

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10475 E. Lakeview Dr., Scottsdale, AZ 85258

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. Kathleen S. Root
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 670
 Web Address : www.susd.org
 Phone Number : (480) 484-2400
 Fax Number : (480) 484-2401
 E-mail : kroot@susd.org

Mission

To provide the highest quality education, create a passion for learning, and empower each student to contribute positively to our global community.

To be the best elementary school in Arizona by:

- Reducing the student:adult ratio
- Hire-retain highly educated staff who teach effectively-passionately
- Challenge students to stretch beyond 1-year's growth
- Families feel directly connected/appreciated
- Exceptional opportunities enhanced by technology,

Be your best and nothing less!

School / Academic Goals

- Ü Laguna staff will effectively integrate technology into the classroom with 90% of Laguna students demonstrating appropriate technology skills that is evident in student projects, instruction and website communication.
- Ü To increase reading, math, and writing skills with 90% of all third, fourth and fifth graders achieving the level of 'meeting' or 'exceeding' on the 2006 AIMS test.
- Ü To strengthen the safety and well-being of Laguna community members and to promote the value of being a member of a global society we will create, implement, monitor and train community members in anti-bullying procedures and policies.
- Ü To increase student and staff academic excellence and follow the vision of our school to retain exceptionally trained staff that are highly qualified, teachers will attend a minimum of 8 hours in professional workshops in the core academic areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 669
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 82

Instructional Programs

- ü Teacher Directed Integrated Instruction
- ü Math Olympiads, Word Masters, and Bees
- ü Gifted, ELL, Special Education Programs
- ü Exceptional Fine Arts and PE Programs
- ü Technology 2-labs / Media Production
- ü Math and Science Labs
- ü Writing and Publishing Center
- ü Preschool on Site

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

It is our responsibility to create a shared commitment to academic excellence by developing a strong partnership between home and school through purposeful two-way communication, active participation and an open-door policy. It is our responsibility to provide a safe and positive environment that provides opportunities for children to thrive while they explore their potentials.

Parents

Laguna parents are expected to send their children to school on time, rested and ready to learn. Laguna values active parental involvement, teacher support, collaboration, and assistance in creating a positive learning environment for our youngsters. Parents are encouraged to be active participants in their child's education both at home and at school.

Transportation Policy

Busing services are provided for K-5 students who reside within the Laguna attendance area and live over one mile away from the school campus.

School Honors

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

Award/Honor	Year
ü Elementary Teacher of the Year - Charros Award	2002
ü Superior Parent Volunteer Status	2004
ü A+ School of Excellence	2003
ü Top 25 for Schools of Distinction National Recognition	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	112	1876	79306	100	100	99	478	472	445	3	6	10	7	10	18	50	46	51	39	39	20
All Students (Prior Year)	96	1952	75509	100	99	100	537	548	521	6	6	13	16	13	23	34	31	33	44	49	31
Female	53	912	38691	100	100	99	478	472	446	4	6	10	4	10	18	53	46	52	39	38	20
Male	59	964	40583	100	100	99	478	472	445	2	5	11	11	10	18	48	46	50	39	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	97	1420	36197	100	100	99	480	480	463	2	4	5	6	7	11	52	45	53	40	44	31
Students with Disabilities	12	279	10321	100	100	100	447	421	389	17	22	30	33	21	27	17	35	34	33	22	9
Students without Disabilities	100	1598	69060	100	98	98	482	481	454	1	3	7	4	8	17	55	48	54	40	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	111	1482	39966	100	100	100	479	481	459	2	3	6	8	7	12	51	46	52	40	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	112	1876	79395	100	0	99	475	469	446	0	5	9	15	14	25	64	61	55	21	20	11
All Students (Prior Year)	96	1954	75492	100	99	100	542	537	519	3	4	12	5	9	16	51	47	47	41	40	24
Female	53	913	38743	100	0	100	478	474	451	0	4	7	12	13	24	65	59	57	24	24	12
Male	59	963	40618	100	0	99	473	465	440	0	5	11	18	15	27	64	63	53	18	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	97	1421	36221	100	0	99	477	477	465	0	3	4	13	10	15	68	64	63	19	23	17
Students with Disabilities	12	278	10331	100	0	100	449	417	388	0	16	25	42	30	37	50	44	34	8	9	4
Students without Disabilities	100	1599	69139	100	0	99	479	479	454	0	3	7	12	11	24	66	64	58	22	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	111	1483	39986	100	0	100	476	478	461	0	2	4	14	9	16	65	65	63	21	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	112	1845	78869	100	98	99	487	475	442	2	3	6	3	9	21	77	69	63	19	20	10
All Students (Prior Year)	96	1952	75053	100	99	99	662	649	597	7	3	7	2	6	12	64	72	72	26	18	9
Female	53	898	38536	100	98	99	490	486	458	2	4	4	4	6	15	75	64	67	20	26	14
Male	59	947	40302	100	98	99	484	465	428	2	2	8	2	11	26	79	73	60	18	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	97	1395	36078	100	98	99	485	483	459	1	2	4	3	6	16	80	70	66	16	22	14
Students with Disabilities	12	277	10246	100	100	100	450	413	367	17	12	18	0	21	39	67	58	40	17	8	4
Students without Disabilities	100	1569	68697	100	97	98	491	486	454	0	1	4	3	6	18	78	71	67	19	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	111	1456	39837	100	99	100	488	484	457	1	2	4	3	5	14	77	69	67	19	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	137	2119	78906	100	100	99	564	534	498	1	4	13	3	10	19	37	45	48	59	41	20
All Students (Prior Year)	144	2037	76019	99	99	100	549	535	499	1	4	14	11	22	39	16	15	14	72	60	33
Female	69	1005	38644	100	100	99	558	532	500	1	4	12	4	10	19	39	47	49	55	39	19
Male	68	1115	40236	100	100	99	571	536	497	0	5	15	2	9	19	35	43	46	63	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	--	30	4593	--	100	100	--	505	467	--	4	26	--	25	29	--	46	39	--	25	6
White	124	1643	36483	100	100	99	566	541	517	1	3	7	3	8	13	35	44	51	61	46	30
Students with Disabilities	17	284	10664	100	100	100	546	474	430	7	18	42	0	27	27	47	41	26	47	15	5
Students without Disabilities	120	1836	68310	98	98	98	567	543	509	0	2	9	3	7	18	36	46	51	61	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	135	1676	40295	100	100	100	565	542	513	1	2	7	3	7	13	37	44	50	59	47	30

