



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5110 E. Lafayette Blvd., Phoenix, AZ 85018

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.

School Overview

Principal/Administrator : Mr. Drew Davis
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-5
 2005 Enrollment : 803
 Web Address : www.hopi.susd.org
 Phone Number : (480) 484-2000
 Fax Number : (480) 484-2001
 E-mail : ddavis@susd.org

Mission

The Hopi School Community will provide a safe, caring environment where learners acquire and apply skills which empower them to successfully function as inspired life-long learners in a changing society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 core curriculum areas.
- ü To increase student proficiency in the use of technology.

Enrollment

October 1, 2004 School Year Student Enrollment : 765
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Fine Arts Programs
- Ü Gifted Classes
- Ü Special Education
- Ü Tutorial Programs
- Ü Full Day Kindergarten

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

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to encourage parent participation; to ensure the safety of students.

Parents

Parents are urged to: provide a supportive home environment conducive to study and learning; motivate their children to do their best; be role models by valuing education and by participating in the activities of the school and parent organization.

Transportation Policy

Transportation is provided for all eligible students. Safety procedures and Code of Conduct policies are enforced. Bus evacuation drills are conducted for all students and staff. Vehicles are maintained to provide safe and efficient transportation.

School Honors

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

Award/Honor	Year
Ü Battle of the Books (Regional Finals)	2004
Ü Stock Market Game (Top quartile in AZ)	2004
Ü Geography Bee (State)	2004
Ü Scottsdale School District Math Competition	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	1876	79306	99	100	99	497	472	445	2	6	10	4	10	18	35	46	51	59	39	20
All Students (Prior Year)	147	1952	75509	99	99	100	555	548	521	5	6	13	13	13	23	28	31	33	54	49	31
Female	63	912	38691	100	100	99	496	472	446	2	6	10	3	10	18	41	46	52	54	38	20
Male	67	964	40583	99	100	99	498	472	445	3	5	11	5	10	18	29	46	50	63	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	475	438	429	10	13	15	0	21	25	50	50	51	40	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	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	110	1420	36197	99	100	99	500	480	463	1	4	5	4	7	11	35	45	53	60	44	31
Students with Disabilities	10	279	10321	100	100	100	469	421	389	10	22	30	10	21	27	50	35	34	30	22	9
Students without Disabilities	120	1598	69060	98	98	98	500	481	454	2	3	7	4	8	17	33	48	54	61	42	22
Limited English Proficient Students	--	196	15509	--	100	100	--	412	406	--	19	20	--	22	30	--	44	45	--	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	121	1482	39966	100	100	100	499	481	459	2	3	6	4	7	12	32	46	52	62	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	130	1876	79395	99	0	99	495	469	446	2	5	9	8	14	25	52	61	55	39	20	11
All Students (Prior Year)	147	1954	75492	99	99	100	546	537	519	0	4	12	8	9	16	39	47	47	53	40	24
Female	63	913	38743	100	0	100	500	474	451	0	4	7	10	13	24	43	59	57	48	24	12
Male	67	963	40618	99	0	99	490	465	440	3	5	11	6	15	27	60	63	53	30	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	487	436	426	0	12	15	10	31	35	70	49	47	20	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	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	110	1421	36221	99	0	99	497	477	465	1	3	4	8	10	15	49	64	63	42	23	17
Students with Disabilities	10	278	10331	100	0	100	450	417	388	10	16	25	40	30	37	20	44	34	30	9	4
Students without Disabilities	120	1599	69139	98	0	99	499	479	454	1	3	7	5	11	24	54	64	58	39	22	11
Limited English Proficient Students	--	196	15545	--	0	100	--	406	399	--	19	21	--	32	42	--	43	35	--	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	121	1483	39986	100	0	100	498	478	461	2	2	4	6	9	16	51	65	63	41	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	103	1845	78869	79	98	99	494	475	442	1	3	6	2	9	21	71	69	63	26	20	10
All Students (Prior Year)	146	1952	75053	99	99	99	644	649	597	2	3	7	3	6	12	84	72	72	11	18	9
Female	49	898	38536	78	98	99	504	486	458	0	4	4	0	6	15	69	64	67	31	26	14
Male	54	947	40302	79	98	99	484	465	428	2	2	8	4	11	26	74	73	60	20	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	10	295	32606	83	100	98	472	437	426	0	6	8	13	21	27	75	66	60	13	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	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	87	1395	36078	78	98	99	498	483	459	1	2	4	0	6	16	71	70	66	27	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	94	1569	68697	77	97	98	496	486	454	1	1	4	1	6	18	71	71	67	27	22	11
Limited English Proficient Students	--	195	15339	--	100	100	--	412	399	--	8	11	--	26	31	--	58	54	--	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	95	1456	39837	79	99	100	496	484	457	1	2	4	2	5	14	70	69	67	27	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	107	2119	78906	100	100	99	556	534	498	2	4	13	7	10	19	36	45	48	56	41	20
All Students (Prior Year)	112	2037	76019	99	99	100	539	535	499	2	4	14	25	22	39	11	15	14	62	60	33
Female	39	1005	38644	100	100	99	548	532	500	0	4	12	10	10	19	41	47	49	49	39	19
Male	69	1115	40236	100	100	99	561	536	497	3	5	15	4	9	19	33	43	46	60	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	NC	320	31938	NC	100	99	NC	499	481	NC	12	19	NC	19	25	NC	51	46	NC	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	94	1643	36483	100	100	99	562	541	517	1	3	7	4	8	13	37	44	51	58	46	30
Students with Disabilities	17	284	10664	100	100	100	543	474	430	6	18	42	0	27	27	47	41	26	47	15	5
Students without Disabilities	91	1836	68310	96	98	98	559	543	509	1	2	9	8	7	18	34	46	51	57	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	NC	444	38679	NC	97	96	NC	500	483	NC	12	20	NC	21	25	NC	48	45	NC	19	10
Non-Economically Disadvantaged	99	1676	40295	100	100	100	560	542	513	1	2	7	6	7	13	35	44	50	58	47	30

