

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3303 E Utopia, Phoenix, AZ 85050

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Gerald Michels  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 569  
 Web Address : pvusd.k12.az.us  
 Phone Number : (602) 493-6240  
 Fax Number : (602) 493-6248  
 E-mail : gmichels@pvusd.k12.az.us

### Mission

A safe learning environment is provided for students. Educators with the community will guide students toward mastery in learning through a variety of educational settings so that each student can increase his or her personal achievement for success.

### 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 Students will read at a minimum of a sixth grade level when they leave the sixth grade.
- ü Students will be able to demonstrate competence on AIMS and the Stanford 9 Achievement Test.

### Enrollment

October 1, 2004 School Year Student Enrollment : 568  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 33

Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü ELL
- ü Accelerated Reader
- ü All Day Kindergarten
- ü Pre-K Program

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

Provide curriculum, materials, books; establish high academic standards; provide a safe learning environment; include all stake holders in decision making; continue to provide teachers with training; provide a good home school communication process.

Parents

Parents are responsible for student attendance, providing proper support to the school through home reading, homework support and active participation at school events. Parents are responsible to communicate their needs and concerns to the school.

Transportation Policy

The district transportation policy allows for bus service to Kindergartners (exceeding 1/2 mile)and grades 1-6 (exceeding 1 mile). Transportation is provided for students who have an IEP that requires transportation.

School Honors

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

Award/Honor	Year
ü National Teacher Certification	2001

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	80	2586	79306	100	100	99	494	467	445	1	6	10	6	11	18	42	50	51	51	34	20
All Students (Prior Year)	96	2710	75509	100	100	100	545	538	521	2	7	13	14	17	23	37	34	33	46	42	31
Female	41	1264	38691	100	100	99	495	466	446	0	6	10	5	11	18	48	49	52	48	34	20
Male	39	1321	40583	100	99	99	493	468	445	3	6	11	8	11	18	35	50	50	54	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	11	568	32869	100	99	99	481	435	429	0	16	15	18	21	25	27	50	51	55	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	61	1810	36197	98	100	99	502	477	463	2	4	5	2	8	11	42	49	53	54	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	71	2215	69060	100	99	98	500	475	454	0	3	7	4	9	17	41	51	54	54	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	NC	780	39415	NC	94	96	NC	439	431	NC	13	15	NC	21	25	NC	53	50	NC	13	10
Non-Economically Disadvantaged	73	1807	39966	100	100	100	499	479	459	0	3	6	6	6	12	39	48	52	55	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	80	2577	79395	100	0	99	491	468	446	0	6	9	9	16	25	56	58	55	35	21	11
All Students (Prior Year)	96	2702	75492	100	100	100	532	528	519	4	7	12	7	12	16	54	49	47	35	32	24
Female	41	1261	38743	100	0	100	504	473	451	0	5	7	0	14	24	58	57	57	43	24	12
Male	39	1315	40618	100	0	99	478	464	440	0	6	11	19	17	27	54	59	53	27	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	11	563	32915	100	0	99	480	430	426	0	17	15	9	32	35	73	44	47	18	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	61	1805	36221	98	0	99	498	480	465	0	2	4	7	11	15	53	61	63	41	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	71	2214	69139	100	0	99	499	476	454	0	3	7	6	13	24	54	60	58	40	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	NC	771	39484	NC	0	96	NC	436	429	NC	13	14	NC	31	35	NC	50	47	NC	6	4
Non-Economically Disadvantaged	73	1807	39986	100	0	100	496	482	461	0	2	4	7	9	16	55	61	63	38	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	80	2578	78869	100	99	99	491	467	442	1	4	6	0	12	21	77	65	63	22	19	10
All Students (Prior Year)	96	2688	75053	100	99	99	649	634	597	0	4	7	13	8	12	69	74	72	18	14	9
Female	41	1260	38536	100	100	99	498	479	458	3	4	4	0	8	15	70	63	67	28	25	14
Male	39	1318	40302	100	99	99	484	455	428	0	5	8	0	15	26	84	67	60	16	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	11	565	32606	100	99	98	484	430	426	0	10	8	0	21	27	100	63	60	0	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	61	1804	36078	98	100	99	496	478	459	2	3	4	0	9	16	69	66	66	29	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	71	2210	68697	100	99	98	496	478	454	1	3	4	0	9	18	74	68	67	25	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	NC	776	39106	NC	94	95	NC	430	427	NC	9	8	NC	22	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	73	1803	39837	100	100	100	499	482	457	0	2	4	0	7	14	76	66	67	24	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	91	2711	78906	100	100	99	531	515	498	3	8	13	10	13	19	50	50	48	36	29	20
All Students (Prior Year)	79	2756	76019	100	100	100	506	513	499	10	9	14	35	32	39	15	16	14	40	43	33
Female	47	1325	38644	100	100	99	531	517	500	2	7	12	11	13	19	56	51	49	31	29	19
Male	44	1384	40236	100	100	99	532	514	497	5	9	15	9	13	19	44	49	46	42	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	14	565	31938	100	100	99	558	484	481	0	19	19	8	24	25	38	46	46	54	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	71	1938	36483	97	100	99	528	525	517	3	5	7	11	10	13	51	51	51	34	34	30
Students with Disabilities	16	394	10664	100	100	100	495	451	430	7	29	42	40	25	27	33	37	26	20	9	5
Students without Disabilities	75	2317	68310	96	98	98	539	526	509	3	5	9	4	11	18	53	52	51	40	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	14	798	38679	100	95	96	534	487	483	0	19	20	17	20	25	42	49	45	42	12	10
Non-Economically Disadvantaged	77	1913	40295	100	100	100	531	527	513	4	4	7	9	10	13	51	50	50	36	36	30

