

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16428 North 21st Street, Phoenix, AZ 85022

Paradise Valley Unified District

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

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

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	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 : Mr. William Greer  
 Schedule : 07:03 AM to 04:00 PM  
 Grades : K-6  
 2005 Enrollment : 550  
 Web Address : www.pvUSD.k12.az.us  
 Phone Number : (602) 493-6040  
 Fax Number : (602) 493-6045  
 E-mail : WGREER@pvUSD.k12.az.us

### Mission

Aire Libre is a student-centered school. Our goal is to challenge, nurture, and inspire all students to reach their highest academic potential and to become life-long learners. Through collaboration among school, family, and community we will commit ourselves to the success of each student academically, socially, and emotionally. By modeling outstanding character and self-discipline we will encourage students to become respectful and responsible citizens in a global society.

### School / Academic Goals

- ü Integrate writing instruction throughout the curriculum.
- ü Establish a strong collaborative culture among parents, teachers and students. Support school-based council.
- ü Develop an ongoing school action plan aligned with the district's long range plan.
- ü Emphasis on acquisition of essential state standards in the areas of Reading, Writing, and Mathematics. Frequent monitoring of student progress.

### Enrollment

October 1, 2004 School Year Student Enrollment : 559  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 8

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Individual & Developmentally Appropriate
- Ü ELL Classes
- Ü Title 1 Assisted School
- Ü Inclusion Classes
- Ü Project READ and NCLB Summer Sessions

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

We believe it takes three to educate a child: the parent, the student and the teacher. Aire Libre will continue to provide the best education possible for our students by involving everyone in the process.

Parents

Parents are responsible for providing a learning climate at home. Students should be read to 15-20 minutes a day. There should be a place for students to do their homework. Homework time should be consistent. Parents should be visible at school.

Transportation Policy

Aire Libre boundaries are: North--Bell Road, south--Acoma, east--Cave Creek, west--7th Street. We bus kindergarten students more than one-half mile from school and other students over one mile from school.

