

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11020 North 28th Street, Phoenix, AZ 85028

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	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Thomas Edwin Ellinghausen
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 615
 Web Address : www.pvUSD.k12.az.us
 Phone Number : (602) 493-6070
 Fax Number : (602) 493-6076
 E-mail : tellinghausen@pvUSD.k12.az.us

Mission

The mission of Desert Cove Elementary School is to lead students to high academic achievement and individual excellence through a system of professional expertise and positive community collaboration.

School / Academic Goals

- ü Continue to increase services and resources to meet the needs of all students.
- ü Continue to improve student achievement on norm-referenced, as well as performance-based assessment tools.

Enrollment

October 1, 2004 School Year Student Enrollment : 624
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 56

Instructional Programs

- ü Strong Literacy Program
- ü Honors Classes
- ü On-site Special Education
- ü Afterschool Activities

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

Home-school communication provides parents information about their children's school programs and ways they can be involved and supportive of school efforts. We are responsible for creating a climate of learning that welcomes parents as partners.

Parents

Parents are responsible for their children's preparation to learn by getting them to school on time, well-rested and having had a good breakfast. They support their children's education by staying informed and involved with school activities.

Transportation Policy

Bus service is provided for students in some parts of the attendance area. Students in grades 3-6 are allowed to ride a bicycle to school. It is recommended that all bike-riders wear a helmet. Rollerblades and skateboards are not recommended.

School Honors

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

Award/Honor	Year
ü Grand Canyon Art Award	2004
ü Mathematical Olympiads High Achievement Award	2005
ü City of Phoenix Library Award	2004
ü Intel Math Teacher of the Year Award	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	93	2586	79306	100	100	99	469	467	445	4	6	10	8	11	18	58	50	51	29	34	20
All Students (Prior Year)	96	2710	75509	100	100	100	547	538	521	4	7	13	16	17	23	27	34	33	53	42	31
Female	44	1264	38691	100	100	99	475	466	446	2	6	10	10	11	18	50	49	52	38	34	20
Male	49	1321	40583	100	99	99	464	468	445	6	6	11	6	11	18	66	50	50	21	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	79	1810	36197	100	100	99	474	477	463	1	4	5	8	8	11	59	49	53	32	40	31
Students with Disabilities	14	372	10321	100	100	100	422	420	389	29	23	30	29	20	27	21	43	34	21	14	9
Students without Disabilities	79	2215	69060	100	99	98	478	475	454	0	3	7	4	9	17	65	51	54	31	37	22
Limited English Proficient Students	NC	301	15509	NC	100	100	NC	413	406	NC	21	20	NC	27	30	NC	46	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	780	39415	97	94	96	450	439	431	10	13	15	19	21	25	52	53	50	19	13	10
Non-Economically Disadvantaged	62	1807	39966	100	100	100	480	479	459	2	3	6	2	6	12	62	48	52	34	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	86	2577	79395	92	0	99	480	468	446	1	6	9	1	16	25	80	58	55	17	21	11
All Students (Prior Year)	96	2702	75492	100	100	100	536	528	519	3	7	12	13	12	16	45	49	47	39	32	24
Female	42	1261	38743	95	0	100	485	473	451	0	5	7	0	14	24	80	57	57	20	24	12
Male	44	1315	40618	90	0	99	476	464	440	2	6	11	2	17	27	81	59	53	14	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	75	1805	36221	95	0	99	481	480	465	1	2	4	1	11	15	79	61	63	18	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	79	2214	69139	100	0	99	483	476	454	0	3	7	1	13	24	81	60	58	17	23	11
Limited English Proficient Students	NC	300	15545	NC	0	100	NC	401	399	NC	23	21	NC	44	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	24	771	39484	75	0	96	470	436	429	0	13	14	0	31	35	96	50	47	4	6	4
Non-Economically Disadvantaged	62	1807	39986	100	0	100	485	482	461	2	2	4	2	9	16	74	61	63	22	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	92	2578	78869	99	99	99	460	467	442	6	4	6	11	12	21	68	65	63	15	19	10
All Students (Prior Year)	96	2688	75053	100	99	99	638	634	597	0	4	7	7	8	12	79	74	72	15	14	9
Female	44	1260	38536	100	100	99	478	479	458	2	4	4	10	8	15	67	63	67	21	25	14
Male	48	1318	40302	98	99	99	444	455	428	9	5	8	13	15	26	70	67	60	9	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	78	1804	36078	99	100	99	466	478	459	3	3	4	14	9	16	69	66	66	15	22	14
Students with Disabilities	14	369	10246	100	100	100	357	403	367	36	16	18	36	29	39	29	48	40	0	8	4
Students without Disabilities	78	2210	68697	99	99	98	480	478	454	0	3	4	7	9	18	76	68	67	18	21	11
Limited English Proficient Students	NC	298	15339	NC	100	100	NC	403	399	NC	13	11	NC	26	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	776	39106	97	94	95	427	430	427	13	9	8	16	22	28	61	63	59	10	5	5
Non-Economically Disadvantaged	61	1803	39837	100	100	100	478	482	457	2	2	4	9	7	14	72	66	67	18	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	120	2711	78906	100	100	99	499	515	498	13	8	13	19	13	19	50	50	48	19	29	20
All Students (Prior Year)	83	2756	76019	98	100	100	513	513	499	5	9	14	34	32	39	23	16	14	37	43	33
Female	45	1325	38644	100	100	99	499	517	500	7	7	12	20	13	19	58	51	49	16	29	19
Male	75	1384	40236	100	100	99	499	514	497	17	9	15	18	13	19	44	49	46	21	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	16	565	31938	100	100	99	487	484	481	7	19	19	36	24	25	50	46	46	7	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	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	96	1938	36483	100	100	99	502	525	517	13	5	7	17	10	13	49	51	51	21	34	30
Students with Disabilities	30	394	10664	100	100	100	462	451	430	33	29	42	23	25	27	37	37	26	7	9	5
Students without Disabilities	90	2317	68310	97	98	98	512	526	509	6	5	9	17	11	18	54	52	51	23	33	22
Limited English Proficient Students	NC	270	12573	NC	100	100	NC	448	454	NC	24	27	NC	29	30	NC	40	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	798	38679	94	95	96	490	487	483	26	19	20	13	20	25	45	49	45	16	12	10
Non-Economically Disadvantaged	89	1913	40295	100	100	100	503	527	513	8	4	7	21	10	13	51	50	50	20	36	30

