

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6724 E Hearn Road, Scottsdale, AZ 85254

Paradise Valley Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

(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 : Ms. Susan Mattinson  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 452  
 Web Address : www.sandpiper.pvUSD.edu  
 Phone Number : (480) 367-5800  
 Fax Number : (480) 367-5805  
 E-mail : smattinson@pvUSD.k12.az.us

### Mission

Sandpiper Elementary provides a superior standard based education through innovative teaching practices that promote academic excellence, strong character, and outstanding citizenship, ensuring life long learning and future success for all its students

### School / Academic Goals

- ü To maintain our student centered educational climate for continued academic, social, and emotional growth for all students.
- ü Successful implementation of the Five Components of a Balanced Math Program. Math Review, Conceptual Understanding, Problem Solving, Mastery of Math Facts, Big Idea Performance Task.
- ü Successful implementation of the Columbia University Reading and Writing Project.
- ü To continue to improve AIMS DPA and Grade 2 Terra Nova Test scores.

### Enrollment

October 1, 2004 School Year Student Enrollment : 500  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 84

Instructional Programs

- ü Accelerated Reader
- ü Grades 3-6 Honors
- ü Cooperative Learning
- ü Enriched Early Literacy Programs
- ü Columbia Writing Project
- ü Writer's Workshop
- ü MARE Ocean Studies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Sandpiper faculty and staff are committed to providing students with a safe learning environment; setting high academic expectations; promoting good home-school communication; and creating a menu of opportunities for parent and student involvement.

Parents

Parent involvement is encouraged through: conferences and activities; monitoring and support of student learning; support of school and district goals, policies and procedures; PTO activities and family learning; and ongoing communication.

Transportation Policy

Transportation policy allows bus service to Kindergartners who live more than one-half mile from the school, and for 1st-6th graders, more than one mile from school. Special education students are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
ü Arizona A+ School of Excellence	2003
ü Arizona Environment Ed. Grant Award	2001
ü Student Art/Literature Winners (Numerous)	2005
ü 1st Place School of Excellence: Kennedy Center for Arts	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2586	79306	97	100	99	478	467	445	0	6	10	4	11	18	57	50	51	39	34	20
All Students (Prior Year)	64	2710	75509	100	100	100	556	538	521	2	7	13	11	17	23	32	34	33	55	42	31
Female	30	1264	38691	94	100	99	479	466	446	0	6	10	10	11	18	50	49	52	40	34	20
Male	40	1321	40583	100	99	99	476	468	445	0	6	11	0	11	18	62	50	50	38	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	55	1810	36197	98	100	99	484	477	463	0	4	5	4	8	11	50	49	53	46	40	31
Students with Disabilities	NC	372	10321	NC	100	100	NC	420	389	NC	23	30	NC	20	27	NC	43	34	NC	14	9
Students without Disabilities	61	2215	69060	97	99	98	479	475	454	0	3	7	5	9	17	55	51	54	40	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	65	1807	39966	98	100	100	480	479	459	0	3	6	5	6	12	53	48	52	42	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	70	2577	79395	97	0	99	486	468	446	0	6	9	15	16	25	60	58	55	25	21	11
All Students (Prior Year)	64	2702	75492	100	100	100	544	528	519	2	7	12	5	12	16	34	49	47	60	32	24
Female	30	1261	38743	94	0	100	494	473	451	0	5	7	10	14	24	53	57	57	37	24	12
Male	40	1315	40618	100	0	99	479	464	440	0	6	11	19	17	27	65	59	53	16	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	55	1805	36221	98	0	99	488	480	465	0	2	4	13	11	15	58	61	63	29	25	17
Students with Disabilities	NC	364	10331	NC	0	100	NC	419	388	NC	19	25	NC	31	37	NC	42	34	NC	8	4
Students without Disabilities	61	2214	69139	97	0	99	486	476	454	0	3	7	14	13	24	60	60	58	26	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	65	1807	39986	98	0	100	487	482	461	0	2	4	15	9	16	58	61	63	27	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	71	2578	78869	99	99	99	499	467	442	0	4	6	3	12	21	69	65	63	28	19	10
All Students (Prior Year)	64	2688	75053	100	99	99	678	634	597	0	4	7	10	8	12	63	74	72	27	14	9
Female	31	1260	38536	97	100	99	514	479	458	0	4	4	3	8	15	61	63	67	35	25	14
Male	40	1318	40302	100	99	99	487	455	428	0	5	8	3	15	26	76	67	60	22	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	56	1804	36078	100	100	99	502	478	459	0	3	4	2	9	16	68	66	66	30	22	14
Students with Disabilities	NC	369	10246	NC	100	100	NC	403	367	NC	16	18	NC	29	39	NC	48	40	NC	8	4
Students without Disabilities	62	2210	68697	98	99	98	502	478	454	0	3	4	2	9	18	71	68	67	27	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	65	1803	39837	98	100	100	500	482	457	0	2	4	3	7	14	68	66	67	29	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	69	2711	78906	100	100	99	526	515	498	0	8	13	10	13	19	66	50	48	25	29	20
All Students (Prior Year)	75	2756	76019	100	100	100	516	513	499	3	9	14	40	32	39	23	16	14	34	43	33
Female	33	1325	38644	100	100	99	512	517	500	0	7	12	11	13	19	78	51	49	11	29	19
Male	36	1384	40236	100	100	99	536	514	497	0	9	15	9	13	19	56	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	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	60	1938	36483	100	100	99	529	525	517	0	5	7	7	10	13	65	51	51	28	34	30
Students with Disabilities	NC	394	10664	NC	100	100	NC	451	430	NC	29	42	NC	25	27	NC	37	26	NC	9	5
Students without Disabilities	62	2317	68310	100	98	98	531	526	509	0	5	9	7	11	18	65	52	51	28	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	62	1913	40295	100	100	100	530	527	513	0	4	7	7	10	13	65	50	50	27	36	30

