award/Honor	Year
Ü Reading Renaissance Master School	2005
Ü Reading Renaissance Model Classroom Teachers, Library	2005
Ü Arizona Excelling School	2004
Ü Battle of the Books/Spelling Bee/Geography Bee	

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	65	1876	79306	100	100	99	458	472	445	2	6	10	18	10	18	57	46	51	24	39	20
All Students (Prior Year)	80	1952	75509	100	99	100	570	548	521	3	6	13	5	13	23	23	31	33	68	49	31
Female	23	912	38691	100	100	99	451	472	446	5	6	10	15	10	18	70	46	52	10	38	20
Male	42	964	40583	100	100	99	463	472	445	0	5	11	19	10	18	48	46	50	32	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	12	297	32869	100	100	99	460	438	429	0	13	15	0	21	25	89	50	51	11	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	38	1420	36197	97	100	99	459	480	463	0	4	5	23	7	11	50	45	53	27	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	56	1598	69060	98	98	98	465	481	454	0	3	7	12	8	17	63	48	54	26	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	35	395	39415	97	95	96	451	437	431	4	17	15	21	22	25	64	45	50	11	16	10
Non-Economically Disadvantaged	30	1482	39966	100	100	100	468	481	459	0	3	6	13	7	12	48	46	52	39	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	65	1876	79395	100	0	99	462	469	446	2	5	9	20	14	25	71	61	55	8	20	11
All Students (Prior Year)	80	1954	75492	100	99	100	553	537	519	2	4	12	0	9	16	53	47	47	45	40	24
Female	23	913	38743	100	0	100	461	474	451	0	4	7	20	13	24	75	59	57	5	24	12
Male	42	963	40618	100	0	99	462	465	440	3	5	11	19	15	27	68	63	53	10	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	12	296	32915	100	0	99	451	436	426	0	12	15	11	31	35	89	49	47	0	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	38	1421	36221	97	0	99	464	477	465	3	3	4	20	10	15	70	64	63	7	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	56	1599	69139	98	0	99	465	479	454	2	3	7	16	11	24	72	64	58	9	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	35	394	39484	97	0	96	455	435	429	0	14	14	21	32	35	75	47	47	4	7	4
Non-Economically Disadvantaged	30	1483	39986	100	0	100	470	478	461	4	2	4	17	9	16	65	65	63	13	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	63	1845	78869	98	98	99	478	475	442	4	3	6	8	9	21	76	69	63	12	20	10
All Students (Prior Year)	80	1952	75053	100	99	99	679	649	597	0	3	7	3	6	12	73	72	72	24	18	9
Female	23	898	38536	100	98	99	490	486	458	5	4	4	5	6	15	70	64	67	20	26	14
Male	40	947	40302	95	98	99	470	465	428	3	2	8	10	11	26	80	73	60	7	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	12	295	32606	100	100	98	483	437	426	0	6	8	0	21	27	100	66	60	0	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	37	1395	36078	95	98	99	476	483	459	7	2	4	7	6	16	70	70	66	17	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	54	1569	68697	95	97	98	493	486	454	0	1	4	5	6	18	81	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	33	390	39106	92	94	95	467	437	427	4	6	8	11	23	28	81	67	59	4	4	5
Non-Economically Disadvantaged	30	1456	39837	100	99	100	492	484	457	4	2	4	4	5	14	70	69	67	22	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	116	2119	78906	100	100	99	550	534	498	3	4	13	5	10	19	36	45	48	56	41	20
All Students (Prior Year)	82	2037	76019	100	99	100	550	535	499	0	4	14	17	22	39	16	15	14	67	60	33
Female	53	1005	38644	100	100	99	554	532	500	0	4	12	8	10	19	39	47	49	53	39	19
Male	63	1115	40236	100	100	99	547	536	497	5	5	15	2	9	19	34	43	46	59	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	22	320	31938	100	100	99	515	499	481	11	12	19	5	19	25	63	51	46	21	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	81	1643	36483	100	100	99	563	541	517	1	3	7	3	8	13	28	44	51	68	46	30
Students with Disabilities	18	284	10664	100	100	100	455	474	430	13	18	42	25	27	27	56	41	26	6	15	5
Students without Disabilities	98	1836	68310	99	98	98	567	543	509	1	2	9	1	7	18	33	46	51	65	45	22
Limited English Proficient Students	10	159	12573	100	100	100	460	472	454	0	18	27	18	20	30	64	47	38	18	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	39	444	38679	98	97	96	527	500	483	3	12	20	12	21	25	50	48	45	35	19	10
Non-Economically Disadvantaged	77	1676	40295	100	100	100	561	542	513	3	2	7	1	7	13	30	44	50	66	47	30