School Honors

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

Award/Honor	Year
Ü Supporter St. Mary's Food Bank	2004
Ü Supporter Arizona Humane Society	2003
Ü Sponsor Phoenix Children's Hospital	2002
Ü Supporter Ronald McDonald House	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	72	2586	79306	100	100	99	435	467	445	18	6	10	17	11	18	49	50	51	15	34	20
All Students (Prior Year)	82	2710	75509	100	100	100	511	538	521	19	7	13	18	17	23	42	34	33	21	42	31
Female	37	1264	38691	100	100	99	432	466	446	16	6	10	22	11	18	50	49	52	13	34	20
Male	35	1321	40583	100	99	99	438	468	445	21	6	11	12	11	18	48	50	50	18	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	31	568	32869	100	99	99	420	435	429	34	16	15	21	21	25	31	50	51	14	13	10
Asian/Pacific Islander	--	87	1935	--	100	99	--	490	474	--	0	3	--	6	9	--	49	48	--	44	40
American Indian/Alaskan Native	--	36	4264	--	100	100	--	438	419	--	9	19	--	15	30	--	58	45	--	18	6
White	39	1810	36197	100	100	99	449	477	463	6	4	5	15	8	11	62	49	53	18	40	31
Students with Disabilities	11	372	10321	100	100	100	408	420	389	45	23	30	9	20	27	36	43	34	9	14	9
Students without Disabilities	61	2215	69060	100	99	98	441	475	454	13	3	7	19	9	17	52	51	54	17	37	22
Limited English Proficient Students	16	301	15509	100	100	100	397	413	406	50	21	20	25	27	30	25	46	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	30	780	39415	94	94	96	421	439	431	33	13	15	22	21	25	33	53	50	11	13	10
Non-Economically Disadvantaged	42	1807	39966	100	100	100	445	479	459	8	3	6	13	6	12	61	48	52	18	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	72	2577	79395	100	0	99	440	468	446	17	6	9	28	16	25	46	58	55	9	21	11
All Students (Prior Year)	83	2702	75492	100	100	100	506	528	519	25	7	12	10	12	16	48	49	47	17	32	24
Female	37	1261	38743	100	0	100	445	473	451	9	5	7	34	14	24	44	57	57	13	24	12
Male	35	1315	40618	100	0	99	435	464	440	24	6	11	21	17	27	48	59	53	6	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	31	563	32915	100	0	99	418	430	426	34	17	15	28	32	35	31	44	47	7	6	4
Asian/Pacific Islander	--	87	1936	--	0	99	--	485	468	--	1	3	--	7	14	--	59	63	--	32	19
American Indian/Alaskan Native	--	36	4271	--	0	100	--	440	420	--	6	15	--	18	42	--	67	41	--	9	2
White	39	1805	36221	100	0	99	459	480	465	3	2	4	26	11	15	59	61	63	12	25	17
Students with Disabilities	11	364	10331	100	0	100	405	419	388	36	19	25	45	31	37	18	42	34	0	8	4
Students without Disabilities	61	2214	69139	100	0	99	447	476	454	13	3	7	24	13	24	52	60	58	11	23	11
Limited English Proficient Students	16	300	15545	100	0	100	379	401	399	50	23	21	50	44	42	0	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	30	771	39484	94	0	96	419	436	429	26	13	14	37	31	35	30	50	47	7	6	4
Non-Economically Disadvantaged	42	1807	39986	100	0	100	455	482	461	11	2	4	21	9	16	58	61	63	11	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	72	2578	78869	100	99	99	423	467	442	11	4	6	22	12	21	68	65	63	0	19	10
All Students (Prior Year)	82	2688	75053	100	99	99	550	634	597	11	4	7	21	8	12	63	74	72	5	14	9
Female	37	1260	38536	100	100	99	434	479	458	6	4	4	16	8	15	78	63	67	0	25	14
Male	35	1318	40302	100	99	99	413	455	428	15	5	8	27	15	26	58	67	60	0	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	31	565	32606	100	99	98	413	430	426	17	10	8	28	21	27	55	63	60	0	6	5
Asian/Pacific Islander	--	87	1925	--	100	99	--	493	471	--	1	3	--	9	11	--	56	64	--	35	22
American Indian/Alaskan Native	--	36	4245	--	100	100	--	431	423	--	9	9	--	15	26	--	67	61	--	9	4
White	39	1804	36078	100	100	99	430	478	459	6	3	4	18	9	16	76	66	66	0	22	14
Students with Disabilities	11	369	10246	100	100	100	376	403	367	27	16	18	55	29	39	18	48	40	0	8	4
Students without Disabilities	61	2210	68697	100	99	98	433	478	454	7	3	4	15	9	18	78	68	67	0	21	11
Limited English Proficient Students	16	298	15339	100	100	100	395	403	399	19	13	11	44	26	31	38	58	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	30	776	39106	94	94	95	411	430	427	19	9	8	30	22	28	52	63	59	0	5	5
Non-Economically Disadvantaged	42	1803	39837	100	100	100	432	482	457	5	2	4	16	7	14	79	66	67	0	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	88	2711	78906	100	100	99	500	515	498	9	8	13	23	13	19	45	50	48	24	29	20
All Students (Prior Year)	83	2756	76019	100	100	100	502	513	499	9	9	14	47	32	39	12	16	14	32	43	33
Female	47	1325	38644	100	100	99	498	517	500	7	7	12	22	13	19	44	51	49	27	29	19
Male	41	1384	40236	100	100	99	502	514	497	10	9	15	23	13	19	46	49	46	21	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	31	565	31938	100	100	99	474	484	481	22	19	19	33	24	25	33	46	46	11	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	47	1938	36483	98	100	99	516	525	517	2	5	7	16	10	13	48	51	51	34	34	30
Students with Disabilities	11	394	10664	100	100	100	422	451	430	30	29	42	30	25	27	40	37	26	0	9	5
Students without Disabilities	77	2317	68310	100	98	98	511	526	509	6	5	9	21	11	18	46	52	51	27	33	22
Limited English Proficient Students	18	270	12573	100	100	100	438	448	454	26	24	27	48	29	30	26	40	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	39	798	38679	95	95	96	490	487	483	17	19	20	25	20	25	39	49	45	19	12	10
Non-Economically Disadvantaged	49	1913	40295	100	100	100	508	527	513	2	4	7	20	10	13	50	50	50	27	36	30

