

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4215 E. Andora Dr., Phoenix, AZ 85032

Paradise Valley Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Troy J. Bales  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
2005 Enrollment : 441  
Web Address : [epage.pvUSD.k12.az.us/vves/](http://epage.pvUSD.k12.az.us/vves/)  
Phone Number : (602) 493-6230  
Fax Number : (602) 493-6239  
E-mail : [tbales@pvUSD.k12.az.us](mailto:tbales@pvUSD.k12.az.us)

### Mission

The mission of Village Vista Elementary School is to lead students to high achievement and individual excellence through a professional learning community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To promote and facilitate positive school culture, climate, and communication.
- ü To advance excellence in teaching and learning for everyone.
- ü To increase parent and community relations.

### Enrollment

October 1, 2004 School Year Student Enrollment : 463  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 56

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Honors Classes
- Ü Physical Education
- Ü Music
- Ü Computers and Library
- Ü Art
- Ü Reading Assistance
- Ü Special Education

## 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

Village Vista provides a standards-based instructional program. We want each student to demonstrate mastery of the basic skills. Our goal is to teach children to become proficient in reading, writing, and math.

### Parents

The responsibilities of the parents for students enrolled at Village Vista include ensuring the daily attendance of students, committing time to helping students be academically successful, and being responsible citizens in our school community.

## Transportation Policy

The district transportation policy provides bus service to kindergartners living more than one-half mile from the school and to students in grades one through six who live more than one mile from the school.

## School Honors

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

Award/Honor	Year
Ü Eagle Scout Project Site Recipient	2004
Ü AZ Diamondbacks/SAFE KIDS Helmet Design Contest Winner	2003
Ü Phoenix Arts Commission Grant	2002

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	74	2586	79306	99	100	99	456	467	445	5	6	10	14	11	18	54	50	51	27	34	20
All Students (Prior Year)	81	2710	75509	100	100	100	527	538	521	8	7	13	27	17	23	36	34	33	29	42	31
Female	38	1264	38691	100	100	99	457	466	446	3	6	10	6	11	18	66	49	52	25	34	20
Male	36	1321	40583	97	99	99	455	468	445	6	6	11	23	11	18	42	50	50	29	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	20	568	32869	100	99	99	439	435	429	13	16	15	19	21	25	56	50	51	13	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	47	1810	36197	98	100	99	464	477	463	2	4	5	14	8	11	49	49	53	35	40	31
Students with Disabilities	11	372	10321	100	100	100	435	420	389	0	23	30	18	20	27	73	43	34	9	14	9
Students without Disabilities	63	2215	69060	97	99	98	461	475	454	6	3	7	13	9	17	50	51	54	31	37	22
Limited English Proficient Students	10	301	15509	100	100	100	411	413	406	29	21	20	29	27	30	43	46	45	0	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	780	39415	89	94	96	437	439	431	12	13	15	19	21	25	58	53	50	12	13	10
Non-Economically Disadvantaged	43	1807	39966	100	100	100	469	479	459	0	3	6	11	6	12	51	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	73	2577	79395	97	0	99	462	468	446	5	6	9	16	16	25	63	58	55	16	21	11
All Students (Prior Year)	81	2702	75492	100	100	100	525	528	519	9	7	12	11	12	16	56	49	47	24	32	24
Female	38	1261	38743	100	0	100	464	473	451	0	5	7	19	14	24	69	57	57	13	24	12
Male	35	1315	40618	95	0	99	459	464	440	10	6	11	13	17	27	57	59	53	20	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	20	563	32915	100	0	99	441	430	426	13	17	15	31	32	35	44	44	47	13	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	46	1805	36221	96	0	99	471	480	465	2	2	4	10	11	15	69	61	63	19	25	17
Students with Disabilities	11	364	10331	100	0	100	450	419	388	0	19	25	27	31	37	64	42	34	9	8	4
Students without Disabilities	62	2214	69139	95	0	99	464	476	454	6	3	7	14	13	24	63	60	58	18	23	11
Limited English Proficient Students	10	300	15545	100	0	100	400	401	399	29	23	21	43	44	42	29	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	771	39484	89	0	96	441	436	429	12	13	14	27	31	35	54	50	47	8	6	4
Non-Economically Disadvantaged	42	1807	39986	100	0	100	477	482	461	0	2	4	8	9	16	69	61	63	22	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	74	2578	78869	99	99	99	435	467	442	5	4	6	29	12	21	60	65	63	6	19	10
All Students (Prior Year)	81	2688	75053	100	99	99	597	634	597	3	4	7	11	8	12	80	74	72	6	14	9
Female	38	1260	38536	100	100	99	452	479	458	3	4	4	22	8	15	66	63	67	9	25	14
Male	36	1318	40302	97	99	99	418	455	428	6	5	8	35	15	26	55	67	60	3	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	20	565	32606	100	99	98	429	430	426	6	10	8	25	21	27	63	63	60	6	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	47	1804	36078	98	100	99	439	478	459	5	3	4	30	9	16	58	66	66	7	22	14
Students with Disabilities	11	369	10246	100	100	100	412	403	367	9	16	18	45	29	39	45	48	40	0	8	4
Students without Disabilities	63	2210	68697	97	99	98	440	478	454	4	3	4	25	9	18	63	68	67	8	21	11
Limited English Proficient Students	10	298	15339	100	100	100	398	403	399	14	13	11	43	26	31	43	58	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	776	39106	89	94	95	425	430	427	4	9	8	38	22	28	54	63	59	4	5	5
Non-Economically Disadvantaged	43	1803	39837	100	100	100	443	482	457	5	2	4	22	7	14	65	66	67	8	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	62	2711	78906	100	100	99	524	515	498	4	8	13	8	13	19	57	50	48	31	29	20
All Students (Prior Year)	72	2756	76019	100	100	100	498	513	499	12	9	14	37	32	39	18	16	14	33	43	33
Female	31	1325	38644	100	100	99	534	517	500	0	7	12	4	13	19	58	51	49	38	29	19
Male	31	1384	40236	100	100	99	514	514	497	7	9	15	11	13	19	56	49	46	26	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	12	565	31938	100	100	99	491	484	481	10	19	19	10	24	25	70	46	46	10	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	42	1938	36483	100	100	99	535	525	517	3	5	7	3	10	13	57	51	51	37	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	57	2317	68310	98	98	98	523	526	509	4	5	9	6	11	18	57	52	51	32	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	26	798	38679	90	95	96	497	487	483	9	19	20	9	20	25	70	49	45	13	12	10
Non-Economically Disadvantaged	36	1913	40295	100	100	100	546	527	513	0	4	7	7	10	13	46	50	50	46	36	30