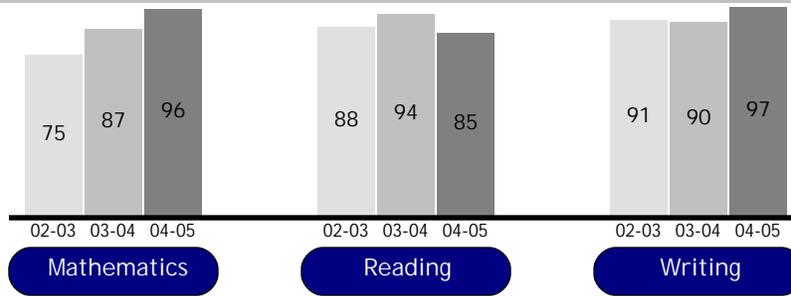
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2712	78908	100	0	99	518	499	484	2	6	10	3	15	23	82	65	58	13	14	9
All Students (Prior Year)	75	2754	76020	100	100	100	511	510	503	8	17	25	18	18	23	59	47	40	15	18	12
Female	33	1327	38648	100	0	99	520	504	489	0	5	8	4	14	22	85	65	61	11	16	10
Male	36	1383	40233	100	0	99	516	494	479	3	7	12	3	17	25	79	66	55	15	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	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	60	1940	36502	100	0	99	519	508	502	2	3	4	4	11	14	80	69	67	15	17	15
Students with Disabilities	NC	394	10665	NC	0	100	NC	442	423	NC	19	30	NC	31	36	NC	48	31	NC	2	2
Students without Disabilities	62	2318	68312	100	0	98	521	508	493	2	4	7	2	13	21	81	68	62	15	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	62	1914	40315	100	0	100	521	509	498	0	2	5	4	10	15	82	70	66	15	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	68	2708	78750	99	100	99	538	516	500	2	4	6	8	21	29	85	71	63	5	3	2
All Students (Prior Year)	75	2748	75673	100	99	100	565	558	530	8	7	12	8	18	25	77	68	58	7	7	4
Female	32	1324	38586	97	100	99	549	531	515	0	2	4	4	13	22	93	79	71	4	5	3
Male	36	1382	40135	100	100	99	530	501	486	3	5	8	12	29	35	79	64	56	6	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	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	60	1939	36440	100	100	99	535	524	516	2	2	3	9	18	22	85	76	71	4	4	4
Students with Disabilities	NC	395	10622	NC	100	100	NC	441	415	NC	13	21	NC	47	50	NC	40	28	NC	1	1
Students without Disabilities	61	2313	68196	98	98	98	541	528	513	2	2	3	7	17	25	85	77	69	6	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	61	1911	40260	98	100	100	538	527	514	2	2	3	9	16	21	84	78	72	5	5	4

