

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17602 N Central, Phoenix, AZ 85022

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 Highly Performing  
2003-04 Performing  
2002-03 Performing

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

### School Overview

Principal/Administrator : Ms. Jan Stevens  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-6  
2005 Enrollment : 825  
Web Address : [epage.pvUSD.k12.az.us/cves/index.htm](http://epage.pvUSD.k12.az.us/cves/index.htm)  
Phone Number : (602) 493-6280  
Fax Number : (602) 548-0137  
E-mail : [pknight@pvUSD.k12.az.us](mailto:pknight@pvUSD.k12.az.us)

### Mission

The Cactus View Community promotes a safe and positive environment for all students while developing excellence in academics, physical well-being, the arts and citizenship.

### 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 Provide 180 minutes of reading per day for K-3 students.
- ü Promote a positive school environment.
- ü Improve writing skills through use of state scoring rubric.
- ü Facilitate student achievement in the language arts and mathematics area using the collaborative process among grade-level team members.

### Enrollment

October 1, 2004 School Year Student Enrollment : 842  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 104

Instructional Programs

- Ü Technology-based Learning
- Ü Fine Arts
- Ü Physical Education
- Ü Honors Classes
- Ü On-Site Special Education / Inclusion
- Ü ELL Pullout Model
- Ü Community Ed Preschool
- Ü Chorus / Band / Strings

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

Cactus View School works in partnership with its community, families and staff to create a safe and positive environment for learning, to ensure high academic standards and to develop good citizens.

Parents

Parents are our partners in the education of their children. They are encouraged to join our PTSA; attend parent conferences; chaperone field trips; ensure that their student is prepared to learn; and maintain communication with the school.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one mile from the school.

School Honors

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

Award/Honor	Year
Ü National Who's Who Teacher and Administrator	2005
Ü National PE Teacher of the Year	2003
Ü PTA Honorable Mention Educator of the Year	2002
Ü Silver Apple Award	2000

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	109	2586	79306	98	100	99	454	467	445	10	6	10	16	11	18	53	50	51	22	34	20
All Students (Prior Year)	127	2710	75509	99	100	100	528	538	521	7	7	13	23	17	23	40	34	33	31	42	31
Female	50	1264	38691	98	100	99	452	466	446	14	6	10	12	11	18	52	49	52	21	34	20
Male	60	1321	40583	100	99	99	457	468	445	6	6	11	19	11	18	52	50	50	23	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	22	568	32869	96	99	99	443	435	429	6	16	15	22	21	25	61	50	51	11	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	75	1810	36197	97	100	99	460	477	463	9	4	5	12	8	11	55	49	53	23	40	31
Students with Disabilities	15	372	10321	100	100	100	417	420	389	46	23	30	8	20	27	31	43	34	15	14	9
Students without Disabilities	95	2215	69060	98	99	98	461	475	454	4	3	7	17	9	17	56	51	54	23	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	42	780	39415	88	94	96	444	439	431	10	13	15	15	21	25	62	53	50	13	13	10
Non-Economically Disadvantaged	68	1807	39966	100	100	100	462	479	459	9	3	6	16	6	12	45	48	52	29	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	110	2577	79395	99	0	99	459	468	446	9	6	9	15	16	25	63	58	55	14	21	11
All Students (Prior Year)	127	2702	75492	99	100	100	526	528	519	8	7	12	16	12	16	43	49	47	32	32	24
Female	51	1261	38743	100	0	100	459	473	451	9	5	7	12	14	24	72	57	57	7	24	12
Male	60	1315	40618	100	0	99	460	464	440	8	6	11	17	17	27	56	59	53	19	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	22	563	32915	96	0	99	441	430	426	17	17	15	11	32	35	67	44	47	6	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	76	1805	36221	99	0	99	467	480	465	5	2	4	14	11	15	67	61	63	15	25	17
Students with Disabilities	15	364	10331	100	0	100	412	419	388	46	19	25	23	31	37	31	42	34	0	8	4
Students without Disabilities	96	2214	69139	99	0	99	467	476	454	2	3	7	13	13	24	68	60	58	16	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	42	771	39484	88	0	96	450	436	429	10	13	14	15	31	35	67	50	47	8	6	4
Non-Economically Disadvantaged	69	1807	39986	100	0	100	465	482	461	7	2	4	14	9	16	61	61	63	18	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	109	2578	78869	98	99	99	461	467	442	8	4	6	11	12	21	67	65	63	15	19	10
All Students (Prior Year)	125	2688	75053	98	99	99	647	634	597	2	4	7	6	8	12	73	74	72	18	14	9
Female	50	1260	38536	98	100	99	470	479	458	7	4	4	10	8	15	62	63	67	21	25	14
Male	60	1318	40302	100	99	99	456	455	428	8	5	8	12	15	26	69	67	60	12	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	22	565	32606	96	99	98	458	430	426	6	10	8	17	21	27	67	63	60	11	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	75	1804	36078	97	100	99	471	478	459	6	3	4	8	9	16	68	66	66	18	22	14
Students with Disabilities	15	369	10246	100	100	100	405	403	367	15	16	18	46	29	39	31	48	40	8	8	4
Students without Disabilities	95	2210	68697	98	99	98	471	478	454	6	3	4	5	9	18	72	68	67	17	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	42	776	39106	88	94	95	442	430	427	10	9	8	13	22	28	67	63	59	10	5	5
Non-Economically Disadvantaged	68	1803	39837	100	100	100	476	482	457	5	2	4	9	7	14	65	66	67	20	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	102	2711	78906	99	100	99	503	515	498	7	8	13	18	13	19	57	50	48	17	29	20
All Students (Prior Year)	115	2756	76019	100	100	100	514	513	499	5	9	14	33	32	39	16	16	14	46	43	33
Female	46	1325	38644	100	100	99	497	517	500	10	7	12	24	13	19	50	51	49	17	29	19
Male	56	1384	40236	98	100	99	507	514	497	6	9	15	13	13	19	63	49	46	17	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	18	565	31938	100	100	99	504	484	481	6	19	19	11	24	25	72	46	46	11	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	75	1938	36483	100	100	99	503	525	517	7	5	7	18	10	13	56	51	51	18	34	30
Students with Disabilities	16	394	10664	100	100	100	454	451	430	31	29	42	54	25	27	15	37	26	0	9	5
Students without Disabilities	86	2317	68310	97	98	98	510	526	509	4	5	9	12	11	18	64	52	51	20	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	33	798	38679	87	95	96	483	487	483	10	19	20	23	20	25	68	49	45	0	12	10
Non-Economically Disadvantaged	69	1913	40295	100	100	100	512	527	513	6	4	7	16	10	13	52	50	50	25	36	30