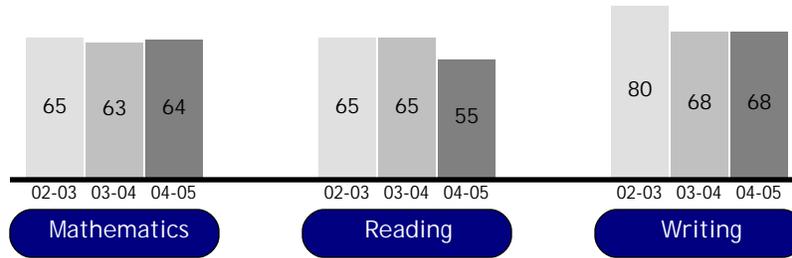
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2712	78908	100	0	99	478	499	484	13	6	10	20	15	23	60	65	58	8	14	9
All Students (Prior Year)	83	2754	76020	100	100	100	503	510	503	15	17	25	26	18	23	51	47	40	8	18	12
Female	47	1327	38648	100	0	99	478	504	489	12	5	8	17	14	22	59	65	61	12	16	10
Male	41	1383	40233	100	0	99	478	494	479	13	7	12	23	17	25	62	66	55	3	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	31	564	31940	100	0	99	453	467	465	33	15	16	30	33	32	33	48	49	4	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	47	1940	36502	98	0	99	492	508	502	2	3	4	14	11	14	73	69	67	11	17	15
Students with Disabilities	11	394	10665	100	0	100	405	442	423	30	19	30	30	31	36	40	48	31	0	2	2
Students without Disabilities	77	2318	68312	100	0	98	489	508	493	10	4	7	19	13	21	63	68	62	9	16	10
Limited English Proficient Students	18	269	12556	100	0	100	420	431	436	39	20	24	30	40	40	30	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	39	798	38662	95	0	96	469	474	468	25	14	16	19	29	32	47	54	49	8	4	3
Non-Economically Disadvantaged	49	1914	40315	100	0	100	486	509	498	2	2	5	20	10	15	70	70	66	7	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	88	2708	78750	100	100	99	495	516	500	8	4	6	26	21	29	64	71	63	3	3	2
All Students (Prior Year)	83	2748	75673	100	99	100	549	558	530	8	7	12	17	18	25	76	68	58	0	7	4
Female	47	1324	38586	100	100	99	508	531	515	5	2	4	12	13	22	78	79	71	5	5	3
Male	41	1382	40135	100	100	99	482	501	486	10	5	8	41	29	35	49	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	31	562	31841	100	100	99	463	485	483	22	9	8	37	36	36	37	54	55	4	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	47	1939	36440	98	100	99	513	524	516	0	2	3	18	18	22	80	76	71	2	4	4
Students with Disabilities	11	395	10622	100	100	100	390	441	415	30	13	21	40	47	50	30	40	28	0	1	1
Students without Disabilities	77	2313	68196	100	98	98	511	528	513	4	2	3	24	17	25	69	77	69	3	4	3
Limited English Proficient Students	18	269	12504	100	100	100	427	444	451	26	13	12	39	41	44	35	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	39	797	38558	95	94	96	480	487	485	17	9	8	31	35	37	50	55	54	3	1	1
Non-Economically Disadvantaged	49	1911	40260	100	100	100	508	527	514	0	2	3	23	16	21	75	78	72	2	5	4

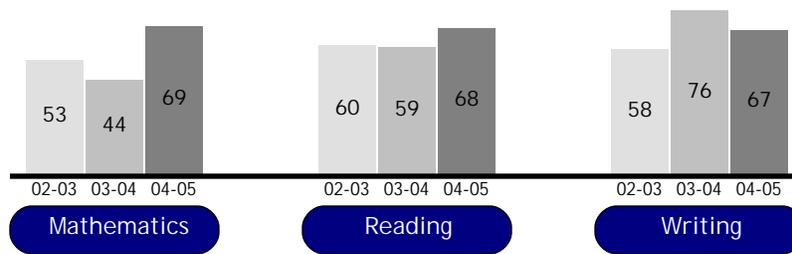
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	46	61	50	91	48	NA	58	100	46	55	47
	Language	99	42	54	43	100	41	59	50	100	42	55	47
	Mathematics	97	53	67	57	100	59	68	64	100	47	56	50
3	Reading	96	48	60	47	100	43	NA	55	100	46	56	44
	Language	100	53	64	54	100	52	69	61	100	39	55	44
	Mathematics	97	55	66	54	100	45	69	61	100	48	60	51
4	Reading	99	58	65	52	96	54	NA	56	98	48	58	48
	Language	100	54	60	48	98	49	63	52	98	51	57	49
	Mathematics	100	66	69	57	98	62	72	61	98	50	61	53
5	Reading	96	61	64	50	100	58	NA	55	99	50	58	50
	Language	97	54	58	46	100	53	60	49	99	53	59	50
	Mathematics	97	64	69	57	100	70	72	63	99	49	57	49
6	Reading	100	61	67	53	100	59	NA	56	99	58	61	51
	Language	99	55	60	45	100	55	61	48	99	53	57	47
	Mathematics	99	68	74	62	100	63	76	66	99	59	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 Goals
- Ü Long Range Plan
- Ü Student Discipline
- Ü Scholarship Recipient Selection
- Ü After School Clubs
- Ü Family Nights at School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	3	0	0
10 or more years	5	14	0	1

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 Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Mobile Computer Lab
- Ü Music Room

Extracurricular Activities

- Ü Reading Club
- Ü Math Club
- Ü Homework Club
- Ü Drama Club
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Extended-day Programs
- Ü Full-day Kindergarten
- Ü Breakfast Program
- Ü Adopted Grandparents Program
- Ü DARE Program

School Achievements/Accomplishments 2004-05

ü Paradise Valley Masonic Lodge No. 61 Essay winners. Four students recognized.

ü Character Counts award recipients.

ü District Visual Art Show- students recognized.

ü PTSA Reflections award recipients.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	22	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	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

Our school rules are very simple: Respect yourself. Respect others. Allow the teacher to teach. Do what is expected. We stress what our responsibilities are. The teacher is there to teach and the student is there to learn. If we each do our job, we will have success.

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	Sherry Zeeb	(602) 493-6040
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Sandy Cichon	(602) 493-6043
School Nutrition Programs	Nerys Corbin	(602) 493-6047
Parent Organization	Diana Nelson	(602) 493-6041
Student Health/Nurse	Sandy Cichon	(602) 493-6043

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.