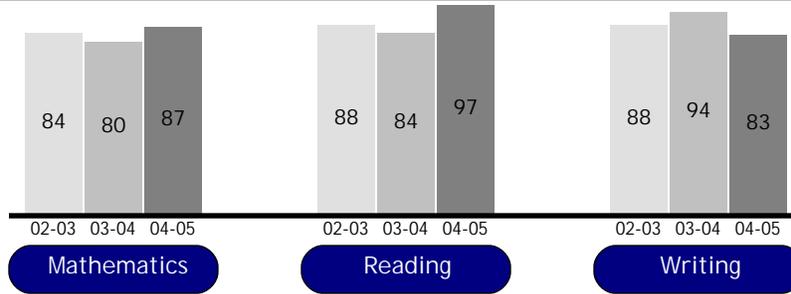
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2712	78908	100	0	99	497	499	484	8	6	10	16	15	23	65	65	58	11	14	9
All Students (Prior Year)	83	2754	76020	98	100	100	516	510	503	15	17	25	15	18	23	56	47	40	14	18	12
Female	45	1327	38648	100	0	99	510	504	489	2	5	8	13	14	22	71	65	61	13	16	10
Male	75	1383	40233	100	0	99	489	494	479	11	7	12	18	17	25	61	66	55	10	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	16	564	31940	100	0	99	488	467	465	14	15	16	21	33	32	57	48	49	7	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	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	96	1940	36502	100	0	99	498	508	502	5	3	4	17	11	14	66	69	67	12	17	15
Students with Disabilities	30	394	10665	100	0	100	466	442	423	13	19	30	33	31	36	53	48	31	0	2	2
Students without Disabilities	90	2318	68312	97	0	98	508	508	493	6	4	7	10	13	21	69	68	62	15	16	10
Limited English Proficient Students	NC	269	12556	NC	0	100	NC	431	436	NC	20	24	NC	40	40	NC	39	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	798	38662	94	0	96	481	474	468	16	14	16	19	29	32	61	54	49	3	4	3
Non-Economically Disadvantaged	89	1914	40315	100	0	100	503	509	498	5	2	5	15	10	15	66	70	66	14	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	120	2708	78750	100	100	99	518	516	500	5	4	6	24	21	29	66	71	63	5	3	2
All Students (Prior Year)	83	2748	75673	98	99	100	568	558	530	4	7	12	16	18	25	68	68	58	11	7	4
Female	45	1324	38586	100	100	99	544	531	515	0	2	4	11	13	22	84	79	71	4	5	3
Male	75	1382	40135	100	100	99	502	501	486	8	5	8	32	29	35	54	64	56	6	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	16	562	31841	100	100	99	505	485	483	7	9	8	29	36	36	57	54	55	7	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	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	96	1939	36440	100	100	99	522	524	516	4	2	3	24	18	22	66	76	71	5	4	4
Students with Disabilities	30	395	10622	100	100	100	477	441	415	17	13	21	33	47	50	47	40	28	3	1	1
Students without Disabilities	90	2313	68196	97	98	98	532	528	513	1	2	3	21	17	25	72	77	69	6	4	3
Limited English Proficient Students	NC	269	12504	NC	100	100	NC	444	451	NC	13	12	NC	41	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	797	38558	94	94	96	491	487	485	13	9	8	32	35	37	55	55	54	0	1	1
Non-Economically Disadvantaged	89	1911	40260	100	100	100	528	527	514	2	2	3	21	16	21	70	78	72	7	5	4

