



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4315 East Cashman Dr., 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Robert M. Allen
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 939
 Web Address : www.pvUSD.k12.az.us
 Phone Number : (480) 419-5630
 Fax Number : (480) 419-5635
 E-mail : rallen@pvUSD.k12.az.us

Mission

The mission of Desert Trails Elementary School is to provide each student a diverse education in a safe, supportive, and challenging learning environment. We develop life-long learners with self-discipline, motivation, and high achievement through a partnership of staff, parents, and community stakeholders.

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 To advance excellence in teaching and learning by increasing the variety, flexibility and quality of educational practices and learning opportunities to meet the needs of all learners and increasing achievement in reading, writing, and math.
- ü To ensure a positive and productive physical and cultural environment through prevention and citizenship programs and promoting cultural awareness.
- ü To effectively enhance communication and apply collaborative processes by utilizing various modes of media, creating professional learning communities, and providing quality educational opportunities beyond the instructional day.

Enrollment

October 1, 2004 School Year Student Enrollment : 874
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 51

Instructional Programs

- ü Third-Sixth Honors Classes
- ü Technology Laboratory
- ü Band/Strings/Art/Media/PE/General Music
- ü Special Education

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

Our responsibility is to provide students with a safe environment conducive to learning, which enables all students to develop their full potential academically, socially, emotionally and physically.

Parents

Desert Trails encourages parent participation as a partner in school programs and activities. Parent participation includes the following: parent-teacher conferences, educational programs, student functions and classroom assistance.

Transportation Policy

D.T.E. serves the Desert Ridge and the Tatum Highlands communities. Students in the Desert Ridge community living east of Tatum Boulevard and all those students within the Tatum Highlands community are bused to school.

School Honors

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

Award/Honor	Year
ü Presidential Mental Fitness Awards	2001
ü Solo and Ensemble Recognition	2002
ü Poetry Recognition	2002
ü District Art Fair Recognition	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	138	2586	79306	99	100	99	494	467	445	0	6	10	5	11	18	42	50	51	53	34	20
All Students (Prior Year)	124	2710	75509	100	100	100	550	538	521	4	7	13	12	17	23	30	34	33	54	42	31
Female	73	1264	38691	99	100	99	495	466	446	0	6	10	3	11	18	44	49	52	53	34	20
Male	65	1321	40583	100	99	99	492	468	445	0	6	11	8	11	18	40	50	50	52	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	10	568	32869	100	99	99	514	435	429	0	16	15	0	21	25	40	50	51	60	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	120	1810	36197	99	100	99	494	477	463	0	4	5	4	8	11	42	49	53	54	40	31
Students with Disabilities	17	372	10321	100	100	100	466	420	389	0	23	30	25	20	27	38	43	34	38	14	9
Students without Disabilities	121	2215	69060	99	99	98	497	475	454	0	3	7	3	9	17	43	51	54	55	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	131	1807	39966	99	100	100	495	479	459	0	3	6	5	6	12	40	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	138	2577	79395	99	0	99	495	468	446	1	6	9	6	16	25	56	58	55	37	21	11
All Students (Prior Year)	124	2702	75492	100	100	100	527	528	519	6	7	12	11	12	16	52	49	47	32	32	24
Female	73	1261	38743	99	0	100	499	473	451	0	5	7	6	14	24	51	57	57	43	24	12
Male	65	1315	40618	100	0	99	491	464	440	2	6	11	6	17	27	62	59	53	30	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	10	563	32915	100	0	99	492	430	426	0	17	15	10	32	35	60	44	47	30	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	120	1805	36221	99	0	99	498	480	465	0	2	4	6	11	15	56	61	63	38	25	17
Students with Disabilities	17	364	10331	100	0	100	447	419	388	6	19	25	38	31	37	44	42	34	13	8	4
Students without Disabilities	121	2214	69139	99	0	99	502	476	454	0	3	7	2	13	24	58	60	58	40	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	131	1807	39986	99	0	100	498	482	461	0	2	4	6	9	16	56	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	138	2578	78869	99	99	99	511	467	442	0	4	6	2	12	21	63	65	63	36	19	10
All Students (Prior Year)	124	2688	75053	100	99	99	639	634	597	2	4	7	4	8	12	82	74	72	11	14	9
Female	73	1260	38536	99	100	99	524	479	458	0	4	4	0	8	15	54	63	67	46	25	14
Male	65	1318	40302	100	99	99	498	455	428	0	5	8	3	15	26	71	67	60	25	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	10	565	32606	100	99	98	513	430	426	0	10	8	0	21	27	60	63	60	40	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	120	1804	36078	99	100	99	513	478	459	0	3	4	1	9	16	62	66	66	37	22	14
Students with Disabilities	17	369	10246	100	100	100	469	403	367	0	16	18	13	29	39	69	48	40	19	8	4
Students without Disabilities	121	2210	68697	99	99	98	517	478	454	0	3	4	0	9	18	62	68	67	38	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	131	1803	39837	99	100	100	513	482	457	0	2	4	1	7	14	62	66	67	37	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	123	2711	78906	100	100	99	533	515	498	2	8	13	7	13	19	55	50	48	36	29	20
All Students (Prior Year)	122	2756	76019	100	100	100	528	513	499	5	9	14	23	32	39	21	16	14	51	43	33
Female	72	1325	38644	100	100	99	528	517	500	3	7	12	7	13	19	58	51	49	32	29	19
Male	51	1384	40236	100	100	99	539	514	497	0	9	15	6	13	19	51	49	46	43	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	10	565	31938	100	100	99	506	484	481	22	19	19	11	24	25	33	46	46	33	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	106	1938	36483	99	100	99	533	525	517	0	5	7	7	10	13	58	51	51	35	34	30
Students with Disabilities	15	394	10664	100	100	100	502	451	430	13	29	42	27	25	27	33	37	26	27	9	5
Students without Disabilities	108	2317	68310	97	98	98	537	526	509	0	5	9	4	11	18	58	52	51	38	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	NC	798	38679	NC	95	96	NC	487	483	NC	19	20	NC	20	25	NC	49	45	NC	12	10
Non-Economically Disadvantaged	116	1913	40295	100	100	100	534	527	513	1	4	7	7	10	13	55	50	50	37	36	30