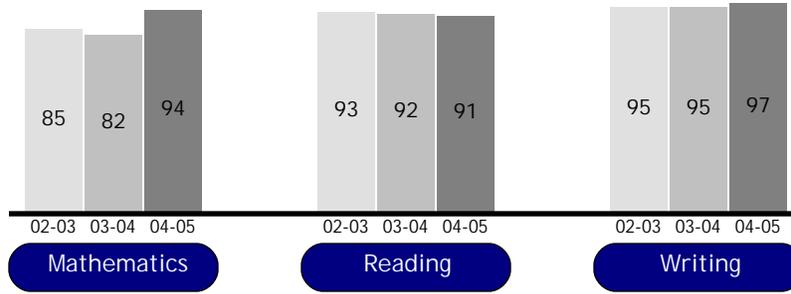
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2113	78908	100	0	99	534	513	484	2	3	10	8	11	23	58	65	58	32	20	9
All Students (Prior Year)	113	2037	76020	100	99	100	531	519	503	6	9	25	8	14	23	50	52	40	36	26	12
Female	39	1002	38648	100	0	99	530	516	489	0	2	8	10	10	22	59	65	61	31	22	10
Male	69	1112	40233	100	0	99	536	510	479	3	3	12	6	12	25	58	65	55	33	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	NC	319	31940	NC	0	99	NC	480	465	NC	9	16	NC	28	32	NC	55	49	NC	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	94	1638	36502	100	0	99	538	519	502	1	2	4	6	7	14	58	68	67	34	23	15
Students with Disabilities	17	279	10665	100	0	100	516	461	423	6	11	30	12	32	36	59	51	31	24	5	2
Students without Disabilities	91	1835	68312	96	0	98	537	521	493	1	2	7	7	8	21	58	68	62	34	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	NC	441	38662	NC	0	96	NC	482	468	NC	9	16	NC	29	32	NC	53	49	NC	9	3
Non-Economically Disadvantaged	99	1673	40315	100	0	100	537	520	498	1	1	5	7	7	15	60	69	66	32	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	107	2114	78750	100	100	99	538	536	500	4	2	6	8	13	29	83	79	63	5	7	2
All Students (Prior Year)	113	2034	75673	100	99	100	590	577	530	1	5	12	11	16	25	78	69	58	9	10	4
Female	39	1004	38586	100	100	99	556	549	515	0	1	4	3	8	22	92	80	71	5	11	3
Male	69	1111	40135	100	100	99	528	525	486	6	3	8	12	17	35	78	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	NC	319	31841	NC	100	99	NC	507	483	NC	4	8	NC	29	36	NC	65	55	NC	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	94	1641	36440	100	100	99	547	543	516	1	1	3	9	10	22	86	81	71	4	8	4
Students with Disabilities	17	282	10622	100	100	100	536	478	415	6	7	21	18	33	50	71	58	28	6	1	1
Students without Disabilities	91	1833	68196	96	98	98	539	546	513	3	1	3	7	10	25	85	82	69	4	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	NC	444	38558	NC	97	96	NC	503	485	NC	5	8	NC	28	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	99	1671	40260	100	100	100	540	545	514	3	1	3	8	9	21	84	82	72	5	8	4