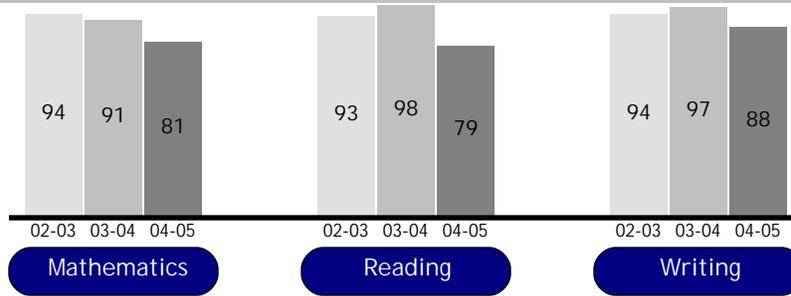
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2113	78908	100	0	99	526	513	484	1	3	10	12	11	23	54	65	58	32	20	9
All Students (Prior Year)	82	2037	76020	100	99	100	517	519	503	5	9	25	18	14	23	54	52	40	23	26	12
Female	53	1002	38648	100	0	99	527	516	489	2	2	8	10	10	22	57	65	61	31	22	10
Male	63	1112	40233	100	0	99	525	510	479	0	3	12	14	12	25	52	65	55	34	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	22	319	31940	100	0	99	503	480	465	0	9	16	32	28	32	42	55	49	26	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	81	1638	36502	100	0	99	535	519	502	0	2	4	8	7	14	56	68	67	36	23	15
Students with Disabilities	18	279	10665	100	0	100	443	461	423	6	11	30	38	32	36	50	51	31	6	5	2
Students without Disabilities	98	1835	68312	99	0	98	541	521	493	0	2	7	8	8	21	55	68	62	37	23	10
Limited English Proficient Students	10	158	12556	100	0	100	448	448	436	9	15	24	36	35	40	27	47	35	27	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	39	441	38662	98	0	96	507	482	468	3	9	16	26	29	32	47	53	49	24	9	3
Non-Economically Disadvantaged	77	1673	40315	100	0	100	536	520	498	0	1	5	6	7	15	58	69	66	37	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	116	2114	78750	100	100	99	546	536	500	0	2	6	10	13	29	80	79	63	10	7	2
All Students (Prior Year)	82	2034	75673	100	99	100	603	577	530	0	5	12	5	16	25	81	69	58	14	10	4
Female	53	1004	38586	100	100	99	563	549	515	0	1	4	6	8	22	80	80	71	14	11	3
Male	63	1111	40135	100	100	99	531	525	486	0	3	8	13	17	35	80	77	56	7	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	22	319	31841	100	100	99	528	507	483	0	4	8	16	29	36	84	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	81	1641	36440	100	100	99	553	543	516	0	1	3	4	10	22	83	81	71	13	8	4
Students with Disabilities	18	282	10622	100	100	100	457	478	415	0	7	21	44	33	50	50	58	28	6	1	1
Students without Disabilities	98	1833	68196	99	98	98	562	546	513	0	1	3	3	10	25	85	82	69	11	8	3
Limited English Proficient Students	10	159	12504	100	100	100	468	473	451	0	7	12	18	34	44	73	57	43	9	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	39	444	38558	98	97	96	533	503	485	0	5	8	15	28	37	85	65	54	0	2	1
Non-Economically Disadvantaged	77	1671	40260	100	100	100	552	545	514	0	1	3	7	9	21	77	82	72	15	8	4