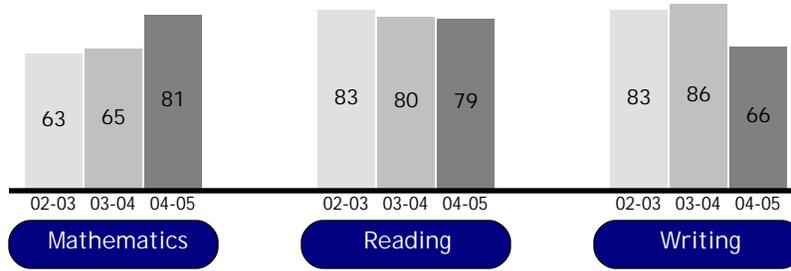
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2712	78908	100	0	99	503	499	484	6	6	10	16	15	23	61	65	58	18	14	9
All Students (Prior Year)	72	2754	76020	100	100	100	505	510	503	18	17	25	27	18	23	47	47	40	8	18	12
Female	31	1327	38648	100	0	99	521	504	489	0	5	8	13	14	22	58	65	61	29	16	10
Male	31	1383	40233	100	0	99	487	494	479	11	7	12	19	17	25	63	66	55	7	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	12	564	31940	100	0	99	476	467	465	20	15	16	30	33	32	50	48	49	0	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	42	1940	36502	100	0	99	515	508	502	3	3	4	6	11	14	66	69	67	26	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	57	2318	68312	98	0	98	505	508	493	4	4	7	17	13	21	60	68	62	19	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	26	798	38662	90	0	96	486	474	468	13	14	16	26	29	32	48	54	49	13	4	3
Non-Economically Disadvantaged	36	1914	40315	100	0	100	517	509	498	0	2	5	7	10	15	71	70	66	21	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	62	2708	78750	100	100	99	511	516	500	6	4	6	25	21	29	69	71	63	0	3	2
All Students (Prior Year)	72	2748	75673	100	99	100	542	558	530	8	7	12	22	18	25	67	68	58	3	7	4
Female	31	1324	38586	100	100	99	547	531	515	0	2	4	8	13	22	92	79	71	0	5	3
Male	31	1382	40135	100	100	99	478	501	486	11	5	8	41	29	35	48	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	12	562	31841	100	100	99	504	485	483	0	9	8	40	36	36	60	54	55	0	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	42	1939	36440	100	100	99	520	524	516	6	2	3	20	18	22	74	76	71	0	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	57	2313	68196	98	98	98	512	528	513	6	2	3	26	17	25	68	77	69	0	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	26	797	38558	90	94	96	500	487	485	9	9	8	26	35	37	65	55	54	0	1	1
Non-Economically Disadvantaged	36	1911	40260	100	100	100	519	527	514	4	2	3	25	16	21	71	78	72	0	5	4

