

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15844 North 43rd Street, Phoenix, AZ 85032

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	Excelling

(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. Brian Gilchrist
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 585
 Web Address : www.pvUSD.k12.az.us
 Phone Number : (602) 493-6360
 Fax Number : (602) 493-6367
 E-mail : bgilchrist@pvUSD.k12.az.us

Mission

The Mission of Whispering Wind is to ensure that all students reach their highest potential in academic performance, work habits and citizenship.

Our Vision is to be a professional learning place for all.

We Value: Time, Opportunities to Learn, High Expectations, Frequent Monitoring, Parent Involvement, Leadership, Safe and Orderly Environment, Active direct Instruction, Unconditional Dignity and Respect for All.

School / Academic Goals

- ü Advance excellence in a very safe and confident learning environment for both students and educators.
Increase safe and respectful interaction. Embrace and adhere to our Character Counts Program.
- ü Enhance the philosophical position that ALL students can achieve.
Increase the percentage of students who improving their personal performance on the Standards.
- ü Advance excellence in Technology application.
Demonstrate increasing levels of Technology expertise among teachers and students to attain highest levels of Academic Achievement.
- ü Advance excellence in communication between parents and teachers.
Increase the foundation of educational leadership provided by classroom teacher to promote active partnership with parents to maximize students' performance.

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 : 150

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü Character Counts
- Ü ELL

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 :	5/26/2006

Shared Responsibilities

School

Establish a basic curriculum in reading, math, language arts, science and social studies that meets the Arizona Academic Standards. Maintain overall standardized test performance that exceeds state and national norms.

Parents

Parents are encouraged to assist their children to perform to the best of their ability each day. Parents are expected to be active partners with their child's teacher(s). Parents are responsible for making sure their children attend school.

Transportation Policy

All K students living more than 1/2 mile from school will be provided busing transportation to and from school. All students in grades one through six who live more than one mile from school will be provided busing transportation to and from school.

School Honors

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

Award/Honor	Year
Ü Arizona State PTA Teacher of the Year	1996
Ü Teacher Venture Grant	1997
Ü Artist-in-Residence	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	78	2586	79306	99	100	99	428	467	445	13	6	10	8	11	18	39	50	51	40	34	20
All Students (Prior Year)	64	2710	75509	83	100	100	553	538	521	6	7	13	6	17	23	34	34	33	53	42	31
Female	37	1264	38691	100	100	99	412	466	446	22	6	10	6	11	18	33	49	52	39	34	20
Male	41	1321	40583	98	99	99	443	468	445	5	6	11	10	11	18	44	50	50	41	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	67	1810	36197	100	100	99	449	477	463	11	4	5	6	8	11	41	49	53	42	40	31
Students with Disabilities	18	372	10321	100	100	100	222	420	389	53	23	30	24	20	27	24	43	34	0	14	9
Students without Disabilities	60	2215	69060	98	99	98	489	475	454	2	3	7	3	9	17	43	51	54	52	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	69	1807	39966	100	100	100	423	479	459	14	3	6	8	6	12	38	48	52	41	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	78	2577	79395	99	0	99	431	468	446	7	6	9	16	16	25	49	58	55	28	21	11
All Students (Prior Year)	65	2702	75492	84	100	100	530	528	519	5	7	12	11	12	16	58	49	47	26	32	24
Female	37	1261	38743	100	0	100	419	473	451	14	5	7	11	14	24	39	57	57	36	24	12
Male	41	1315	40618	98	0	99	442	464	440	0	6	11	21	17	27	59	59	53	21	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	67	1805	36221	100	0	99	452	480	465	5	2	4	16	11	15	48	61	63	31	25	17
Students with Disabilities	18	364	10331	100	0	100	222	419	388	29	19	25	47	31	37	18	42	34	6	8	4
Students without Disabilities	60	2214	69139	98	0	99	492	476	454	0	3	7	7	13	24	59	60	58	34	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	69	1807	39986	100	0	100	427	482	461	8	2	4	12	9	16	50	61	63	30	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	77	2578	78869	97	99	99	430	467	442	5	4	6	15	12	21	60	65	63	20	19	10
All Students (Prior Year)	65	2688	75053	84	99	99	653	634	597	0	4	7	3	8	12	89	74	72	8	14	9
Female	36	1260	38536	97	100	99	421	479	458	8	4	4	17	8	15	47	63	67	28	25	14
Male	41	1318	40302	98	99	99	439	455	428	3	5	8	13	15	26	72	67	60	13	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	66	1804	36078	99	100	99	453	478	459	2	3	4	14	9	16	66	66	66	19	22	14
Students with Disabilities	18	369	10246	100	100	100	231	403	367	18	16	18	41	29	39	41	48	40	0	8	4
Students without Disabilities	59	2210	68697	97	99	98	489	478	454	2	3	4	7	9	18	66	68	67	26	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	68	1803	39837	100	100	100	428	482	457	6	2	4	14	7	14	61	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	76	2711	78906	99	100	99	509	515	498	1	8	13	8	13	19	52	50	48	39	29	20
All Students (Prior Year)	78	2756	76019	86	100	100	533	513	499	8	9	14	21	32	39	14	16	14	57	43	33
Female	36	1325	38644	97	100	99	530	517	500	0	7	12	11	13	19	46	51	49	43	29	19
Male	40	1384	40236	100	100	99	491	514	497	3	9	15	5	13	19	58	49	46	35	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	NC	565	31938	NC	100	99	NC	484	481	NC	19	19	NC	24	25	NC	46	46	NC	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	68	1938	36483	100	100	99	516	525	517	1	5	7	7	10	13	51	51	51	40	34	30
Students with Disabilities	14	394	10664	100	100	100	314	451	430	8	29	42	23	25	27	62	37	26	8	9	5
Students without Disabilities	62	2317	68310	98	98	98	550	526	509	0	5	9	5	11	18	50	52	51	45	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	70	1913	40295	100	100	100	508	527	513	1	4	7	7	10	13	51	50	50	41	36	30