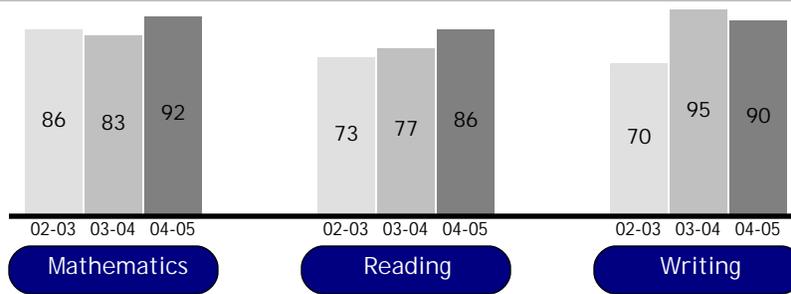
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	68	66	50	91	58	NA	58	100	58	62	47
	Language	100	52	61	43	96	48	68	50	100	58	64	47
	Mathematics	99	66	72	57	96	56	79	64	100	64	67	50
3	Reading	98	73	70	47	100	80	NA	55	100	51	57	44
	Language	99	74	75	54	100	84	77	61	100	52	57	44
	Mathematics	100	64	73	54	100	79	76	61	100	56	65	51
4	Reading	96	68	75	52	96	72	NA	56	100	61	61	48
	Language	99	63	68	48	98	63	69	52	100	62	64	49
	Mathematics	99	73	78	57	99	75	79	61	100	65	66	53
5	Reading	97	66	70	50	96	72	NA	55	99	69	64	50
	Language	96	62	65	46	100	71	69	49	99	70	65	50
	Mathematics	97	68	77	57	100	84	83	63	99	71	65	49
6	Reading	97	59	72	53	97	64	NA	56	100	61	64	51
	Language	95	51	67	45	97	56	64	48	100	59	63	47
	Mathematics	95	65	78	62	97	67	78	66	100	56	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/

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

School Site Council

Council Composition

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

Council Duties

- Ü Monitor School Improvement Plan
- Ü Monitor Accomplishment of School Goals
- Ü Improve Communication
- Ü Monitor School Climate
- Ü Monitor Title I Programs
- Ü Monitor Tax Credit Accounts

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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	2%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Music Specialty Classrooms
- Ü Computer Labs (2)
- Ü PE Classroom

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Tutoring
- Ü Academic Competitions
- Ü Band/Orchestra/Chorus
- Ü Afterschool Academy Classes

Social Services

- Ü School/Community Liaison
- Ü After school Child Care
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improvement in standardized test scores in the areas of reading, mathematics and writing. Increase in number of students passing state AIMS test each year.
- ü Achievement of technology skills by students and staff. Student mastery of keyboarding skills; Staff web pages on line.
- ü Reduction of absenteeism and tardiness; Reduction of incidents of bullying on campus; Reduction of overall discipline referrals and suspensions.
- ü Full staff participation in training and development activities.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	96	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

Incident count includes 2 disciplinary incidents and 3 incidents of vandalism. Visitors sign-in at the school office and wear 'Visitor' badges; Regular monitoring of all areas of the campus; Security fences and gates; Staff supervision both before and after school; Evacuation, fire and lock-down drills held regularly.

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) :

5

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	Steve Nance	(480) 484-2800
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Pam Arteca	(480) 484-2800
School Nutrition Programs	Susan Bettenhausen	(480) 484-8680
Parent Organization	Sheryl Rednor	(480) 484-2800
Student Health/Nurse	Carolee Cruse	(480) 484-2800

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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