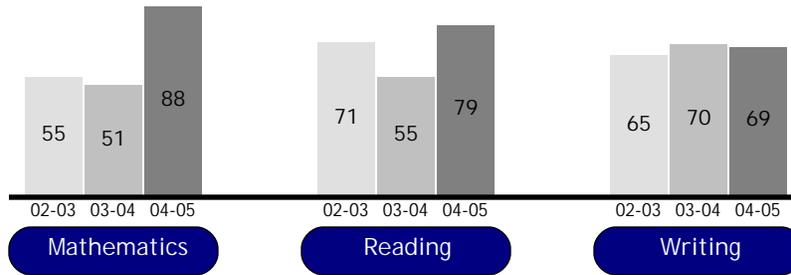
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	56	61	50	86	59	NA	58	99	58	55	47
	Language	99	53	54	43	87	50	59	50	99	54	55	47
	Mathematics	99	58	67	57	87	57	68	64	99	55	56	50
3	Reading	98	59	60	47	94	63	NA	55	97	51	56	44
	Language	100	57	64	54	100	67	69	61	97	49	55	44
	Mathematics	98	64	66	54	99	64	69	61	99	54	60	51
4	Reading	99	58	65	52	98	68	NA	56	100	56	58	48
	Language	99	47	60	48	98	61	63	52	100	55	57	49
	Mathematics	99	56	69	57	98	68	72	61	100	57	61	53
5	Reading	98	63	64	50	99	62	NA	55	100	56	58	50
	Language	99	52	58	46	100	52	60	49	100	59	59	50
	Mathematics	100	69	69	57	100	63	72	63	100	55	57	49
6	Reading	100	73	67	53	93	69	NA	56	100	57	61	51
	Language	100	62	60	45	94	58	61	48	100	53	57	47
	Mathematics	99	77	74	62	94	79	76	66	100	57	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 Advise the Principal
- Ü Evaluate Programs
- Ü Provide Feedback from Community
- Ü Enhance Parent/Educator Relations
- Ü Conduct Annual Family Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	4.30

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	2	0	0	0
10 or more years	7	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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 Library/Media Center
- Ü Accelerated Reader Lab
- Ü Internet Research and Instructional Lab

Extracurricular Activities

- Ü Chorus
- Ü Art Club
- Ü Student Council
- Ü Reading Partners
- Ü Computer Classes
- Ü Intramural Basketball

Social Services

- Ü Before/After School Programs
- Ü Health Services
- Ü Support Group Referrals
- Ü Breakfast and Lunch Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Village Vista consistently scores above Arizona state averages on norm and criterion-referenced tests. Village Vista was one of five schools in the district to significantly improve in reading and math for Spring 2005.
- ü Village Vista is a model school implementing Positive Behavioral Supports, and meeting the individual needs of all our students.
- ü Village Vista is recognized as a model school for our Accelerated Reader and Reading Partners Programs.
- ü Village Vista is recognized as a school that teaches and models mutual respect, high expectations, and cultural diversity through a professional learning community.

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>	12	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	96	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

We plan for and regularly practice lock-down and evacuation procedures. Students are taught safety procedures and reminded frequently on daily video announcements. All classrooms have doors with view finders, telephones, internet computers, and TVs. Staff members are easily identified with ID badges and/or bright colored safety vests. All outside staff are connected to each other and the office with two-way radios.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Troy J. Bales	(602) 493-6230
Transportation Policy	Mr. Jeff Cook	(602) 493-6320
Community Resources	Dr. Troy J. Bales	(602) 493-6230
School Nutrition Programs	Mrs. Lois Muscari	(602) 493-6237
Parent Organization	Ms. Shannon Dowdell	(602) 493-6230
Student Health/Nurse	Mrs. Ann Street	(602) 493-6233

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.