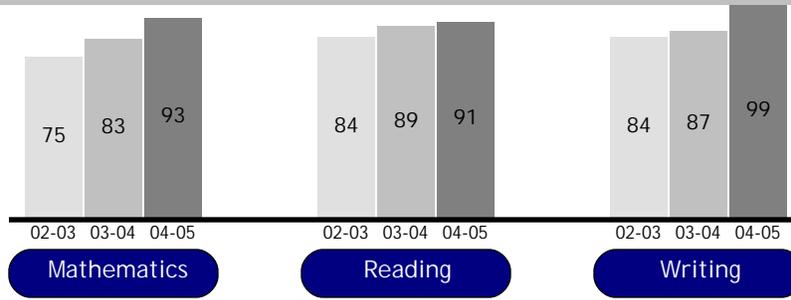
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2712	78908	100	0	99	507	499	484	1	6	10	13	15	23	78	65	58	8	14	9
All Students (Prior Year)	79	2754	76020	100	100	100	508	510	503	15	17	25	19	18	23	49	47	40	17	18	12
Female	47	1327	38648	100	0	99	509	504	489	2	5	8	7	14	22	82	65	61	9	16	10
Male	44	1383	40233	100	0	99	505	494	479	0	7	12	19	17	25	74	66	55	7	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	14	564	31940	100	0	99	518	467	465	0	15	16	0	33	32	85	48	49	15	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	71	1940	36502	97	0	99	506	508	502	1	3	4	14	11	14	77	69	67	7	17	15
Students with Disabilities	16	394	10665	100	0	100	469	442	423	7	19	30	33	31	36	60	48	31	0	2	2
Students without Disabilities	75	2318	68312	96	0	98	515	508	493	0	4	7	8	13	21	82	68	62	10	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	14	798	38662	100	0	96	496	474	468	0	14	16	17	29	32	83	54	49	0	4	3
Non-Economically Disadvantaged	77	1914	40315	100	0	100	508	509	498	1	2	5	12	10	15	78	70	66	9	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	91	2708	78750	100	100	99	520	516	500	1	4	6	28	21	29	70	71	63	0	3	2
All Students (Prior Year)	79	2748	75673	100	99	100	559	558	530	3	7	12	25	18	25	68	68	58	4	7	4
Female	47	1324	38586	100	100	99	535	531	515	0	2	4	11	13	22	89	79	71	0	5	3
Male	44	1382	40135	100	100	99	503	501	486	2	5	8	47	29	35	51	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	14	562	31841	100	100	99	560	485	483	0	9	8	0	36	36	100	54	55	0	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	71	1939	36440	97	100	99	512	524	516	0	2	3	36	18	22	64	76	71	0	4	4
Students with Disabilities	16	395	10622	100	100	100	479	441	415	0	13	21	67	47	50	33	40	28	0	1	1
Students without Disabilities	75	2313	68196	96	98	98	528	528	513	1	2	3	21	17	25	78	77	69	0	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	14	797	38558	100	94	96	539	487	485	0	9	8	25	35	37	75	55	54	0	1	1
Non-Economically Disadvantaged	77	1911	40260	100	100	100	516	527	514	1	2	3	29	16	21	70	78	72	0	5	4

