

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9640 North 28th Street, Phoenix, AZ 85028

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Donna Alley
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 157
 Web Address : epage.pvusd.k12.az.us/mmes/mmesweb/index.html
 Phone Number : (602) 493-6170
 Fax Number : (602) 493-6175
 E-mail : dalley@pvusd.k12.az.us

Mission

All students will have a vision of themselves as special and unique persons capable of being responsible citizens and life-long learners. Emphasis in the classroom will be on active student participation, critical thinking, cooperative learning, problem solving and emerging technology. Staff and community will be aware of current educational research, and will collaborate to provide relevant and developmentally appropriate learning activities based upon best learning practices.

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 Create and institute a revised school wide discipline plan which ties into Character Counts and student and parent accountability for responsibility, respect, and citizenship.
- ü 1. Implementation of DANA's and Palms, one-to-one computing devices, at grades 2-6. Students will use them for writing projects, to peer edit, assessment, practice spelling and math facts, and as an electronic planner. 2. Webpages for each classroom.
- ü School wide goal for students to master their math facts with the cooperation and partnership with parents. Students will practice at school and home. They will chart their own growth and be assessed regularly. They will write goals in this endeavor.
- ü Improve student achievement as assessed by Terra Nova and AIMS in reading, writing, and math. We will analyze data, reflect upon our teaching and plan research-based improvement strategies based on data collected through ongoing assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 679
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 136

Instructional Programs

- ü Self-contained / Departmentalized
- ü Team teaching / Multiage 1-2
- ü PE / Art / Music
- ü Media / Technology
- ü Honors 3-6 Reading / Math / Non-verbal
- ü Resource K - 6 / Speech K-6
- ü English Language Learners K-6
- ü Band 4-6, / Strings 5-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We strive to meet the needs of all our students and staff by providing a safe and healthy environment that is conducive to learning, and which will enable all students to develop to their full potential in order to be successful in the 21st century.

Parents

We work in partnership with parents to maximize student achievement. Parent participation is valued and encouraged. The parent's responsibility, 1st and foremost, is to send their children to school ready to learn. All parents are members of our PTG.

Transportation Policy

Bus transportation services are provided for kdg students who reside farther than 1/2 mile from the school and for 1st-6th students who reside 1 mile or farther from the school. Riding the bus is a privilege, not a right. Proper behavior is expected.

School Honors

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

Award/Honor	Year
ü Math Olympiad 5th-6th Highest Achievement top 10% nat.	2005
ü UPC teacher awards for outstanding parent involvment	2004
ü District Art Purchase Award & Honorable mentions	2005
ü PTA Teacher of the Year	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2586	79306	100	100	99	478	467	445	4	6	10	5	11	18	60	50	51	31	34	20
All Students (Prior Year)	109	2710	75509	100	100	100	544	538	521	5	7	13	14	17	23	34	34	33	46	42	31
Female	42	1264	38691	100	100	99	469	466	446	8	6	10	8	11	18	55	49	52	30	34	20
Male	38	1321	40583	100	99	99	488	468	445	0	6	11	3	11	18	65	50	50	32	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	483	477	463	3	4	5	2	8	11	61	49	53	34	40	31
Students with Disabilities	10	372	10321	100	100	100	437	420	389	20	23	30	10	20	27	60	43	34	10	14	9
Students without Disabilities	70	2215	69060	100	99	98	484	475	454	1	3	7	4	9	17	60	51	54	34	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	16	780	39415	94	94	96	449	439	431	0	13	15	25	21	25	69	53	50	6	13	10
Non-Economically Disadvantaged	64	1807	39966	100	100	100	486	479	459	5	3	6	0	6	12	57	48	52	38	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	472	468	446	5	6	9	10	16	25	64	58	55	21	21	11
All Students (Prior Year)	109	2702	75492	100	100	100	529	528	519	7	7	12	11	12	16	51	49	47	31	32	24
Female	42	1261	38743	100	0	100	471	473	451	10	5	7	13	14	24	50	57	57	28	24	12
Male	38	1315	40618	100	0	99	474	464	440	0	6	11	8	17	27	78	59	53	14	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	NC	563	32915	NC	0	99	NC	430	426	NC	17	15	NC	32	35	NC	44	47	NC	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	32	19
American Indian/Alaskan Native	NC	36	4271	NC	0	100	NC	440	420	NC	6	15	NC	18	42	NC	67	41	NC	9	2
White	67	1805	36221	100	0	99	477	480	465	3	2	4	6	11	15	72	61	63	19	25	17
Students with Disabilities	10	364	10331	100	0	100	418	419	388	20	19	25	40	31	37	30	42	34	10	8	4
Students without Disabilities	70	2214	69139	100	0	99	480	476	454	3	3	7	6	13	24	69	60	58	22	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	16	771	39484	94	0	96	439	436	429	13	13	14	31	31	35	44	50	47	13	6	4
Non-Economically Disadvantaged	64	1807	39986	100	0	100	481	482	461	3	2	4	5	9	16	69	61	63	23	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	484	467	442	1	4	6	5	12	21	70	65	63	23	19	10
All Students (Prior Year)	109	2688	75053	100	99	99	611	634	597	3	4	7	7	8	12	78	74	72	11	14	9
Female	42	1260	38536	100	100	99	488	479	458	3	4	4	5	8	15	63	63	67	30	25	14
Male	38	1318	40302	100	99	99	481	455	428	0	5	8	5	15	26	78	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	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	67	1804	36078	100	100	99	489	478	459	0	3	4	6	9	16	69	66	66	25	22	14
Students with Disabilities	10	369	10246	100	100	100	444	403	367	0	16	18	30	29	39	60	48	40	10	8	4
Students without Disabilities	70	2210	68697	100	99	98	491	478	454	1	3	4	1	9	18	72	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	16	776	39106	94	94	95	449	430	427	6	9	8	6	22	28	81	63	59	6	5	5
Non-Economically Disadvantaged	64	1803	39837	100	100	100	494	482	457	0	2	4	5	7	14	67	66	67	28	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	90	2711	78906	100	100	99	525	515	498	8	8	13	9	13	19	49	50	48	33	29	20
All Students (Prior Year)	98	2756	76019	100	100	100	509	513	499	14	9	14	30	32	39	13	16	14	44	43	33
Female	49	1325	38644	100	100	99	527	517	500	6	7	12	6	13	19	49	51	49	38	29	19
Male	41	1384	40236	100	100	99	522	514	497	10	9	15	13	13	19	50	49	46	28	29	20
African American	--	94	4087	--	99	99	--	486	481	--	11	20	--	20	24	--	53	45	--	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	77	1938	36483	100	100	99	530	525	517	5	5	7	5	10	13	53	51	51	36	34	30
Students with Disabilities	15	394	10664	100	100	100	472	451	430	33	29	42	27	25	27	33	37	26	7	9	5
Students without Disabilities	75	2317	68310	100	98	98	536	526	509	3	5	9	6	11	18	53	52	51	39	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	19	798	38679	100	95	96	491	487	483	17	19	20	28	20	25	39	49	45	17	12	10
Non-Economically Disadvantaged	71	1913	40295	100	100	100	534	527	513	6	4	7	4	10	13	52	50	50	38	36	30

