



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16406 N. 61st Place, Scottsdale, AZ 85254

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 Excelling
2003-04 Highly Performing
2002-03 Excelling

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

School Overview

Principal/Administrator : Dr. Sarah Hartley
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-6
2005 Enrollment : 520
Web Address : nres.pvUSD.k12.az.us
Phone Number : (480) 367-5810
Fax Number : (480) 367-5815
E-mail : shartley@pvUSD.k12.az.us

Mission

MISSION
At North Ranch, we empower our minds with challenging inquiry and our hearts with compassionate action.
VALUES
We, the stakeholders of NRES community, value:
The right to learn and be in a safe environment
All students and their success in learning
Academic excellence; Collaboration of students, parents, staff, and community; Positive words and actions; Continuous growth in all areas;
Character Education

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Math/Science/Technology Instruction: Encourage an attitude of curiosity and a high degree of competence in math, science and technological skills.
ü Student Literacy: Create a community of readers and writers through the use of a variety of literature. Writing across the curriculum using 'Step Up to Writing' in all grade levels.
ü Teach Citizenship Values: Respect, Teamwork, Honesty, Trustworthy, Caring and Responsibility
ü Critical Thinking: Thinking Maps in all grade levels.

Enrollment

October 1, 2004 School Year Student Enrollment : 531
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 84

Instructional Programs

- ü AZ Academic Standards
- ü Technology Integration/Palm & DANAs
- ü Differentiated Instruction
- ü Honors & Uniquely Gifted
- ü All Day Kindergarten
- ü Science /Reflections
- ü Block 4 Reading/Step Up to Writing
- ü Second Steps/Steps to Respect

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The faculty and staff are committed to providing students with a safe learning environment; setting and promoting high academic standards; and creating opportunities for family involvement in the learning process.

Parents

We at North Ranch believe that parents are active and important partners in the educational process. Parental involvement is encouraged and supported by teachers, administrators, and the PTA. Our success depends on students, parents, staff, and community working together.

Transportation Policy

The district allows for bus service to students who live more than one mile from the school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
ü A+ School Award	2005
ü Silver Apple Award	2004
ü National Level PTA Reflections Program	2003
ü United Parents PTA Perfect Attendance	2004

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	64	2586	79306	100	100	99	486	467	445	3	6	10	7	11	18	42	50	51	47	34	20
All Students (Prior Year)	75	2710	75509	99	100	100	548	538	521	1	7	13	18	17	23	29	34	33	51	42	31
Female	31	1264	38691	100	100	99	485	466	446	7	6	10	7	11	18	36	49	52	50	34	20
Male	33	1321	40583	100	99	99	486	468	445	0	6	11	6	11	18	48	50	50	45	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	NC	568	32869	NC	99	99	NC	435	429	NC	16	15	NC	21	25	NC	50	51	NC	13	10
Asian/Pacific Islander	NC	87	1935	NC	100	99	NC	490	474	NC	0	3	NC	6	9	NC	49	48	NC	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	50	1810	36197	100	100	99	480	477	463	4	4	5	9	8	11	45	49	53	43	40	31
Students with Disabilities	13	372	10321	100	100	100	443	420	389	9	23	30	36	20	27	36	43	34	18	14	9
Students without Disabilities	51	2215	69060	100	99	98	496	475	454	2	3	7	0	9	17	44	51	54	54	37	22
Limited English Proficient Students	--	301	15509	--	100	100	--	413	406	--	21	20	--	27	30	--	46	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	780	39415	NC	94	96	NC	439	431	NC	13	15	NC	21	25	NC	53	50	NC	13	10
Non-Economically Disadvantaged	56	1807	39966	100	100	100	491	479	459	2	3	6	8	6	12	40	48	52	50	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	64	2577	79395	100	0	99	490	468	446	0	6	9	12	16	25	56	58	55	32	21	11
All Students (Prior Year)	75	2702	75492	99	100	100	535	528	519	1	7	12	14	12	16	47	49	47	38	32	24
Female	31	1261	38743	100	0	100	494	473	451	0	5	7	18	14	24	50	57	57	32	24	12
Male	33	1315	40618	100	0	99	486	464	440	0	6	11	6	17	27	61	59	53	32	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	NC	563	32915	NC	0	99	NC	430	426	NC	17	15	NC	32	35	NC	44	47	NC	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	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	50	1805	36221	100	0	99	486	480	465	0	2	4	15	11	15	60	61	63	26	25	17
Students with Disabilities	13	364	10331	100	0	100	438	419	388	0	19	25	45	31	37	45	42	34	9	8	4
Students without Disabilities	51	2214	69139	100	0	99	502	476	454	0	3	7	4	13	24	58	60	58	38	23	11
Limited English Proficient Students	--	300	15545	--	0	100	--	401	399	--	23	21	--	44	42	--	32	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	771	39484	NC	0	96	NC	436	429	NC	13	14	NC	31	35	NC	50	47	NC	6	4
Non-Economically Disadvantaged	56	1807	39986	100	0	100	496	482	461	0	2	4	8	9	16	58	61	63	35	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	64	2578	78869	100	99	99	485	467	442	3	4	6	12	12	21	54	65	63	31	19	10
All Students (Prior Year)	75	2688	75053	99	99	99	640	634	597	1	4	7	3	8	12	85	74	72	11	14	9
Female	31	1260	38536	100	100	99	499	479	458	4	4	4	7	8	15	46	63	67	43	25	14
Male	33	1318	40302	100	99	99	472	455	428	3	5	8	16	15	26	61	67	60	19	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	NC	565	32606	NC	99	98	NC	430	426	NC	10	8	NC	21	27	NC	63	60	NC	6	5
Asian/Pacific Islander	NC	87	1925	NC	100	99	NC	493	471	NC	1	3	NC	9	11	NC	56	64	NC	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	50	1804	36078	100	100	99	477	478	459	4	3	4	13	9	16	55	66	66	28	22	14
Students with Disabilities	13	369	10246	100	100	100	415	403	367	18	16	18	45	29	39	9	48	40	27	8	4
Students without Disabilities	51	2210	68697	100	99	98	501	478	454	0	3	4	4	9	18	65	68	67	31	21	11
Limited English Proficient Students	--	298	15339	--	100	100	--	403	399	--	13	11	--	26	31	--	58	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	776	39106	NC	94	95	NC	430	427	NC	9	8	NC	22	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	56	1803	39837	100	100	100	493	482	457	2	2	4	10	7	14	54	66	67	35	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	83	2711	78906	99	100	99	531	515	498	7	8	13	7	13	19	51	50	48	36	29	20
All Students (Prior Year)	83	2756	76019	100	100	100	539	513	499	1	9	14	27	32	39	9	16	14	62	43	33
Female	34	1325	38644	94	100	99	538	517	500	3	7	12	6	13	19	53	51	49	38	29	19
Male	48	1384	40236	100	100	99	525	514	497	10	9	15	7	13	19	50	49	46	33	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	NC	565	31938	NC	100	99	NC	484	481	NC	19	19	NC	24	25	NC	46	46	NC	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	74	1938	36483	99	100	99	530	525	517	7	5	7	7	10	13	51	51	51	35	34	30
Students with Disabilities	19	394	10664	100	100	100	488	451	430	27	29	42	13	25	27	47	37	26	13	9	5
Students without Disabilities	64	2317	68310	94	98	98	541	526	509	2	5	9	5	11	18	52	52	51	41	33	22
Limited English Proficient Students	--	270	12573	--	100	100	--	448	454	--	24	27	--	29	30	--	40	38	--	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	798	38679	NC	95	96	NC	487	483	NC	19	20	NC	20	25	NC	49	45	NC	12	10
Non-Economically Disadvantaged	75	1913	40295	100	100	100	536	527	513	4	4	7	6	10	13	51	50	50	39	36	30