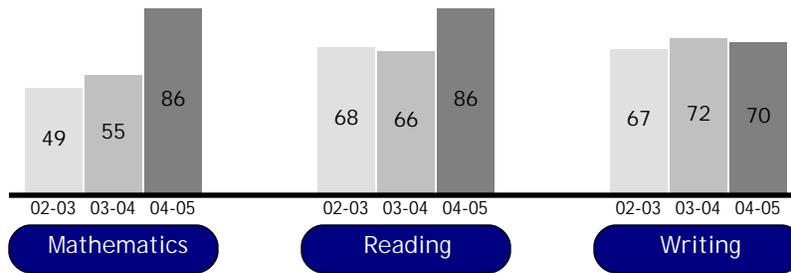
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	68	61	50	100	68	NA	58	100	63	55	47
	Language	100	59	54	43	100	62	59	50	100	64	55	47
	Mathematics	100	65	67	57	100	75	68	64	100	56	56	50
3	Reading	100	66	60	47	100	71	NA	55	100	64	56	44
	Language	100	69	64	54	99	77	69	61	100	68	55	44
	Mathematics	100	63	66	54	100	74	69	61	100	74	60	51
4	Reading	100	76	65	52	100	74	NA	56	100	59	58	48
	Language	99	69	60	48	100	66	63	52	100	53	57	49
	Mathematics	100	89	69	57	100	79	72	61	100	63	61	53
5	Reading	99	69	64	50	100	65	NA	55	100	59	58	50
	Language	100	63	58	46	100	65	60	49	100	60	59	50
	Mathematics	99	66	69	57	100	74	72	63	100	61	57	49
6	Reading	100	66	67	53	98	65	NA	56	100	58	61	51
	Language	100	66	60	45	100	65	61	48	100	54	57	47
	Mathematics	100	73	74	62	100	72	76	66	100	61	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/](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."

# Quail Run Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Purpose of Quail Run
- Ü Time of Teaching in Each Subject
- Ü Define Basic Academic Education
- Ü Mission Statement
- Ü Student Dress Code
- Ü Homework Policy

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.50
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	1	1	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	9	0	0
10 or more years	0	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 Computer Lab with 32 iMac Computers
- Ü Multi Purpose Room
- Ü Library

### Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Chorus
- Ü Tutoring Club
- Ü Homework Club

### Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Before & After School Child Care

School Achievements/Accomplishments 2004-05

- ü Students exceeded state standards in AIMS Testing.
  
- ü Select choir performed at various functions.
  
- ü Character Education program incorporated curriculum and a rewards program for students excelling in character education.
  
- ü Each grade level incorporated an academic field trip to support state academic standards.

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>	8	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

The Safety Committee deals with all physical aspects and procedural safety issues within the school. The Crisis Committees deals with social concerns, building evacuations, lock-downs and major emergency activities. These committees meet quarterly.

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	Gerald Michels	(602) 493-6240
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Gerald Michels	(602) 493-6240
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Emily Ellis	(602) 493-6240
Student Health/Nurse	Diane Tasev	(602) 493-6240

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.