

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2650 East Contention Mine Road, Phoenix, AZ 85032

Paradise Valley 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	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Jenny Lee Robles
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 475
 Web Address :
 Phone Number : (602) 493-6060
 Fax Number : (602) 493-6065
 E-mail : jrobles@pvusd.k12.az.us

Mission

Our commitment is to prepare our students to be socially responsible individuals. We provide them with opportunities to further their intellectual, emotional, social and physical development. We have established a stimulating, positive learning environment.

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	Out of Improvement
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Campo Bello Staff's goal is to continue to build a strong community-based school. Our Staff, PTSA, Site Council and business partnerships have developed strong academic programs which assist students in raising academic achievement.
- ü Our goal is to inspire students to achieve social responsibility through a schoolwide social skills program that includes conflict resolution training and Peer Mediation.

Enrollment

October 1, 2004 School Year Student Enrollment : 532
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 86

Instructional Programs

- Ü Honors Classes
- Ü Computer and Instrumental Instruction
- Ü All Day Kindergarten
- Ü Intramural Sports
- Ü Before/after School academics
- Ü Math Specialist
- Ü Reading Specialist
- Ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school is responsible for providing a safe learning environment. We provide a challenging education giving students and parents learning opportunities. We will provide parent's information through newsletters, conferences and meetings.

Parents

A parent's responsibility is to stay informed about their child and to ensure students consistent attendance and on time arrival. They need to supervise and assist with homework activities and attend parent/teacher conferences.

Transportation Policy

Students in grades 1-6 are transported at a distance of one mile, Kindergarten is 1/2 mile from the school. Transportation by school bus is a privilege. Following bus rules is the determining factor in students ability to continuing this privilege.

School Honors

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

Award/Honor	Year
Ü Kalidescope Program w/ ASU Gammage - Performance Annie	2005
Ü G.R.E.A.T. Program	2001
Ü Q.T. Grant Program	2003
Ü Scottsdale Center for the Arts - Artist	2003