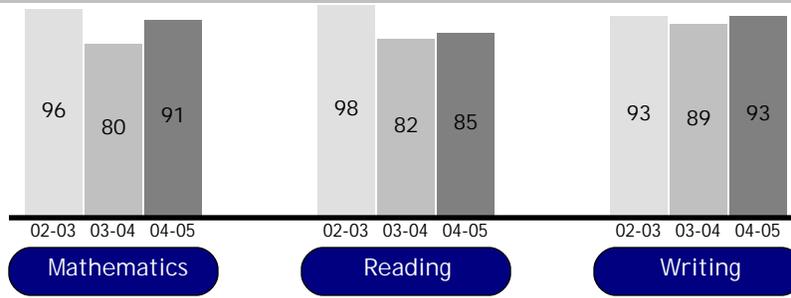
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2712	78908	100	0	99	516	499	484	5	6	10	10	15	23	64	65	58	21	14	9
All Students (Prior Year)	98	2754	76020	100	100	100	518	510	503	18	17	25	13	18	23	44	47	40	26	18	12
Female	49	1327	38648	100	0	99	521	504	489	4	5	8	4	14	22	66	65	61	26	16	10
Male	41	1383	40233	100	0	99	510	494	479	5	7	12	18	17	25	63	66	55	15	11	8
African American	--	94	4092	--	0	99	--	481	473	--	5	12	--	19	28	--	65	54	--	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	77	1940	36502	100	0	99	520	508	502	4	3	4	8	11	14	65	69	67	23	17	15
Students with Disabilities	15	394	10665	100	0	100	468	442	423	20	19	30	27	31	36	47	48	31	7	2	2
Students without Disabilities	75	2318	68312	100	0	98	526	508	493	1	4	7	7	13	21	68	68	62	24	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	19	798	38662	100	0	96	481	474	468	17	14	16	17	29	32	61	54	49	6	4	3
Non-Economically Disadvantaged	71	1914	40315	100	0	100	525	509	498	1	2	5	9	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	90	2708	78750	100	100	99	540	516	500	2	4	6	16	21	29	71	71	63	10	3	2
All Students (Prior Year)	98	2748	75673	100	99	100	535	558	530	7	7	12	22	18	25	65	68	58	6	7	4
Female	49	1324	38586	100	100	99	548	531	515	0	2	4	21	13	22	64	79	71	15	5	3
Male	41	1382	40135	100	100	99	530	501	486	5	5	8	10	29	35	80	64	56	5	2	1
African American	--	94	4081	--	99	99	--	495	488	--	5	8	--	20	32	--	72	59	--	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	77	1939	36440	100	100	99	544	524	516	3	2	3	13	18	22	73	76	71	11	4	4
Students with Disabilities	15	395	10622	100	100	100	477	441	415	13	13	21	47	47	50	33	40	28	7	1	1
Students without Disabilities	75	2313	68196	100	98	98	553	528	513	0	2	3	10	17	25	79	77	69	11	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	19	797	38558	100	94	96	498	487	485	0	9	8	39	35	37	61	55	54	0	1	1
Non-Economically Disadvantaged	71	1911	40260	100	100	100	551	527	514	3	2	3	10	16	21	74	78	72	13	5	4