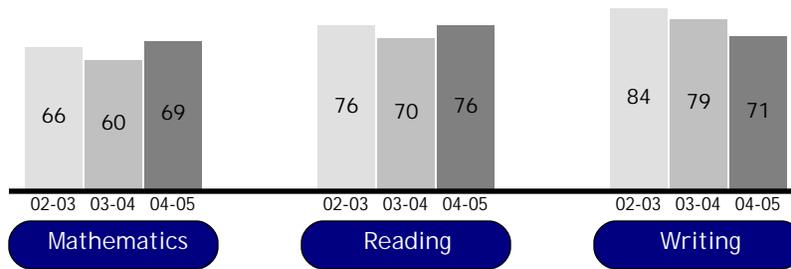
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	69	61	50	97	69	NA	58	100	56	55	47
	Language	98	71	54	43	91	65	59	50	100	61	55	47
	Mathematics	98	77	67	57	100	74	68	64	100	60	56	50
3	Reading	100	65	60	47	100	71	NA	55	92	63	56	44
	Language	100	71	64	54	100	75	69	61	92	60	55	44
	Mathematics	98	72	66	54	100	76	69	61	100	63	60	51
4	Reading	100	75	65	52	96	70	NA	56	96	55	58	48
	Language	100	67	60	48	98	62	63	52	96	55	57	49
	Mathematics	100	74	69	57	100	65	72	61	99	57	61	53
5	Reading	100	70	64	50	96	72	NA	55	100	60	58	50
	Language	98	67	58	46	99	65	60	49	100	56	59	50
	Mathematics	98	77	69	57	96	71	72	63	100	51	57	49
6	Reading	100	73	67	53	100	72	NA	56	99	62	61	51
	Language	100	61	60	45	99	65	61	48	99	60	57	47
	Mathematics	100	81	74	62	100	77	76	66	99	64	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 Safety
- Ü School Funding Issues
- Ü Evaluating Instructional Programs
- Ü Selecting Yearly School Goals
- Ü Long-range Instructional Plan
- Ü Student Discipline/Dress Code

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	4.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	3	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	2	0	0
10 or more years	6	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 iMac Computer Lab
- Ü Multipurpose Room/Stage

Extracurricular Activities

- Ü Student Leadership Club
- Ü Astronomy Club
- Ü Computer Club
- Ü Reading Remediation Grades 1-2
- Ü Brain Club
- Ü Runners' Club
- Ü Chess Club
- Ü Chorus

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention
- Ü Health Services
- Ü Social Worker

School Achievements/Accomplishments 2004-05

ü Desert Cove's sixth grade team placed in the top ten percent nationally in the Math Olympiads for the seventh year in a row.

ü City of Phoenix Library Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	99	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

School-wide conflict resolution program taught by teachers in all classrooms the first two weeks of the school year and reviewed in February. Practice of safety drills including fire, bomb, lock-down and evacuation. Bullying prevention training is ongoing for staff members.

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	Thomas Ellinghausen	(602) 493-6070
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Thomas Ellinghausen	(602) 493-6070
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	PTSO	(602) 493-6070
Student Health/Nurse	Stephanie Klever	(602) 493-6073

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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.