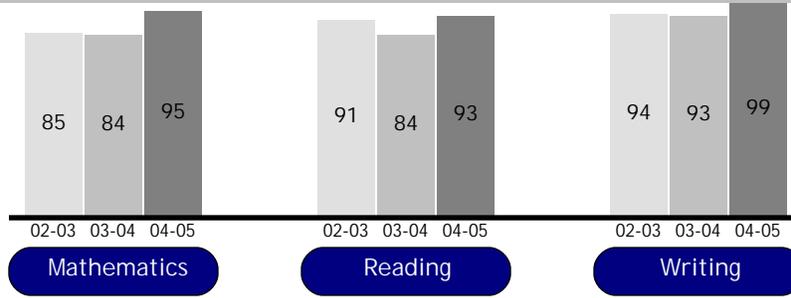
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2712	78908	100	0	99	516	499	484	2	6	10	6	15	23	77	65	58	15	14	9
All Students (Prior Year)	121	2754	76020	99	100	100	520	510	503	4	17	25	8	18	23	58	47	40	31	18	12
Female	72	1327	38648	100	0	99	517	504	489	3	5	8	6	14	22	72	65	61	19	16	10
Male	51	1383	40233	100	0	99	513	494	479	0	7	12	6	17	25	84	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	10	564	31940	100	0	99	494	467	465	11	15	16	11	33	32	56	48	49	22	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	106	1940	36502	99	0	99	518	508	502	1	3	4	5	11	14	78	69	67	16	17	15
Students with Disabilities	15	394	10665	100	0	100	490	442	423	7	19	30	20	31	36	67	48	31	7	2	2
Students without Disabilities	108	2318	68312	97	0	98	519	508	493	1	4	7	4	13	21	79	68	62	17	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	NC	798	38662	NC	0	96	NC	474	468	NC	14	16	NC	29	32	NC	54	49	NC	4	3
Non-Economically Disadvantaged	116	1914	40315	100	0	100	517	509	498	1	2	5	6	10	15	77	70	66	16	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	122	2708	78750	99	100	99	540	516	500	2	4	6	11	21	29	81	71	63	6	3	2
All Students (Prior Year)	122	2748	75673	100	99	100	601	558	530	2	7	12	10	18	25	74	68	58	14	7	4
Female	72	1324	38586	100	100	99	552	531	515	1	2	4	7	13	22	81	79	71	10	5	3
Male	50	1382	40135	98	100	99	522	501	486	2	5	8	17	29	35	81	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	10	562	31841	100	100	99	519	485	483	11	9	8	22	36	36	56	54	55	11	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	105	1939	36440	98	100	99	542	524	516	1	2	3	10	18	22	83	76	71	6	4	4
Students with Disabilities	15	395	10622	100	100	100	485	441	415	13	13	21	20	47	50	67	40	28	0	1	1
Students without Disabilities	107	2313	68196	96	98	98	548	528	513	0	2	3	10	17	25	83	77	69	7	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	NC	797	38558	NC	94	96	NC	487	485	NC	9	8	NC	35	37	NC	55	54	NC	1	1
Non-Economically Disadvantaged	115	1911	40260	100	100	100	542	527	514	1	2	3	10	16	21	83	78	72	6	5	4

