

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13636 North 100th Street, Scottsdale, AZ 85260

Scottsdale Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### 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 Overview

Principal/Administrator : Dr. Christine Loots  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 640  
 Web Address : [www.susd.org/schools/elem/Aztec/aztechome.htm](http://www.susd.org/schools/elem/Aztec/aztechome.htm)  
 Phone Number : (480) 484-7700  
 Fax Number : (480) 484-7701  
 E-mail : [cloots@susd.org](mailto:cloots@susd.org)

### Mission

Aztec Elementary School and our Community is dedicated to ensuring that each student will develop positive attitudes, and acquire skills essential for lifelong learning and participating in the democratic process. Specifically we will: create a brain-compatible learning environment, model and promote the use of Lifeskills and Lifelong Guidelines for citizenry, and support growth for educators and our school community.

### School / Academic Goals

- ü To increase student academic achievement in all subject areas, working towards the goal of having 100% meeting or exceeding expectations by 2014.
- ü To increase student proficiency in the use of technology at all grade levels, including the use of digital tools to enhance student presentations.
- ü To increase all students' proficiency and efficacy in the art of research and writing, using traditional and non-traditional means available such as the internet, interviews, hard-bound collections, etc.
- ü To continue to move the school as a whole towards the 5th level of a model ITI (Integrated Thematic Instruction) school through social actions benefiting the entire community.

### Enrollment

October 1, 2004 School Year Student Enrollment : 588  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 135

Instructional Programs

- Ü Integrated Thematic Curriculum
- Ü Individual Growth Plans
- Ü Differentiated Instruction
- Ü Full-day Kindergarten
- Ü Multiage Classrooms - K/1, 2/3, 4/5
- Ü Stand-alone 6th grade
- Ü After-school programs available
- Ü All staff formally trained in ITI

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating, challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of and privacy of all students; to communicate openly, honestly and regularly with parents and guardians; to assure the safety of students; to maintain the most qualified staff possible.

Parents

Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their schooling; be role models by valuing education and by participating in the activities of the school as often as possible; volunteering in classrooms when possible; positively represent the unique ITI philosophy of Aztec to the community at all times.

Transportation Policy

Transportation is provided for students in the following grades who live farther than the radius of the specified following distances from school: Pre-K-3 students more than 3/4 of a mile and grades 4-6 students more than 1 mile.

School Honors

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

Award/Honor	Year
Ü School Safety Calendar Contest Winner	2003
Ü Fire Prevention Week Second Runner Up	2001
Ü Best of the West Yearbook - Top 10 in NA	2000
Ü Two National Board Certified Teachers Named	1999