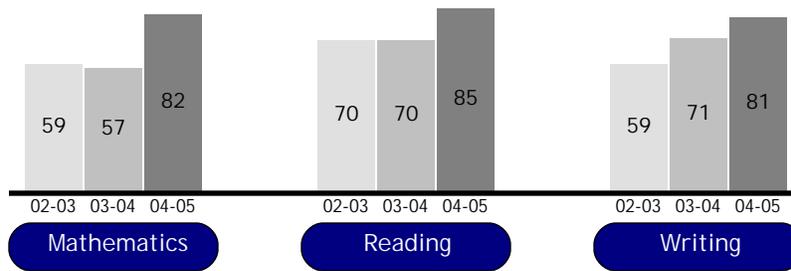
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	65	61	50	97	71	NA	58	100	63	55	47
	Language	97	67	54	43	99	68	59	50	100	64	55	47
	Mathematics	99	73	67	57	99	74	68	64	100	67	56	50
3	Reading	97	74	60	47	97	61	NA	55	100	59	56	44
	Language	98	77	64	54	97	66	69	61	100	54	55	44
	Mathematics	97	79	66	54	97	63	69	61	100	66	60	51
4	Reading	99	78	65	52	96	82	NA	56	100	60	58	48
	Language	100	69	60	48	96	77	63	52	100	60	57	49
	Mathematics	99	78	69	57	96	83	72	61	100	64	61	53
5	Reading	96	75	64	50	98	77	NA	55	100	65	58	50
	Language	99	63	58	46	98	66	60	49	100	65	59	50
	Mathematics	99	73	69	57	98	74	72	63	100	62	57	49
6	Reading	100	75	67	53	98	75	NA	56	100	62	61	51
	Language	99	67	60	45	98	67	61	48	100	58	57	47
	Mathematics	100	76	74	62	98	80	76	66	100	62	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 5 year Action Plan
- Ü Academic Achievement
- Ü Curriculum Development
- Ü Student Safety
- Ü Remedial Opportunities
- Ü Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.60	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	8	4	0	0
7 to 9 years	4	3	0	0
10 or more years	6	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
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 / Library
- Ü Computer Lab / Stage
- Ü Gymnasium / Cafeteria
- Ü Outdoor Desert Education Area

Extracurricular Activities

- Ü Student Council
- Ü Math Clubs / Reading Counts Club
- Ü Mini-Engineering/Spy Botics/MSIP
- Ü Outdoor - Desert Dudes / Garden Club
- Ü Keyboarding/
- Ü Chess/Dance/Gymnastics
- Ü Math/WritingAfter School Tutoring Clubs
- Ü Art Clubs/Chorus

Social Services

- Ü Mascot Before/After School Care
- Ü Breakfast / Lunch
- Ü Health Services
- Ü Social Worker/Groups
- Ü Parenting Classes
- Ü Touchtone Behavioral Health counselor
- Ü Helping Hands
- Ü Athletic Clubs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 28 of 108 6th grade students earned the President's Award for Educational Excellence. This means they had a 90-100% grade point average for 4th, 5th and 6th grade and scored at or above the 85th percentile in reading or math on a standardized test.
- ü 28 Mercury Mine 5th&6th graders participated in the Mars Student Imaging Project in conjunction with NASA and the Jet Propulsion Laboratory. They were involved in authentic Mars research using data from the Mars Odyssey Thermal Imaging System camera.
- ü Our 6th grade Honors students participated in Math Olympiad and earned High Team Achievement - top 10% nationally for school years 2001, 2003, 2004, 2005.
- ü Teachers in 2nd, 3rd, 4th, 5th and 6th grade applied for and recieved and implemented DANA's and Palms, one on one computing devices, with the students. The students are able to use them for writing, peer editing, spelling, and math practice.

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	4	12	12	17
Transfers In Rate ⁶	7	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

With the PV district, we have developed a Crisis Management Plan. It is tested & revised on an ongoing basis. 2 lockdown drills and monthly fire drills are practiced yearly. A proactive Health/Safety, and Threat Management Team are also established. We have a half time social worker who works with groups of students on social skills, anger management, and divorce. Character Counts and Get Real With Violence are two programs we use which have strong citizenship and anti-bullying components.

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	Donna Alley	(602) 493-6170
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Kari Naegele	(602) 493-6170
School Nutrition Programs	Karen Hansen	(602) 493-6176
Parent Organization	Kathy Goshert	(602) 493-6170
Student Health/Nurse	Pat Daley	(602) 493-6173

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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** Due to booklet size printing, print copies are produced in multiples of 4.