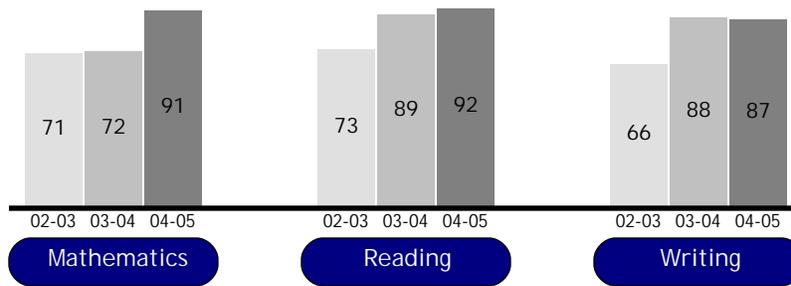
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	71	61	50	99	76	NA	58	99	64	55	47
	Language	99	64	54	43	99	76	59	50	99	69	55	47
	Mathematics	95	83	67	57	99	83	68	64	99	65	56	50
3	Reading	99	75	60	47	100	70	NA	55	99	67	56	44
	Language	98	81	64	54	100	74	69	61	99	66	55	44
	Mathematics	99	75	66	54	100	73	69	61	99	73	60	51
4	Reading	98	78	65	52	99	82	NA	56	100	62	58	48
	Language	96	71	60	48	98	72	63	52	100	64	57	49
	Mathematics	100	77	69	57	99	81	72	61	100	66	61	53
5	Reading	100	68	64	50	100	79	NA	55	100	67	58	50
	Language	98	65	58	46	100	73	60	49	100	70	59	50
	Mathematics	99	76	69	57	100	79	72	63	100	68	57	49
6	Reading	98	69	67	53	97	71	NA	56	99	71	61	51
	Language	95	64	60	45	98	62	61	48	99	68	57	47
	Mathematics	98	78	74	62	98	76	76	66	99	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 Instruction
- Ü School Safety Issues
- Ü Other Issues as Determined by Principal

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	2	8	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.	110
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 Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Homework Club
- Ü Student Council
- Ü Before/After School Reading Program
- Ü Chorus
- Ü After School Math Masters Program

Social Services

- Ü Health Services
- Ü Before School Program/Mascot club
- Ü After School Program/ Mascot club
- Ü Breakfast Program

School Achievements/Accomplishments 2004-05

- ü As a result of daily and long-range planning with a focus on the Arizona Academic Standards, students continue to exceed national, state, and district averages in reading, mathematics, and language.

- ü Learning activities that promote physical and active participation were achieved through the use of Kagan Cooperative Learning Strategies. Teacher training continues in the areas of Marzano's Instructional Strategies and Thinking Maps.

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	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	95	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

The Safety Committee and the school Site Council developed a Crisis Plan available in the school office, it has the following components: lock-down, bomb threat and air quality. The Make Your Day Citizenship program is used throughout the school.

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	Dr. Robert Allen	(480) 419-5630
Transportation Policy	Jeff Cook	(480) 493-6320
Community Resources	Robert Allen	(480) 419-5630
School Nutrition Programs	Kathy Glindmeier	(480) 493-6330
Parent Organization	Susan Flores	(480) 419-5630
Student Health/Nurse	Cheryl Trainer	(480) 419-5630

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.