Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Sequoya Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11808 N. 64th St., Scottsdale, AZ 85254

Scottsdale Unified District

AZ LEARNS[1]

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	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.

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.

School Overview

Principal/Administrator :	Mrs. Marilee McCraken
Schedule :	07:00 AM to 03:30 PM
Grades :	K-5
2005 Enrollment :	613
Web Address :	www.susd.org/schools/elem/sequoya/
Phone Number :	(480) 484-3200
Fax Number :	(480) 484-3201
E-mail :	mmccraken@susd.org

Mission

Our mission is to meet the unique needs of each of our children through positive learning experiences which are academically challenging, child-centered and wide in scope.

School / Academic Goals

- Students will improve their reading skills and performance by using a variety of approaches.
- Students will participate in grade level selected safety and/or character education programs.
- Students will demonstrate proficiency by achieving a specified grade level competency consistent with the Scottsdale core curriculum technology standards.
- Teachers will participate in a minimum of 6 hours of professional development.

Enrollment

October 1, 2004 School Year Student Enrollment :	618
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	71

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Learning Resource Centers
- English Immersion Studies
- full day Kindergarten
- After School Enrichment
- Gifted Program
- Spanish program
- After School Tutoring
- Art Masterpiece & Music Memory

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 communicate openly and regularly; to encourage parent participation in the life of the school.

Parents

Parents are urged to provide a supportive home environment conducive to study and learning; motivate their children; value education and participate in the activities of the school and parent organization.

Transportation Policy

Transportation is provided for K-5 students one mile from school. Service is provided for special education students whose IEP's require it.

School Honors

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

Award/Honor	Year
National Blue Ribbon/Arizona A+ School	1992
Arizona A+ School	2000
National Blue Ribbon/School of Excellence	2001
Math Olympiad Outstanding School	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	107	1876	79306	100	100	99	502	472	445	2	6	10	4	10	18	31	46	51	63	39	20
All Students (Prior Year)	128	1952	75509	99	99	100	557	548	521	3	6	13	9	13	23	29	31	33	59	49	31
Female	52	912	38691	100	100	99	501	472	446	2	6	10	6	10	18	31	46	52	61	38	20
Male	55	964	40583	100	100	99	503	472	445	2	5	11	2	10	18	31	46	50	65	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	94	1420	36197	100	100	99	503	480	463	1	4	5	3	7	11	31	45	53	65	44	31
Students with Disabilities	19	279	10321	100	100	100	475	421	389	11	22	30	16	21	27	21	35	34	53	22	9
Students without Disabilities	88	1598	69060	100	98	98	508	481	454	0	3	7	1	8	17	33	48	54	65	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	101	1482	39966	100	100	100	505	481	459	1	3	6	3	7	12	31	46	52	65	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	107	1876	79395	100	0	99	489	469	446	2	5	9	5	14	25	70	61	55	23	20	11
All Students (Prior Year)	128	1954	75492	99	99	100	543	537	519	3	4	12	5	9	16	41	47	47	51	40	24
Female	52	913	38743	100	0	100	488	474	451	4	4	7	4	13	24	69	59	57	24	24	12
Male	55	963	40618	100	0	99	490	465	440	0	5	11	6	15	27	71	63	53	23	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	94	1421	36221	100	0	99	491	477	465	1	3	4	4	10	15	70	64	63	24	23	17
Students with Disabilities	19	278	10331	100	0	100	452	417	388	11	16	25	21	30	37	58	44	34	11	9	4
Students without Disabilities	88	1599	69139	100	0	99	497	479	454	0	3	7	1	11	24	73	64	58	26	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	394	39484	NC	0	96	NC	435	429	NC	14	14	NC	32	35	NC	47	47	NC	7	4
Non-Economically Disadvantaged	101	1483	39986	100	0	100	492	478	461	1	2	4	4	9	16	70	65	63	24	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	107	1845	78869	100	98	99	486	475	442	3	3	6	6	9	21	71	69	63	20	20	10
All Students (Prior Year)	128	1952	75053	99	99	99	687	649	597	3	3	7	2	6	12	66	72	72	28	18	9
Female	52	898	38536	100	98	99	488	486	458	4	4	4	8	6	15	61	64	67	27	26	14
Male	55	947	40302	100	98	99	484	465	428	2	2	8	4	11	26	81	73	60	13	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	94	1395	36078	100	98	99	491	483	459	2	2	4	4	6	16	71	70	66	22	22	14
Students with Disabilities	19	277	10246	100	100	100	462	413	367	0	12	18	26	21	39	68	58	40	5	8	4
Students without Disabilities	88	1569	68697	100	97	98	491	486	454	4	1	4	1	6	18	71	71	67	24	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	101	1456	39837	100	99	100	488	484	457	3	2	4	4	5	14	71	69	67	21	23	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	520	534	498	3	4	13	15	10	19	56	45	48	26	41	20
All Students (Prior Year)	136	2037	76019	99	99	100	541	535	499	1	4	14	17	22	39	15	15	14	67	60	33
Female	47	1005	38644	100	100	99	506	532	500	5	4	12	20	10	19	59	47	49	17	39	19
Male	60	1115	40236	100	100	99	530	536	497	2	5	15	12	9	19	53	43	46	33	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	96	1643	36483	100	100	99	523	541	517	2	3	7	14	8	13	55	44	51	28	46	30
Students with Disabilities	11	284	10664	100	100	100	510	474	430	0	18	42	36	27	27	36	41	26	27	15	5
Students without Disabilities	96	1836	68310	98	98	98	522	543	509	3	2	9	13	7	18	58	46	51	26	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	100	1676	40295	100	100	100	521	542	513	2	2	7	15	7	13	57	44	50	26	47	30