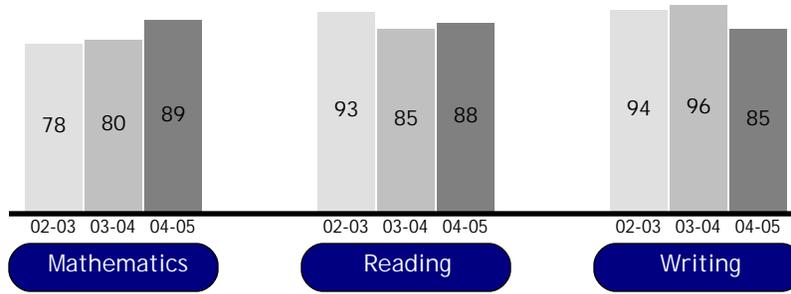
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2712	78908	99	0	99	523	499	484	3	6	10	8	15	23	63	65	58	26	14	9
All Students (Prior Year)	83	2754	76020	100	100	100	514	510	503	9	17	25	14	18	23	51	47	40	26	18	12
Female	34	1327	38648	94	0	99	530	504	489	0	5	8	6	14	22	68	65	61	26	16	10
Male	48	1383	40233	100	0	99	516	494	479	5	7	12	10	17	25	60	66	55	26	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	NC	564	31940	NC	0	99	NC	467	465	NC	15	16	NC	33	32	NC	48	49	NC	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	74	1940	36502	99	0	99	521	508	502	3	3	4	9	11	14	62	69	67	26	17	15
Students with Disabilities	19	394	10665	100	0	100	482	442	423	13	19	30	20	31	36	60	48	31	7	2	2
Students without Disabilities	64	2318	68312	94	0	98	533	508	493	0	4	7	5	13	21	64	68	62	31	16	10
Limited English Proficient Students	--	269	12556	--	0	100	--	431	436	--	20	24	--	40	40	--	39	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	798	38662	NC	0	96	NC	474	468	NC	14	16	NC	29	32	NC	54	49	NC	4	3
Non-Economically Disadvantaged	75	1914	40315	100	0	100	526	509	498	1	2	5	7	10	15	62	70	66	29	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	83	2708	78750	99	100	99	530	516	500	3	4	6	11	21	29	79	71	63	8	3	2
All Students (Prior Year)	83	2748	75673	100	99	100	587	558	530	8	7	12	8	18	25	68	68	58	17	7	4
Female	34	1324	38586	94	100	99	554	531	515	0	2	4	3	13	22	88	79	71	9	5	3
Male	48	1382	40135	100	100	99	511	501	486	5	5	8	17	29	35	71	64	56	7	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	NC	562	31841	NC	100	99	NC	485	483	NC	9	8	NC	36	36	NC	54	55	NC	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	74	1939	36440	99	100	99	530	524	516	3	2	3	9	18	22	81	76	71	7	4	4
Students with Disabilities	19	395	10622	100	100	100	456	441	415	13	13	21	33	47	50	53	40	28	0	1	1
Students without Disabilities	64	2313	68196	94	98	98	549	528	513	0	2	3	5	17	25	85	77	69	10	4	3
Limited English Proficient Students	--	269	12504	--	100	100	--	444	451	--	13	12	--	41	44	--	45	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	797	38558	NC	94	96	NC	487	485	NC	9	8	NC	35	37	NC	55	54	NC	1	1
Non-Economically Disadvantaged	75	1911	40260	100	100	100	538	527	514	1	2	3	9	16	21	81	78	72	9	5	4