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	61	2586	79306	100	100	99	446	467	445	2	6	10	22	11	18	64	50	51	12	34	20
All Students (Prior Year)	79	2710	75509	100	100	100	527	538	521	6	7	13	23	17	23	37	34	33	34	42	31
Female	31	1264	38691	100	100	99	439	466	446	3	6	10	23	11	18	63	49	52	10	34	20
Male	30	1321	40583	100	99	99	454	468	445	0	6	11	21	11	18	66	50	50	14	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	27	568	32869	100	99	99	442	435	429	4	16	15	19	21	25	65	50	51	12	13	10
Asian/Pacific Islander	--	87	1935	--	100	99	--	490	474	--	0	3	--	6	9	--	49	48	--	44	40
American Indian/Alaskan Native	NC	36	4264	NC	100	100	NC	438	419	NC	9	19	NC	15	30	NC	58	45	NC	18	6
White	30	1810	36197	100	100	99	450	477	463	0	4	5	24	8	11	66	49	53	10	40	31
Students with Disabilities	NC	372	10321	NC	100	100	NC	420	389	NC	23	30	NC	20	27	NC	43	34	NC	14	9
Students without Disabilities	55	2215	69060	98	99	98	450	475	454	0	3	7	23	9	17	64	51	54	13	37	22
Limited English Proficient Students	16	301	15509	100	100	100	439	413	406	5	21	20	14	27	30	76	46	45	5	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	43	780	39415	96	94	96	446	439	431	2	13	15	19	21	25	67	53	50	12	13	10
Non-Economically Disadvantaged	18	1807	39966	100	100	100	448	479	459	0	3	6	29	6	12	59	48	52	12	42	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	61	2577	79395	100	0	99	440	468	446	5	6	9	36	16	25	58	58	55	2	21	11
All Students (Prior Year)	78	2702	75492	100	100	100	522	528	519	5	7	12	12	12	16	64	49	47	19	32	24
Female	31	1261	38743	100	0	100	443	473	451	7	5	7	30	14	24	60	57	57	3	24	12
Male	30	1315	40618	100	0	99	436	464	440	3	6	11	41	17	27	55	59	53	0	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	27	563	32915	100	0	99	425	430	426	8	17	15	54	32	35	38	44	47	0	6	4
Asian/Pacific Islander	--	87	1936	--	0	99	--	485	468	--	1	3	--	7	14	--	59	63	--	32	19
American Indian/Alaskan Native	NC	36	4271	NC	0	100	NC	440	420	NC	6	15	NC	18	42	NC	67	41	NC	9	2
White	30	1805	36221	100	0	99	452	480	465	3	2	4	21	11	15	72	61	63	3	25	17
Students with Disabilities	NC	364	10331	NC	0	100	NC	419	388	NC	19	25	NC	31	37	NC	42	34	NC	8	4
Students without Disabilities	55	2214	69139	98	0	99	443	476	454	4	3	7	34	13	24	60	60	58	2	23	11
Limited English Proficient Students	16	300	15545	100	0	100	420	401	399	10	23	21	57	44	42	33	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	43	771	39484	96	0	96	437	436	429	5	13	14	43	31	35	50	50	47	2	6	4
Non-Economically Disadvantaged	18	1807	39986	100	0	100	445	482	461	6	2	4	18	9	16	76	61	63	0	27	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	61	2578	78869	100	99	99	440	467	442	2	4	6	19	12	21	75	65	63	5	19	10
All Students (Prior Year)	77	2688	75053	99	99	99	568	634	597	2	4	7	12	8	12	83	74	72	3	14	9
Female	31	1260	38536	100	100	99	447	479	458	3	4	4	17	8	15	73	63	67	7	25	14
Male	30	1318	40302	100	99	99	433	455	428	0	5	8	21	15	26	76	67	60	3	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	27	565	32606	100	99	98	429	430	426	4	10	8	19	21	27	73	63	60	4	6	5
Asian/Pacific Islander	--	87	1925	--	100	99	--	493	471	--	1	3	--	9	11	--	56	64	--	35	22
American Indian/Alaskan Native	NC	36	4245	NC	100	100	NC	431	423	NC	9	9	NC	15	26	NC	67	61	NC	9	4
White	30	1804	36078	100	100	99	444	478	459	0	3	4	21	9	16	76	66	66	3	22	14
Students with Disabilities	NC	369	10246	NC	100	100	NC	403	367	NC	16	18	NC	29	39	NC	48	40	NC	8	4
Students without Disabilities	55	2210	68697	98	99	98	449	478	454	0	3	4	15	9	18	79	68	67	6	21	11
Limited English Proficient Students	16	298	15339	100	100	100	431	403	399	5	13	11	14	26	31	76	58	54	5	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	43	776	39106	96	94	95	437	430	427	2	9	8	19	22	28	74	63	59	5	5	5
Non-Economically Disadvantaged	18	1803	39837	100	100	100	448	482	457	0	2	4	18	7	14	76	66	67	6	25	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	74	2711	78906	100	100	99	484	515	498	15	8	13	21	13	19	56	50	48	9	29	20
All Students (Prior Year)	105	2756	76019	100	100	100	488	513	499	14	9	14	47	32	39	16	16	14	22	43	33
Female	28	1325	38644	97	100	99	491	517	500	12	7	12	24	13	19	56	51	49	8	29	19
Male	46	1384	40236	100	100	99	481	514	497	16	9	15	19	13	19	56	49	46	9	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	37	565	31938	100	100	99	489	484	481	12	19	19	24	24	25	58	46	46	6	12	10
Asian/Pacific Islander	--	81	1805	--	99	98	--	538	536	--	5	5	--	3	8	--	48	45	--	44	42
American Indian/Alaskan Native	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	29	1938	36483	97	100	99	500	525	517	15	5	7	19	10	13	52	51	51	15	34	30
Students with Disabilities	16	394	10664	100	100	100	421	451	430	47	29	42	27	25	27	27	37	26	0	9	5
Students without Disabilities	58	2317	68310	100	98	98	503	526	509	6	5	9	19	11	18	64	52	51	11	33	22
Limited English Proficient Students	15	270	12573	100	100	100	436	448	454	25	24	27	38	29	30	38	40	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	45	798	38679	98	95	96	490	487	483	14	19	20	19	20	25	60	49	45	7	12	10
Non-Economically Disadvantaged	29	1913	40295	100	100	100	475	527	513	15	4	7	23	10	13	50	50	50	12	36	30