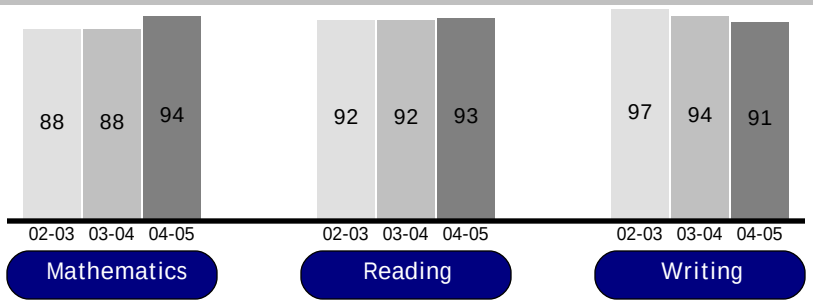
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2113	78908	100	0	99	509	513	484	1	3	10	8	11	23	83	65	58	8	20	9
All Students (Prior Year)	135	2037	76020	98	99	100	522	519	503	4	9	25	10	14	23	61	52	40	25	26	12
Female	47	1002	38648	100	0	99	510	516	489	0	2	8	10	10	22	83	65	61	7	22	10
Male	60	1112	40233	100	0	99	509	510	479	2	3	12	7	12	25	83	65	55	9	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	96	1638	36502	100	0	99	511	519	502	1	2	4	8	7	14	83	68	67	9	23	15
Students with Disabilities	11	279	10665	100	0	100	492	461	423	0	11	30	9	32	36	91	51	31	0	5	2
Students without Disabilities	96	1835	68312	98	0	98	512	521	493	1	2	7	8	8	21	82	68	62	9	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	100	1673	40315	100	0	100	510	520	498	1	1	5	9	7	15	82	69	66	9	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	543	536	500	1	2	6	7	13	29	88	79	63	4	7	2
All Students (Prior Year)	136	2034	75673	99	99	100	582	577	530	2	5	12	13	16	25	76	69	58	9	10	4
Female	47	1004	38586	100	100	99	553	549	515	0	1	4	5	8	22	90	80	71	5	11	3
Male	60	1111	40135	100	100	99	535	525	486	2	3	8	9	17	35	86	77	56	3	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	96	1641	36440	100	100	99	547	543	516	0	1	3	5	10	22	90	81	71	4	8	4
Students with Disabilities	11	282	10622	100	100	100	537	478	415	0	7	21	9	33	50	91	58	28	0	1	1
Students without Disabilities	96	1833	68196	98	98	98	544	546	513	1	1	3	7	10	25	88	82	69	5	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	100	1671	40260	100	100	100	545	545	514	1	1	3	5	9	21	89	82	72	4	8	4