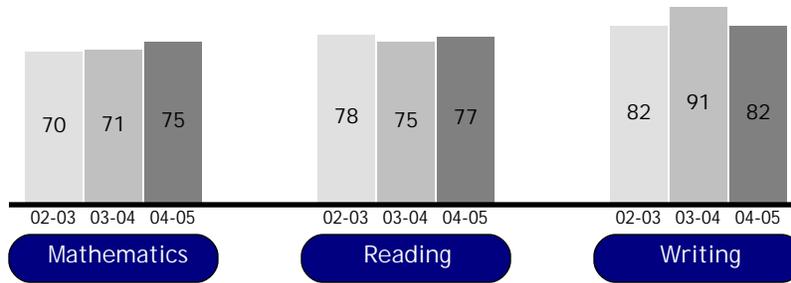
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2712	78908	99	0	99	492	499	484	9	6	10	18	15	23	67	65	58	6	14	9
All Students (Prior Year)	115	2754	76020	100	100	100	510	510	503	8	17	25	24	18	23	51	47	40	17	18	12
Female	46	1327	38648	100	0	99	486	504	489	10	5	8	21	14	22	64	65	61	5	16	10
Male	56	1383	40233	98	0	99	496	494	479	8	7	12	15	17	25	69	66	55	8	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	18	564	31940	100	0	99	491	467	465	6	15	16	11	33	32	83	48	49	0	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	75	1940	36502	100	0	99	493	508	502	8	3	4	20	11	14	63	69	67	8	17	15
Students with Disabilities	16	394	10665	100	0	100	443	442	423	23	19	30	54	31	36	23	48	31	0	2	2
Students without Disabilities	86	2318	68312	97	0	98	499	508	493	6	4	7	12	13	21	74	68	62	7	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	33	798	38662	87	0	96	474	474	468	6	14	16	32	29	32	58	54	49	3	4	3
Non-Economically Disadvantaged	69	1914	40315	100	0	100	500	509	498	10	2	5	11	10	15	71	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	102	2708	78750	99	100	99	499	516	500	5	4	6	26	21	29	69	71	63	0	3	2
All Students (Prior Year)	115	2748	75673	100	99	100	572	558	530	5	7	12	8	18	25	83	68	58	4	7	4
Female	46	1324	38586	100	100	99	508	531	515	7	2	4	14	13	22	79	79	71	0	5	3
Male	56	1382	40135	98	100	99	492	501	486	4	5	8	35	29	35	62	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	18	562	31841	100	100	99	505	485	483	6	9	8	17	36	36	78	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	75	1939	36440	100	100	99	500	524	516	6	2	3	25	18	22	69	76	71	0	4	4
Students with Disabilities	16	395	10622	100	100	100	420	441	415	31	13	21	46	47	50	23	40	28	0	1	1
Students without Disabilities	86	2313	68196	97	98	98	512	528	513	1	2	3	22	17	25	77	77	69	0	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	33	797	38558	87	94	96	504	487	485	3	9	8	23	35	37	74	55	54	0	1	1
Non-Economically Disadvantaged	69	1911	40260	100	100	100	497	527	514	6	2	3	27	16	21	67	78	72	0	5	4