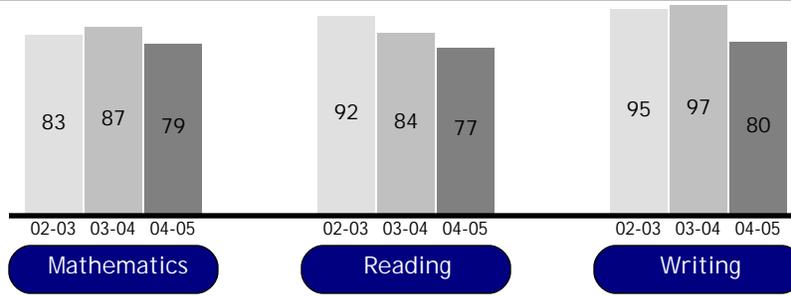
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2712	78908	99	0	99	485	499	484	3	6	10	8	15	23	67	65	58	23	14	9
All Students (Prior Year)	78	2754	76020	86	100	100	521	510	503	16	17	25	14	18	23	35	47	40	35	18	12
Female	36	1327	38648	97	0	99	510	504	489	0	5	8	9	14	22	69	65	61	23	16	10
Male	40	1383	40233	100	0	99	464	494	479	5	7	12	8	17	25	65	66	55	23	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	NC	564	31940	NC	0	99	NC	467	465	NC	15	16	NC	33	32	NC	48	49	NC	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	68	1940	36502	100	0	99	490	508	502	3	3	4	7	11	14	66	69	67	24	17	15
Students with Disabilities	14	394	10665	100	0	100	284	442	423	15	19	30	15	31	36	69	48	31	0	2	2
Students without Disabilities	62	2318	68312	98	0	98	527	508	493	0	4	7	6	13	21	66	68	62	27	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	70	1914	40315	100	0	100	484	509	498	3	2	5	7	10	15	65	70	66	25	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	76	2708	78750	99	100	99	497	516	500	3	4	6	13	21	29	81	71	63	3	3	2
All Students (Prior Year)	78	2748	75673	86	99	100	575	558	530	4	7	12	13	18	25	77	68	58	6	7	4
Female	36	1324	38586	97	100	99	533	531	515	0	2	4	9	13	22	89	79	71	3	5	3
Male	40	1382	40135	100	100	99	466	501	486	5	5	8	18	29	35	75	64	56	3	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	NC	562	31841	NC	100	99	NC	485	483	NC	9	8	NC	36	36	NC	54	55	NC	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	68	1939	36440	100	100	99	500	524	516	3	2	3	15	18	22	79	76	71	3	4	4
Students with Disabilities	14	395	10622	100	100	100	288	441	415	8	13	21	54	47	50	38	40	28	0	1	1
Students without Disabilities	62	2313	68196	98	98	98	541	528	513	2	2	3	5	17	25	90	77	69	3	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	70	1911	40260	100	100	100	495	527	514	3	2	3	12	16	21	83	78	72	3	5	4

