

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6010 East Acoma 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Linda D. Hough
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 504
 Web Address :
 Phone Number : (602) 493-6090
 Fax Number : (602) 493-6095
 E-mail : lthough@pvusd.k12.az.us

Mission

Desert Springs, in partnership with its families and community, provides each child with a strong academic and technological foundation. We strive to establish a safe learning environment which accepts and encourages each student as a unique individual. In addition, we foster self confidence, self motivation and self discipline needed for all students to maximize their potential. Our students learn in a caring and accepting environment which creates a sense of joy and excitement for learning.

School / Academic Goals

- ü Continued improvement of the curriculum and implementation of Arizona State Standards, integration of technology in all academic areas. Emphasis on positive test results on State Standardized Tests - this includes Terra Nova and AIMS.
- ü Continue to improve successful student behavior with an emphasis on school-wide safety, responsible citizenship, character education, school communication and parent/community involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 459
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 48

Instructional Programs

- ü Gifted/Enrichment Classes
- ü Special Education Resources
- ü Computer/Technology Classes
- ü Pre-kindergarten (Core Knowledge Based)
- ü Pre-School (Special Needs)
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe education requires the planning and leadership of administration and staff in conjunction with the involvement and active participation of parents and community. The enriched education for our students mandates Desert Springs' staff to work cooperatively with parents. It is the staff and parent team, working together, that will maximize the academic, social and emotional potential of all our students.

Parents

Desert Springs challenges parents to participate in the education of their children. Academic excellence can only be achieved with the support of parents. We strongly encourage parents to become actively involved and by visiting the school often.

Transportation Policy

Bus transportation services are provided for kindergarten students who reside farther than one-half mile, and students in grades one through six who reside farther than one mile from the school.

School Honors

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

Award/Honor	Year
ü Teacher Venture Awards	1996
ü Environmental Awards	2002
ü UPC Teacher of the Year	2004
ü State Teacher Recognition Winner - PTA	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2586	79306	100	100	99	501	467	445	0	6	10	2	11	18	45	50	51	53	34	20
All Students (Prior Year)	65	2710	75509	100	100	100	569	538	521	2	7	13	0	17	23	35	34	33	63	42	31
Female	30	1264	38691	100	100	99	503	466	446	0	6	10	0	11	18	50	49	52	50	34	20
Male	31	1321	40583	100	99	99	499	468	445	0	6	11	3	11	18	40	50	50	57	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	--	36	4264	--	100	100	--	438	419	--	9	19	--	15	30	--	58	45	--	18	6
White	53	1810	36197	100	100	99	504	477	463	0	4	5	0	8	11	44	49	53	56	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	53	2215	69060	98	99	98	500	475	454	0	3	7	2	9	17	42	51	54	56	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	55	1807	39966	100	100	100	505	479	459	0	3	6	0	6	12	44	48	52	56	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	61	2577	79395	100	0	99	496	468	446	2	6	9	3	16	25	62	58	55	33	21	11
All Students (Prior Year)	65	2702	75492	100	100	100	535	528	519	2	7	12	5	12	16	62	49	47	32	32	24
Female	30	1261	38743	100	0	100	507	473	451	0	5	7	4	14	24	54	57	57	43	24	12
Male	31	1315	40618	100	0	99	486	464	440	3	6	11	3	17	27	70	59	53	23	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	--	36	4271	--	0	100	--	440	420	--	6	15	--	18	42	--	67	41	--	9	2
White	53	1805	36221	100	0	99	501	480	465	0	2	4	2	11	15	62	61	63	36	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	53	2214	69139	98	0	99	498	476	454	2	3	7	4	13	24	60	60	58	34	23	11
Limited English Proficient Students	NC	300	15545	NC	0	100	NC	401	399	NC	23	21	NC	44	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	771	39484	NC	0	96	NC	436	429	NC	13	14	NC	31	35	NC	50	47	NC	6	4
Non-Economically Disadvantaged	55	1807	39986	100	0	100	503	482	461	0	2	4	0	9	16	63	61	63	37	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	61	2578	78869	100	99	99	515	467	442	0	4	6	2	12	21	55	65	63	43	19	10
All Students (Prior Year)	65	2688	75053	100	99	99	676	634	597	0	4	7	5	8	12	75	74	72	20	14	9
Female	30	1260	38536	100	100	99	533	479	458	0	4	4	0	8	15	36	63	67	64	25	14
Male	31	1318	40302	100	99	99	498	455	428	0	5	8	3	15	26	73	67	60	23	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	--	36	4245	--	100	100	--	431	423	--	9	9	--	15	26	--	67	61	--	9	4
White	53	1804	36078	100	100	99	520	478	459	0	3	4	0	9	16	54	66	66	46	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	53	2210	68697	98	99	98	516	478	454	0	3	4	2	9	18	54	68	67	44	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	55	1803	39837	100	100	100	518	482	457	0	2	4	0	7	14	56	66	67	44	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	75	2711	78906	100	100	99	534	515	498	4	8	13	11	13	19	37	50	48	48	29	20
All Students (Prior Year)	75	2756	76019	100	100	100	522	513	499	4	9	14	29	32	39	11	16	14	56	43	33
Female	37	1325	38644	100	100	99	509	517	500	8	7	12	16	13	19	38	51	49	38	29	19
Male	38	1384	40236	100	100	99	559	514	497	0	9	15	5	13	19	37	49	46	58	29	20
African American	--	94	4087	--	99	99	--	486	481	--	11	20	--	20	24	--	53	45	--	15	11
Hispanic	NC	565	31938	NC	100	99	NC	484	481	NC	19	19	NC	24	25	NC	46	46	NC	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	66	1938	36483	100	100	99	544	525	517	2	5	7	9	10	13	41	51	51	48	34	30
Students with Disabilities	12	394	10664	100	100	100	450	451	430	17	29	42	25	25	27	42	37	26	17	9	5
Students without Disabilities	63	2317	68310	97	98	98	550	526	509	2	5	9	8	11	18	37	52	51	54	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	71	1913	40295	100	100	100	537	527	513	3	4	7	11	10	13	37	50	50	49	36	30