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	84	1876	79306	100	100	99	466	472	445	6	6	10	9	10	18	54	46	51	31	39	20
All Students (Prior Year)	105	1952	75509	100	99	100	537	548	521	4	6	13	19	13	23	36	31	33	41	49	31
Female	42	912	38691	100	100	99	458	472	446	8	6	10	8	10	18	58	46	52	26	38	20
Male	43	964	40583	100	100	99	473	472	445	5	5	11	12	10	18	49	46	50	34	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	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	70	1420	36197	100	100	99	468	480	463	5	4	5	11	7	11	55	45	53	30	44	31
Students with Disabilities	18	279	10321	100	100	100	421	421	389	24	22	30	18	21	27	47	35	34	12	22	9
Students without Disabilities	67	1598	69060	100	98	98	478	481	454	2	3	7	8	8	17	55	48	54	35	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	77	1482	39966	100	100	100	466	481	459	7	3	6	9	7	12	53	46	52	31	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	84	1876	79395	100	0	99	464	469	446	8	5	9	10	14	25	64	61	55	18	20	11
All Students (Prior Year)	105	1954	75492	100	99	100	541	537	519	3	4	12	5	9	16	43	47	47	48	40	24
Female	42	913	38743	100	0	100	465	474	451	8	4	7	11	13	24	63	59	57	18	24	12
Male	43	963	40618	100	0	99	463	465	440	7	5	11	10	15	27	66	63	53	17	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	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	70	1421	36221	100	0	99	465	477	465	6	3	4	11	10	15	65	64	63	18	23	17
Students with Disabilities	18	278	10331	100	0	100	431	417	388	24	16	25	18	30	37	59	44	34	0	9	4
Students without Disabilities	67	1599	69139	100	0	99	473	479	454	3	3	7	8	11	24	66	64	58	23	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	77	1483	39986	100	0	100	464	478	461	8	2	4	9	9	16	65	65	63	18	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	83	1845	78869	99	98	99	483	475	442	4	3	6	8	9	21	65	69	63	23	20	10
All Students (Prior Year)	105	1952	75053	100	99	99	652	649	597	2	3	7	5	6	12	71	72	72	21	18	9
Female	41	898	38536	98	98	99	489	486	458	8	4	4	0	6	15	68	64	67	24	26	14
Male	43	947	40302	100	98	99	477	465	428	0	2	8	15	11	26	63	73	60	22	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	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	69	1395	36078	99	98	99	485	483	459	2	2	4	9	6	16	65	70	66	25	22	14
Students with Disabilities	18	277	10246	100	100	100	424	413	367	18	12	18	12	21	39	59	58	40	12	8	4
Students without Disabilities	66	1569	68697	99	97	98	499	486	454	0	1	4	7	6	18	67	71	67	26	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	76	1456	39837	100	99	100	483	484	457	4	2	4	8	5	14	63	69	67	25	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	92	2119	78906	99	100	99	520	534	498	5	4	13	12	10	19	54	45	48	30	41	20
All Students (Prior Year)	97	2037	76019	99	99	100	523	535	499	4	4	14	25	22	39	18	15	14	53	60	33
Female	36	1005	38644	100	100	99	517	532	500	3	4	12	6	10	19	69	47	49	22	39	19
Male	56	1115	40236	98	100	99	522	536	497	6	5	15	15	9	19	44	43	46	35	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	11	320	31938	100	100	99	510	499	481	0	12	19	44	19	25	22	51	46	33	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	72	1643	36483	99	100	99	524	541	517	4	3	7	9	8	13	56	44	51	31	46	30
Students with Disabilities	21	284	10664	100	100	100	496	474	430	15	18	42	25	27	27	40	41	26	20	15	5
Students without Disabilities	71	1836	68310	97	98	98	528	543	509	2	2	9	8	7	18	58	46	51	33	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	19	444	38679	100	97	96	493	500	483	6	12	20	25	21	25	63	48	45	6	19	10
Non-Economically Disadvantaged	73	1676	40295	99	100	100	527	542	513	4	2	7	9	7	13	51	44	50	35	47	30

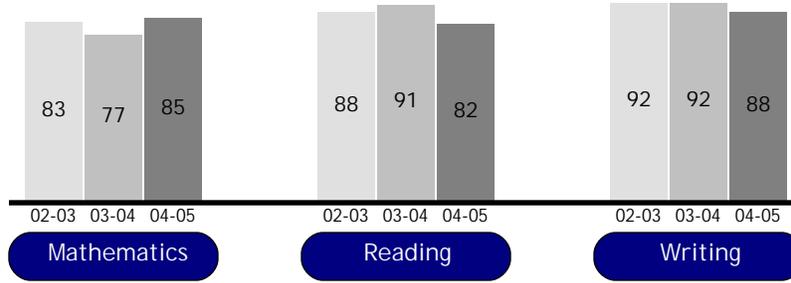
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2113	78908	99	0	99	508	513	484	4	3	10	13	11	23	69	65	58	14	20	9
All Students (Prior Year)	97	2037	76020	99	99	100	517	519	503	7	9	25	11	14	23	55	52	40	27	26	12
Female	36	1002	38648	100	0	99	519	516	489	6	2	8	3	10	22	69	65	61	22	22	10
Male	56	1112	40233	98	0	99	501	510	479	2	3	12	19	12	25	69	65	55	10	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	11	319	31940	100	0	99	482	480	465	11	9	16	22	28	32	56	55	49	11	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	72	1638	36502	99	0	99	512	519	502	3	2	4	12	7	14	71	68	67	15	23	15
Students with Disabilities	21	279	10665	100	0	100	482	461	423	15	11	30	30	32	36	45	51	31	10	5	2
Students without Disabilities	71	1835	68312	97	0	98	516	521	493	0	2	7	8	8	21	77	68	62	16	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	19	441	38662	100	0	96	481	482	468	6	9	16	25	29	32	69	53	49	0	9	3
Non-Economically Disadvantaged	73	1673	40315	99	0	100	515	520	498	3	1	5	10	7	15	69	69	66	18	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	91	2114	78750	98	100	99	524	536	500	2	2	6	16	13	29	78	79	63	4	7	2
All Students (Prior Year)	96	2034	75673	98	99	100	595	577	530	7	5	12	15	16	25	59	69	58	20	10	4
Female	36	1004	38586	100	100	99	539	549	515	3	1	4	6	8	22	81	80	71	9	11	3
Male	55	1111	40135	96	100	99	514	525	486	2	3	8	22	17	35	76	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	10	319	31841	91	100	99	471	507	483	13	4	8	63	29	36	13	65	55	13	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	72	1641	36440	99	100	99	530	543	516	1	1	3	10	10	22	85	81	71	3	8	4
Students with Disabilities	21	282	10622	100	100	100	503	478	415	5	7	21	30	33	50	60	58	28	5	1	1
Students without Disabilities	70	1833	68196	96	98	98	530	546	513	2	1	3	11	10	25	84	82	69	3	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	19	444	38558	100	97	96	479	503	485	6	5	8	38	28	37	56	65	54	0	2	1
Non-Economically Disadvantaged	72	1671	40260	97	100	100	534	545	514	1	1	3	10	9	21	84	82	72	4	8	4