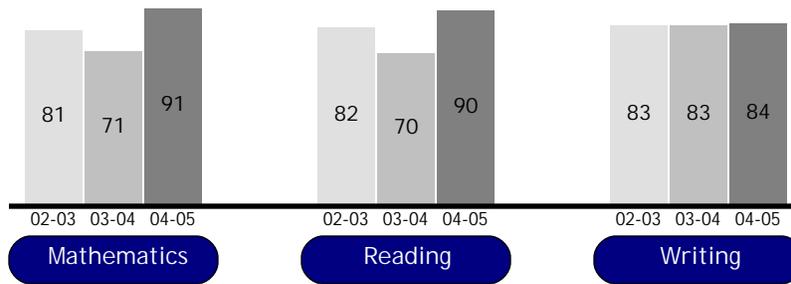
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	71	61	50	92	75	NA	58	87	68	55	47
	Language	100	66	54	43	94	71	59	50	87	71	55	47
	Mathematics	98	85	67	57	92	77	68	64	85	65	56	50
3	Reading	100	72	60	47	83	73	NA	55	89	64	56	44
	Language	100	79	64	54	83	81	69	61	89	60	55	44
	Mathematics	100	78	66	54	83	81	69	61	89	65	60	51
4	Reading	100	76	65	52	91	76	NA	56	78	65	58	48
	Language	100	68	60	48	93	73	63	52	78	64	57	49
	Mathematics	100	78	69	57	91	82	72	61	79	68	61	53
5	Reading	99	80	64	50	86	73	NA	55	92	64	58	50
	Language	100	79	58	46	87	70	60	49	92	66	59	50
	Mathematics	100	88	69	57	86	81	72	63	92	66	57	49
6	Reading	100	83	67	53	85	81	NA	56	85	68	61	51
	Language	100	81	60	45	85	81	61	48	85	64	57	47
	Mathematics	98	88	74	62	85	89	76	66	85	67	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 Textbook Selection
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü School Calendar
- Ü Long Range Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	8.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	0	4	0	0
10 or more years	9	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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
- Ü Multimedia Room
- Ü Multi-Purpose Room
- Ü Hall of Honor

Extracurricular Activities

- Ü Student Council
- Ü Chorus--Bravo
- Ü Band
- Ü Reading Club
- Ü Chess Club
- Ü Digital Photography Club
- Ü Homework Club
- Ü K-3 Tutoring Program

Social Services

- Ü Before/After School Day Care
- Ü Social Worker on Staff
- Ü Clothing/Food Drives
- Ü WWECare: Crisis Intervention

School Achievements/Accomplishments 2004-05

ü Focus on the teaching and learning of the Arizona Academic Standards school-wide.

ü Character Counts--We actively present the 6 Pillars of Character, Grades 1-6.

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	12	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	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

Our Primary Focus is the Character Counts Program. There are Six Pillars of Character--Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students are expected to learn, understand and apply these pillars of character.

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) :

1

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	Brian T. Gilchrist	(602) 493-6360
Transportation Policy	Jeffery Cook	(602) 493-6324
Community Resources	Karen Hearn	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Michelle Lutz	(602) 493-6360
Student Health/Nurse	Gleniss Sundheimer	(602) 493-6360

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.