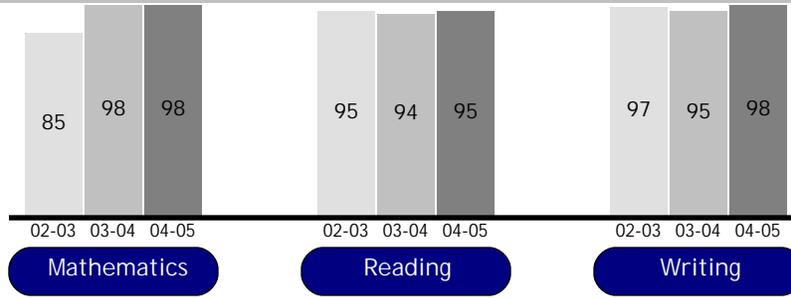
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2712	78908	100	0	99	518	499	484	1	6	10	8	15	23	63	65	58	28	14	9
All Students (Prior Year)	75	2754	76020	100	100	100	513	510	503	12	17	25	15	18	23	55	47	40	19	18	12
Female	37	1327	38648	100	0	99	505	504	489	3	5	8	8	14	22	65	65	61	24	16	10
Male	38	1383	40233	100	0	99	531	494	479	0	7	12	8	17	25	61	66	55	32	11	8
African American	--	94	4092	--	0	99	--	481	473	--	5	12	--	19	28	--	65	54	--	11	5
Hispanic	NC	564	31940	NC	0	99	NC	467	465	NC	15	16	NC	33	32	NC	48	49	NC	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	66	1940	36502	100	0	99	529	508	502	0	3	4	6	11	14	62	69	67	32	17	15
Students with Disabilities	12	394	10665	100	0	100	439	442	423	8	19	30	33	31	36	50	48	31	8	2	2
Students without Disabilities	63	2318	68312	97	0	98	533	508	493	0	4	7	3	13	21	65	68	62	32	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	71	1914	40315	100	0	100	520	509	498	0	2	5	8	10	15	62	70	66	30	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	75	2708	78750	100	100	99	537	516	500	1	4	6	9	21	29	80	71	63	9	3	2
All Students (Prior Year)	75	2748	75673	100	99	100	593	558	530	1	7	12	11	18	25	79	68	58	9	7	4
Female	37	1324	38586	100	100	99	529	531	515	3	2	4	14	13	22	68	79	71	16	5	3
Male	38	1382	40135	100	100	99	545	501	486	0	5	8	5	29	35	92	64	56	3	2	1
African American	--	94	4081	--	99	99	--	495	488	--	5	8	--	20	32	--	72	59	--	3	2
Hispanic	NC	562	31841	NC	100	99	NC	485	483	NC	9	8	NC	36	36	NC	54	55	NC	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	66	1939	36440	100	100	99	549	524	516	0	2	3	8	18	22	82	76	71	11	4	4
Students with Disabilities	12	395	10622	100	100	100	452	441	415	8	13	21	25	47	50	67	40	28	0	1	1
Students without Disabilities	63	2313	68196	97	98	98	553	528	513	0	2	3	6	17	25	83	77	69	11	4	3
Limited English Proficient Students	NC	269	12504	NC	100	100	NC	444	451	NC	13	12	NC	41	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	797	38558	NC	94	96	NC	487	485	NC	9	8	NC	35	37	NC	55	54	NC	1	1
Non-Economically Disadvantaged	71	1911	40260	100	100	100	540	527	514	0	2	3	10	16	21	80	78	72	10	5	4