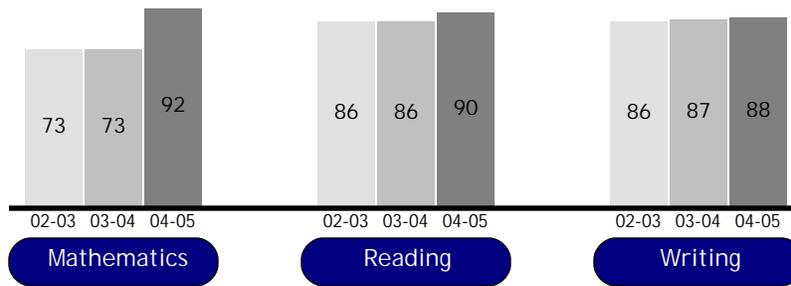
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	80	66	50	98	84	NA	58	97	73	62	47
	Language	95	74	61	43	98	80	68	50	97	70	64	47
	Mathematics	95	88	72	57	97	89	79	64	97	76	67	50
3	Reading	96	81	70	47	99	81	NA	55	99	70	57	44
	Language	98	79	75	54	96	83	77	61	99	66	57	44
	Mathematics	96	87	73	54	99	81	76	61	99	74	65	51
4	Reading	94	80	75	52	98	84	NA	56	96	69	61	48
	Language	95	75	68	48	96	70	69	52	96	71	64	49
	Mathematics	98	85	78	57	96	81	79	61	96	74	66	53
5	Reading	92	81	70	50	99	82	NA	55	100	74	64	50
	Language	97	78	65	46	99	72	69	49	100	74	65	50
	Mathematics	94	86	77	57	100	85	83	63	100	74	65	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

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

Council Duties

- Ü Budget/Plant/Facilities
- Ü Curriculum/Instruction
- Ü Technology
- Ü School Climate
- Ü Parent/Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	1.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	5	8	0	0
7 to 9 years	2	6	0	0
10 or more years	3	9	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
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	5%

Resources Available at School Site

Special Facilities

- Ü Computer Laboratory
- Ü Fine Arts Facilities
- Ü Media Center
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü Conflict Resolution
- Ü Math Olympiad
- Ü Battle of the Books
- Ü Spelling Bee

Social Services

- Ü Child Care Programs
- Ü After School Enrichment Classes
- Ü Scottsdale Prevention Institute
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Instructional goals realized: increased student achievement in math; continuation of Everyday Math; use of benchmark tests to chart students' progress; school wide instruction on data analysis and probability.

- ü Technology achievements included: staff training on the use of instructional and management systems; increased integration of technology into core curriculum areas; teacher web pages and expanded school's home page.

- ü Continuation of Character Counts, a state initiative supporting character education. Students demonstrated understanding of the character pillars.

- ü One hundred percent of the Hopi staff participated in at least six hours of professional development.

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	4	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

Hopi's comprehensive safety program includes: student buddies; conflict resolution; Stranger Danger; visitor sign in/out policy; staff identification badges; emergency plans and procedures. SUSD Uniform Code of Student Conduct is enforced.

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) :

2

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	Drew Davis	(480) 484-2000
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Neela Bhavnani	(480) 484-2000
School Nutrition Programs	Sue Bettenhausen	(480) 484-6100
Parent Organization	Stephanie Butler	(480) 484-2000
Student Health/Nurse	Lynn Watkins	(480) 484-2011

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.

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.