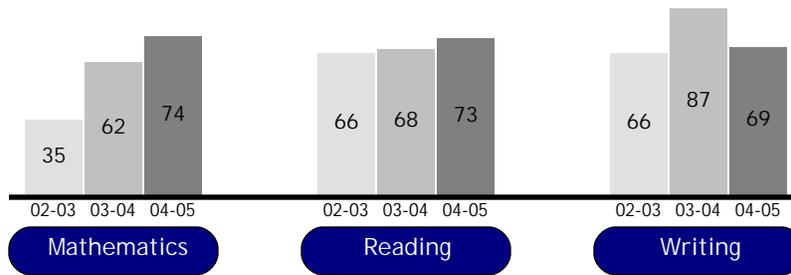
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	56	61	50	98	50	NA	58	98	49	55	47
	Language	100	50	54	43	98	43	59	50	98	49	55	47
	Mathematics	100	56	67	57	99	41	68	64	99	53	56	50
3	Reading	98	51	60	47	95	55	NA	55	100	51	56	44
	Language	99	60	64	54	96	63	69	61	100	52	55	44
	Mathematics	97	63	66	54	92	61	69	61	99	54	60	51
4	Reading	99	68	65	52	97	56	NA	56	98	57	58	48
	Language	99	65	60	48	99	57	63	52	98	59	57	49
	Mathematics	99	75	69	57	99	58	72	61	98	58	61	53
5	Reading	99	60	64	50	100	65	NA	55	99	52	58	50
	Language	99	55	58	46	100	57	60	49	99	50	59	50
	Mathematics	99	68	69	57	100	69	72	63	99	46	57	49
6	Reading	99	72	67	53	94	68	NA	56	100	65	61	51
	Language	99	65	60	45	95	60	61	48	100	59	57	47
	Mathematics	100	85	74	62	97	79	76	66	100	63	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."

School Site Council

Council Composition

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

Council Duties

- Ü School Programs
- Ü Support Services
- Ü Facility Improvement
- Ü General Advisement
- Ü School Safety Issues
- Ü Tax Credit Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	4	1	0
7 to 9 years	4	5	0	0
10 or more years	4	26	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
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 Two Computer Labs, + Classroom Computers
- Ü State-of-the-Art Media Center
- Ü Indoor Physical Education Room
- Ü Science Lab

Extracurricular Activities

- Ü Computer Classes
- Ü Chess / Checkers Clubs
- Ü Student Council
- Ü Reading Club
- Ü School Musical
- Ü Chorus / Band / Strings
- Ü Homework Club
- Ü Bike Safety

Social Services

- Ü Breakfast Program
- Ü School Psychologist
- Ü Lunch Program
- Ü Community Ed Preschool
- Ü Nurse
- Ü Free Full-Day Kindergarten
- Ü Social Worker
- Ü Mascot Club (Before/After School)

School Achievements/Accomplishments 2004-05

- ü GRANTS:
  - PV Foundation and Marion Grant recipients
  - Para Educator Mini-Grant recipient
- ü TEACHER RECOGNITION:
  - National Who's Who in Education honors
  - Walt Disney Teacher of the Year Finalist
  - Silver Apple Award Winner
  - National PE Teacher of the Year
- ü PTSA:
  - Largest State Unit Award
  - Support Staff Award
  - Membership Award
  - Team Award
- ü STUDENT ACHIEVEMENTS:
  - District Art Show Winners
  - District Poetry Contest Winner
  - AZ Sports Ranch Scholarship Recipients
  - Math Olympiad High Achievers
  - WordMasters Challenge National Honoree

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>	14	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	98	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

Cactus View's Schoolwide Rule is: Everyone has the right to learn and be in a safe environment. A Cactus View Student is Trustworthy, Respectful, Responsible, Fair, Caring and a Good Citizen. Our goal is to help students become good decision makers regarding self-control, social-emotional relationships with peers and adults, as well as the academic setting. Cactus View has endorsed a very specific discipline and citizenship program which encompasses student expectations and consequences.

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) :

2
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patrick Knight	(602) 493-6280
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Lisa Frankeberger	(602) 493-6280
School Nutrition Programs	Kathy Kirkeby	(602) 493-6280
Parent Organization	Lisa Crist (President)	(602) 493-6280
Student Health/Nurse	Judy Stefaniak	(602) 493-6284

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.