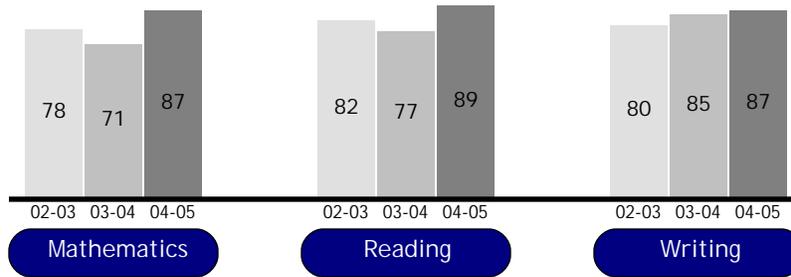
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	97	73	61	50	95	69	NA	58	98	61	55	47
	Language	99	58	54	43	98	63	59	50	98	61	55	47
	Mathematics	99	73	67	57	97	71	68	64	98	61	56	50
3	Reading	99	77	60	47	96	72	NA	55	100	68	56	44
	Language	98	78	64	54	95	76	69	61	100	61	55	44
	Mathematics	98	80	66	54	95	78	69	61	100	69	60	51
4	Reading	95	80	65	52	99	82	NA	56	100	63	58	48
	Language	100	71	60	48	99	73	63	52	100	58	57	49
	Mathematics	97	81	69	57	99	85	72	61	100	64	61	53
5	Reading	100	77	64	50	98	80	NA	55	99	70	58	50
	Language	99	73	58	46	98	75	60	49	99	70	59	50
	Mathematics	99	84	69	57	98	88	72	63	99	64	57	49
6	Reading	94	73	67	53	98	75	NA	56	100	69	61	51
	Language	97	70	60	45	99	71	61	48	100	68	57	47
	Mathematics	99	82	74	62	99	87	76	66	100	69	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 Improvement Planning
- Ü Oversight of School Goals
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Technology Integration

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	9.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	5	0	0	0
7 to 9 years	1	1	0	0
10 or more years	20	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 Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Center (32 iMacs)
- Ü Multimedia Library (27 iMacs)
- Ü 360 DANAs in 2nd-5th Grade Classrooms
- Ü 90 Tungsten Palms in 6th Grade Classroom

Extracurricular Activities

- Ü Chorus/Band/Strings
- Ü Student Council
- Ü Fourth Grade Grand Canyon Trip
- Ü Chess/Spanish/Drama/Dance/Homework Clubs
- Ü Computer/Math/Recycling Clubs
- Ü Reflections
- Ü Literacy/Math Nights

Social Services

- Ü Before/After School Child Care
- Ü Banking Savings Program
- Ü Summer School
- Ü Community Activities (e.g., Scouts)

School Achievements/Accomplishments 2004-05

- ü Identified as an A+ School by the Arizona Educational Foundation.

- ü Primary teachers fully implement Marie Cunningham's Four-Block reading approach and Scholastic Literacy Place. All teachers are trained and implement Step Up to Writing across the curriculum.

- ü All teachers have received training and implement differentiated instruction to meet the individual needs of each student. All teachers are trained and implement 21 Keys emphasizing positive approaches to teaching and learning.

- ü Second through sixth grade teachers integrate technology in their classrooms using DANAs and Palms.

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	7	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

We have monthly fire drills and periodic lock-down practices for our staff and students. Our Health, Safety and Crisis Committee meets regularly to review all safety concerns. We have a secure campus with gates being locked during school hours.

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	Sarah Hartley	(480) 367-5810
Transportation Policy	Transportation	(602) 493-6320
Community Resources	Nan Cavin	(480) 367-5810
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Deanna Holt	(480) 367-5810
Student Health/Nurse	Sue Bast	(480) 367-5810

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.