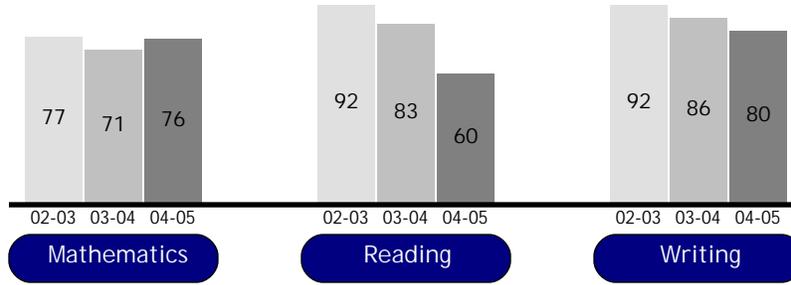
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2712	78908	100	0	99	480	499	484	9	6	10	25	15	23	59	65	58	7	14	9
All Students (Prior Year)	106	2754	76020	100	100	100	496	510	503	31	17	25	25	18	23	35	47	40	9	18	12
Female	28	1327	38648	97	0	99	494	504	489	8	5	8	20	14	22	60	65	61	12	16	10
Male	46	1383	40233	100	0	99	472	494	479	9	7	12	28	17	25	58	66	55	5	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	37	564	31940	100	0	99	484	467	465	6	15	16	30	33	32	58	48	49	6	3	3
Asian/Pacific Islander	--	81	1805	--	0	98	--	509	507	--	3	4	--	11	13	--	69	65	--	17	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	29	1940	36502	97	0	99	490	508	502	11	3	4	19	11	14	63	69	67	7	17	15
Students with Disabilities	16	394	10665	100	0	100	420	442	423	20	19	30	47	31	36	33	48	31	0	2	2
Students without Disabilities	58	2318	68312	100	0	98	497	508	493	6	4	7	19	13	21	66	68	62	9	16	10
Limited English Proficient Students	15	269	12556	100	0	100	437	431	436	0	20	24	56	40	40	44	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	45	798	38662	98	0	96	483	474	468	12	14	16	26	29	32	55	54	49	7	4	3
Non-Economically Disadvantaged	29	1914	40315	100	0	100	475	509	498	4	2	5	23	10	15	65	70	66	8	18	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	74	2708	78750	100	100	99	487	516	500	3	4	6	37	21	29	59	71	63	1	3	2
All Students (Prior Year)	106	2748	75673	100	99	100	504	558	530	13	7	12	40	18	25	47	68	58	0	7	4
Female	28	1324	38586	97	100	99	509	531	515	0	2	4	32	13	22	64	79	71	4	5	3
Male	46	1382	40135	100	100	99	474	501	486	5	5	8	40	29	35	56	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	37	562	31841	100	100	99	505	485	483	0	9	8	36	36	36	64	54	55	0	1	1
Asian/Pacific Islander	--	81	1802	--	99	98	--	530	533	--	3	2	--	13	16	--	79	75	--	5	7
American Indian/Alaskan Native	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	29	1939	36440	97	100	99	482	524	516	4	2	3	41	18	22	56	76	71	0	4	4
Students with Disabilities	16	395	10622	100	100	100	412	441	415	7	13	21	67	47	50	27	40	28	0	1	1
Students without Disabilities	58	2313	68196	100	98	98	508	528	513	2	2	3	28	17	25	68	77	69	2	4	3
Limited English Proficient Students	15	269	12504	100	100	100	454	444	451	0	13	12	50	41	44	50	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	45	797	38558	98	94	96	496	487	485	0	9	8	43	35	37	57	55	54	0	1	1
Non-Economically Disadvantaged	29	1911	40260	100	100	100	472	527	514	8	2	3	27	16	21	62	78	72	4	5	4