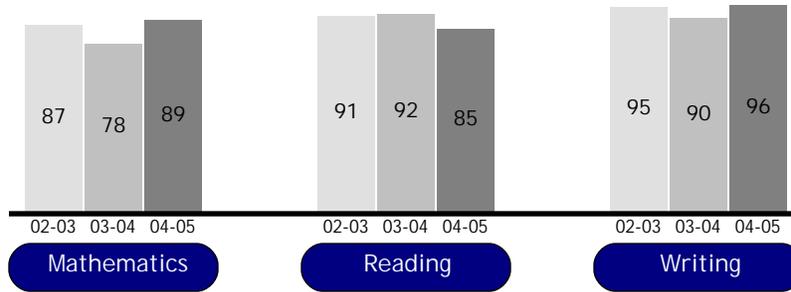
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	2113	78908	100	0	99	530	513	484	1	3	10	7	11	23	65	65	58	27	20	9
All Students (Prior Year)	144	2037	76020	99	99	100	530	519	503	1	9	25	14	14	23	54	52	40	30	26	12
Female	69	1002	38648	100	0	99	535	516	489	1	2	8	6	10	22	64	65	61	28	22	10
Male	68	1112	40233	100	0	99	524	510	479	0	3	12	8	12	25	67	65	55	25	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	--	30	4569	--	0	100	--	490	457	--	4	18	--	25	39	--	63	41	--	8	2
White	124	1638	36502	100	0	99	532	519	502	1	2	4	7	7	14	63	68	67	29	23	15
Students with Disabilities	17	279	10665	100	0	100	510	461	423	7	11	30	13	32	36	67	51	31	13	5	2
Students without Disabilities	120	1835	68312	98	0	98	533	521	493	0	2	7	6	8	21	65	68	62	29	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	135	1673	40315	100	0	100	530	520	498	1	1	5	7	7	15	65	69	66	27	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	137	2114	78750	100	100	99	552	536	500	1	2	6	4	13	29	92	79	63	4	7	2
All Students (Prior Year)	144	2034	75673	99	99	100	602	577	530	1	5	12	11	16	25	77	69	58	11	10	4
Female	69	1004	38586	100	100	99	562	549	515	1	1	4	1	8	22	90	80	71	7	11	3
Male	68	1111	40135	100	100	99	542	525	486	0	3	8	6	17	35	94	77	56	0	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	--	30	4586	--	100	100	--	505	481	--	13	8	--	13	37	--	71	54	--	4	1
White	124	1641	36440	100	100	99	552	543	516	1	1	3	3	10	22	91	81	71	4	8	4
Students with Disabilities	17	282	10622	100	100	100	522	478	415	7	7	21	7	33	50	87	58	28	0	1	1
Students without Disabilities	120	1833	68196	98	98	98	556	546	513	0	1	3	3	10	25	92	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	135	1671	40260	100	100	100	552	545	514	1	1	3	4	9	21	91	82	72	4	8	4