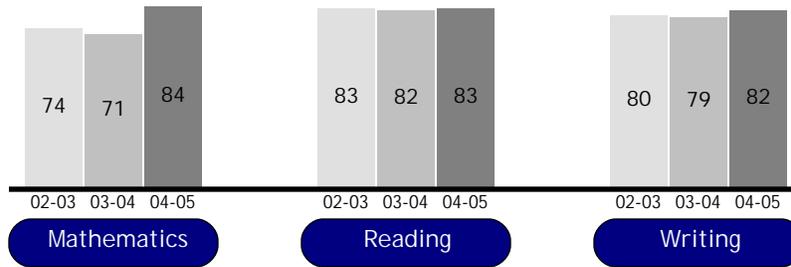
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	64	66	50	97	59	NA	58	99	55	62	47
	Language	100	67	61	43	99	61	68	50	99	51	64	47
	Mathematics	100	71	72	57	99	72	79	64	98	64	67	50
3	Reading	100	72	70	47	100	71	NA	55	100	55	57	44
	Language	100	77	75	54	99	72	77	61	100	53	57	44
	Mathematics	99	64	73	54	99	69	76	61	100	59	65	51
4	Reading	98	78	75	52	98	79	NA	56	99	61	61	48
	Language	99	71	68	48	98	68	69	52	99	64	64	49
	Mathematics	98	77	78	57	97	72	79	61	99	64	66	53
5	Reading	99	78	70	50	97	71	NA	55	99	59	64	50
	Language	100	69	65	46	97	66	69	49	99	60	65	50
	Mathematics	100	86	77	57	95	80	83	63	99	60	65	49
6	Reading	--	--	72	53	--	--	NA	56	--	--	64	51
	Language	--	--	67	45	--	--	64	48	--	--	63	47
	Mathematics	--	--	78	62	--	--	78	66	--	--	66	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan
- Ü School Budget Input
- Ü Yearly Parent Survey
- Ü Parent/Educator Relations
- Ü Extra Curricular Development
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	3.00	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	3	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	7	0	0
10 or more years	0	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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 Media and Research Center
- Ü Community Schools Multi-media Tablet Lab
- Ü To PC/Windows Computer Labs
- Ü Adjacent to Scottsdale Park for events

Extracurricular Activities

- Ü Band and Strings
- Ü After School Classes
- Ü Math Olympiad and Geography Bee
- Ü Parks and Rec Programs
- Ü Gardening Activities
- Ü Multimedia Technology Program
- Ü Aztec Social Action Projects
- Ü Junior Achievement and Exchange City

Social Services

- Ü 3 Pre-school PANDA Programs
- Ü Community Specialist for outreach
- Ü Community Links for services
- Ü Traditional Pre-School available
- Ü After School Programs
- Ü Counseling Services through SPI

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü All academic goals set for the 2004-05 school year were achieved by students. Aztec continues to be known for its strong academic program and cutting-edge approach to teaching and learning.
  
- ü Students participated in numerous community action projects including collecting funds for tsunami victims, providing food & toys for sheltered animals, collecting funds for the American Heart Association, and running a school-wide recycling program.
  
- ü Aztec students continue to achieve trophies in local chess competitions, a trend established almost a decade ago.
  
- ü Nearly the entire Aztec staff participated in 100 hours of specialized training, primarily in the areas of ITI and brain research/brain-based learning, outside of their contract time during the 04-05 school year!

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

At Aztec, safety and the security of campus and children are always taken very seriously by staff and parents. Policies and procedures are in place to assure that we are actively working to keep our children safe and secure by providing an orderly learning environment with high expectations for student behavior. A high parent presence contributes to greater accountability and vigilance. Encouraging children to report unsafe behaviors also contributes to a safe learning environment overall.

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) :

18
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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	Dr. Christine Loots	(480) 484-7700
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Maureen O'Leary	(480) 484-6188
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Dee Dee Jones, Aztec Community Team Pres.	(480) 484-7721
Student Health/Nurse	Marie Peters/Colleen Reed	(480) 484-7711

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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