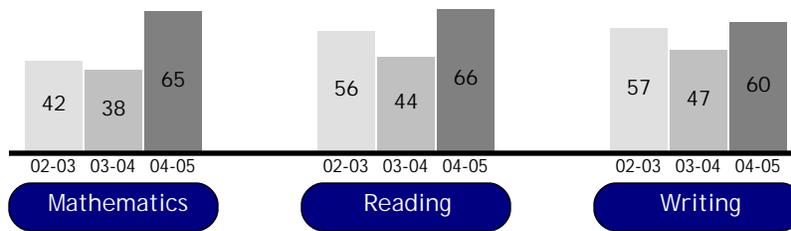
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	53	61	50	87	43	NA	58	99	40	55	47
	Language	98	38	54	43	94	28	59	50	99	41	55	47
	Mathematics	95	61	67	57	94	48	68	64	99	51	56	50
3	Reading	97	54	60	47	96	54	NA	55	100	40	56	44
	Language	99	60	64	54	99	59	69	61	100	43	55	44
	Mathematics	96	61	66	54	97	58	69	61	100	54	60	51
4	Reading	96	54	65	52	96	57	NA	56	99	46	58	48
	Language	100	52	60	48	96	55	63	52	99	45	57	49
	Mathematics	100	61	69	57	96	59	72	61	99	54	61	53
5	Reading	97	54	64	50	95	44	NA	55	100	49	58	50
	Language	97	48	58	46	96	44	60	49	100	46	59	50
	Mathematics	100	56	69	57	96	55	72	63	100	44	57	49
6	Reading	98	54	67	53	95	49	NA	56	99	52	61	51
	Language	98	49	60	45	95	41	61	48	99	49	57	47
	Mathematics	98	49	74	62	95	54	76	66	99	54	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Discipline Program Review/Survey
- Ü Budget Allocation for Tax Credit
- Ü Parent Involvement
- Ü Parent Survey
- Ü Title I
- Ü Long Range Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 Computer Lab
- Ü Media Center
- Ü Before/After School Academics
- Ü After School Sports Program

Extracurricular Activities

- Ü After School Sports
- Ü After School Homework Club
- Ü City of Phoenix, PAC Program
- Ü After School Chess Club
- Ü Before/After School Academics
- Ü Karate/Pom and Cheer

Social Services

- Ü Peer Mediation
- Ü Anti-Bullying Program
- Ü Parenting Programs
- Ü Food and Clothing Assistance
- Ü G.R.E.A.T. Program with Phoenix Police
- Ü National Guard Drug Prevention
- Ü Holiday Assistance
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Campo Bello's greatest achievement lies in our ability to lead students to high academic achievement and individual excellence by offering a multifaceted program to support our student's academic, emotional, social, and physical needs.

- ü We are very proud to have an extremely safe school environment. Through our Peer Mediation, Make Your Day, Parents as Partners and our anti-bullying programs students and parents feel comfortable at Campo Bello Elementary.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Campo Bello Elementary will continue the Anti-bullying Programs, Peer Mediation, Make Your Day Program. We will have a summer program called Gang Resistance Education and Training (GREAT) with Phoenix PD for our fifth and sixth grade students.

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	Jenny Robles	(928) 493-6060
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Meryl Lawrence	(602) 493-6060
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lori Beard	(602) 493-6060
Student Health/Nurse	Julie Prinz	(602) 493-6063

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.