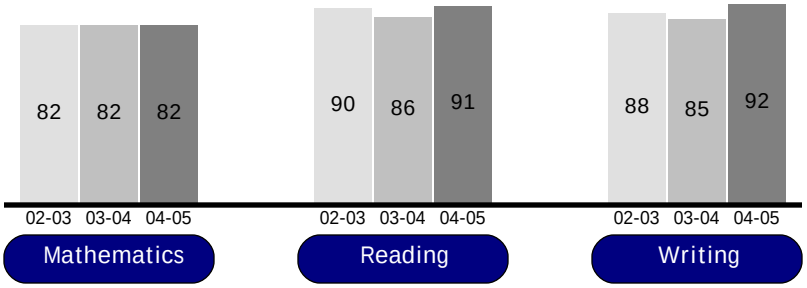
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	80	66	50	100	80	NA	58	99	71	62	47
	Language	98	73	61	43	99	73	68	50	99	72	64	47
	Mathematics	100	82	72	57	99	87	79	64	99	73	67	50
3	Reading	98	80	70	47	99	80	NA	55	100	66	57	44
	Language	97	83	75	54	99	84	77	61	100	66	57	44
	Mathematics	97	83	73	54	99	85	76	61	100	77	65	51
4	Reading	97	82	75	52	100	81	NA	56	100	67	61	48
	Language	99	76	68	48	97	72	69	52	100	72	64	49
	Mathematics	97	83	78	57	98	83	79	61	100	71	66	53
5	Reading	99	78	70	50	99	80	NA	55	100	63	64	50
	Language	98	74	65	46	97	73	69	49	100	66	65	50
	Mathematics	98	86	77	57	97	88	83	63	100	64	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	Council Duties
1 School Administrator(s)	ü School Improvement Plan
1 Non-certified Employee(s)	ü Parent/Educator Relations
4 Teacher(s)	ü School Safety Issues
4 Parent(s)	ü Curriculum Development
0 Community Member(s)	ü Budget
0 Student(s)	ü Revision of By-laws

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	0	1	1	0
7 to 9 years	1	4	0	0
10 or more years	5	25	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Hands-on Science Lab
- ü Mac & PC Computer Labs
- ü Library
- ü TV Studio

Extracurricular Activities

- ü Student Council
- ü After School Athletics
- ü Peer Mediation
- ü After School Chess
- ü Missoula Theatre Production
- ü Lunch Time Intramural Program
- ü After school art class
- ü After school explorers club

Social Services

- ü After School Programs
- ü Lunch Program
- ü Counseling Services
- ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Aligning the District's newly articulated reading standards to our current reading program resulted in the consolidation of items, and reduction of repetition of standards to better streamline our instruction.
- Ninety-two percent or more of all Sequoya students were successful in completing grade level specific programs focused on safety and/or character education.
- Ninety percent or more of Sequoya students were succesful in achieving specific grade level technology goals.
- One hundred percent of Sequoya's full-time certified teachers completed at least 6 hours of professional development.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	96	95	94	95
Transfers Out Rate [5]	6	12	12	17
Transfers In Rate [6]	10	28	28	37
Stability Rate [7]	93	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

Specific safety procedures are practiced by students for fire or other serious situations requiring implementation of lockdown and evacuation procedures. Safety rules for the cafetorium, playground, buses and campus are taught campus-wide and implemented. All visitors must sign-in.

Sequoya is committed to following the guidelines set forth in the SUSD's Uniform Code of Student Conduct.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 0

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

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

Contacts

	Name	Phone Number
School Site Council	Marilee McCracken	(480) 484-3200
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Marilee McCracken	(480) 484-3200
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Sandy Kravetz	
Student Health/Nurse	Kathy Winfrey	(480) 484-3200

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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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** 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.