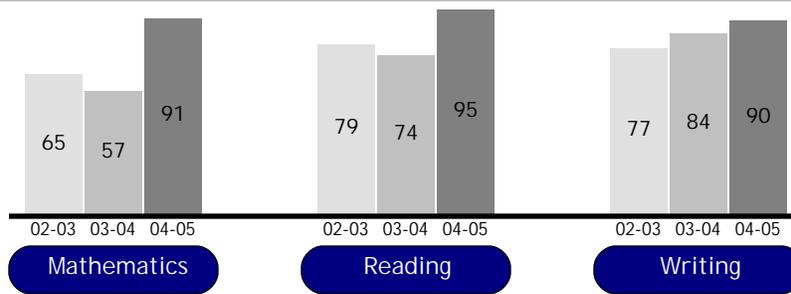
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	77	61	50	99	75	NA	58	97	69	55	47
	Language	100	76	54	43	100	69	59	50	97	66	55	47
	Mathematics	97	80	67	57	100	76	68	64	97	70	56	50
3	Reading	100	70	60	47	100	81	NA	55	97	64	56	44
	Language	100	70	64	54	100	81	69	61	97	65	55	44
	Mathematics	100	68	66	54	100	78	69	61	97	67	60	51
4	Reading	97	76	65	52	100	79	NA	56	98	71	58	48
	Language	99	69	60	48	100	69	63	52	98	69	57	49
	Mathematics	99	71	69	57	100	76	72	61	98	77	61	53
5	Reading	100	76	64	50	100	73	NA	55	100	64	58	50
	Language	100	66	58	46	100	63	60	49	100	67	59	50
	Mathematics	99	78	69	57	100	75	72	63	100	65	57	49
6	Reading	99	79	67	53	100	83	NA	56	96	64	61	51
	Language	99	72	60	45	100	78	61	48	96	57	57	47
	Mathematics	99	82	74	62	100	88	76	66	96	70	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Evaluation of School Goals
- Ü Safety and Well-Being
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Liason Council for District

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	3	12	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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 Math/Science Lab
- Ü Teacher/Parent Literacy Library
- Ü 2 Computer Labs
- Ü Art Lab

Extracurricular Activities

- Ü Sandpiper Fitness Club
- Ü Performing Arts: Chorus, Band, Orchestra
- Ü Chess Club
- Ü Art Club
- Ü Soar to Success Reading
- Ü Spybotics Engineering
- Ü Homework Club
- Ü Sciensations

Social Services

- Ü Before/After School Child Care
- Ü Full-time Nurse/Health Services
- Ü Counseling Services
- Ü Community Classes

School Achievements/Accomplishments 2004-05

- ü Sandpiper has won several grants, including a prestigious State of Arizona environmental grant, to provide a school wide thematic unit of study of the ocean's ecosystems, called MARE Ocean Study.
  
- ü Sandpiper has a network of staff/community involvement, including an active PTO and school council.
  
- ü In 2003 Sandpiper received the esteemed A+ school Award. This is Sandpiper's second time to capture this sought after A+ award.
  
- ü Sandpiper Elementary is a highly performing school where students' academic performances surpasses the majority of students throughout the state of Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Make Your Day Count Program teaches responsibility, communication and conflict resolution skills. Communication, positive reinforcement, and fair consequences, are all important elements. A Safety Plan is backed by extensive district resources.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Susan Mattinson	(480) 367-5800
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Hariann Pfeifer	(480) 367-5800
School Nutrition Programs	Chris Horonenko	(480) 367-5807
Parent Organization	Suzanne Block	(480) 367-5800
Student Health/Nurse	Joyce King	(480) 367-5803

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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