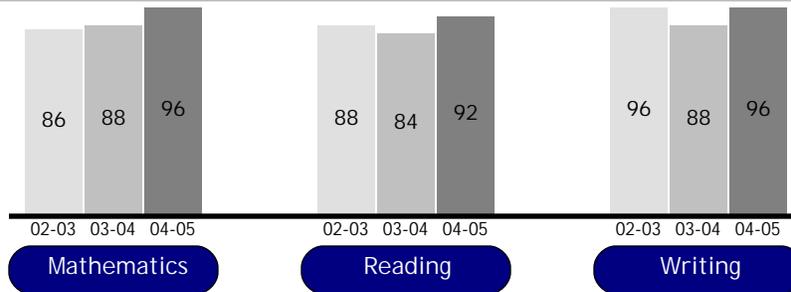
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	73	66	50	97	71	NA	58	100	67	62	47
	Language	100	71	61	43	98	66	68	50	100	73	64	47
	Mathematics	100	71	72	57	98	80	79	64	100	66	67	50
3	Reading	100	72	70	47	100	74	NA	55	100	59	57	44
	Language	100	77	75	54	100	80	77	61	100	61	57	44
	Mathematics	97	71	73	54	100	68	76	61	100	67	65	51
4	Reading	100	82	75	52	100	84	NA	56	99	70	61	48
	Language	100	72	68	48	100	75	69	52	99	70	64	49
	Mathematics	100	80	78	57	100	84	79	61	100	73	66	53
5	Reading	100	85	70	50	99	84	NA	55	100	69	64	50
	Language	100	78	65	46	99	77	69	49	100	72	65	50
	Mathematics	99	90	77	57	99	89	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

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

Council Duties

- Ü School Improvement
- Ü Personnel Decision Input
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Site Budget Overview
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	12.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	3	1	0	0
10 or more years	6	13	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
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 Library/Resource Center
- Ü Two Computer Labs (Dell and Mac)
- Ü Fine Arts and PE Center; Science Lab
- Ü Production Studio and Publishing Center

Extracurricular Activities

- Ü Honors Chorus/Strings/Band
- Ü Student Council
- Ü Odyssey of the Mind
- Ü Math Olympiad/Word Masters
- Ü Media Club
- Ü Art Explorers
- Ü Chess and Drama Club
- Ü After School Programs and Childcare

Social Services

- Ü Boys/Girls Club Connection
- Ü Scottsdale Senior Center Connection
- Ü Scottsdale Prevention Institute (SPI)
- Ü Exceptional Adult Volunteer Program
- Ü PALS Preschool - 4 year olds
- Ü Kids Club Afterschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü For three years Laguna was awarded an 'Excelling' label by the State Department of Education for meeting yearly progress. Teachers used research-based instructional practices, provided differentiated instruction and assisted ALL children in learning.
- ü Laguna improved school safety through positive play and communication. Throughout the year our students demonstrated positive personal character traits, citizenship, and civic responsibility - all essential traits we value.
- ü 100% of Laguna teachers mastered the state technology standards. Teacher mastery of the curriculum has positively influenced integration of technology in the curriculum. Currently, 98% of K-5 students have mastered the state technology curriculum.
- ü 100% of the Laguna staff has committed to growing professionally by attending more than six hours of staff development outside regular school hours. Classes aligned with our school goals, enriching instructional practices already at a high standard.

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	7	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	92	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

Every effort is made to maintain a safe and healthy environment to ensure the safety of your child. Play areas are very well-supervised, equipment is regularly inspected, fire drills and lockdown drills are practiced, and emergency phone trees are in place. We have a zero tolerance policy on any behaviors that interfere with a child's ability to work and play comfortably. The above incidents related to attendance issues that required intervention from the school resource officer.

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	Sandra Richardson	(480) 484-2400
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Katie Root	(480) 484-2410
School Nutrition Programs	Susan Bettenhausen	(480) 484-8680
Parent Organization	Diane Babbitt	(480) 907-7004
Student Health/Nurse	Eileen LaHood	(480) 484-2411

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 50 Copies = \$19.00

** 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.