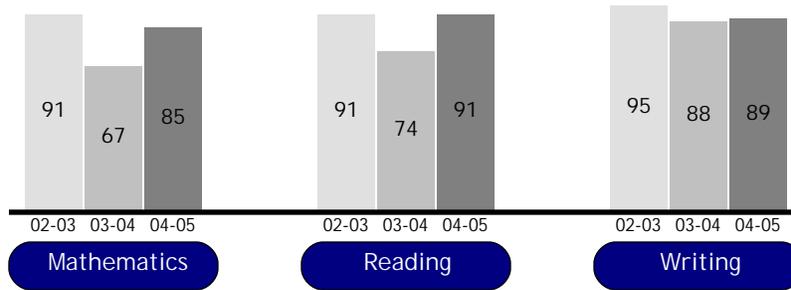
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	78	61	50	95	82	NA	58	100	67	55	47
	Language	98	66	54	43	97	81	59	50	100	71	55	47
	Mathematics	100	80	67	57	100	89	68	64	100	68	56	50
3	Reading	99	80	60	47	100	78	NA	55	100	71	56	44
	Language	100	84	64	54	100	84	69	61	100	72	55	44
	Mathematics	97	86	66	54	100	86	69	61	100	78	60	51
4	Reading	100	78	65	52	97	86	NA	56	100	71	58	48
	Language	99	71	60	48	97	77	63	52	100	68	57	49
	Mathematics	99	83	69	57	97	88	72	61	100	76	61	53
5	Reading	99	72	64	50	100	77	NA	55	99	69	58	50
	Language	100	67	58	46	100	71	60	49	99	72	59	50
	Mathematics	100	83	69	57	100	85	72	63	99	69	57	49
6	Reading	99	81	67	53	99	83	NA	56	100	70	61	51
	Language	100	74	60	45	99	80	61	48	100	66	57	47
	Mathematics	100	89	74	62	99	93	76	66	99	76	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Development of School Philosophy
- Ü Development of School Goals
- Ü Evaluation of Goal Progress
- Ü Parent/Educator Relations
- Ü Safety Issues
- Ü Approval of Extra-curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	32	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
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 Two Computer Labs
- Ü High-tech Multimedia Library

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Band/Strings (Grades 4-6)
- Ü Technology/Art/Drama/Science /Chess Club
- Ü After School Homework Help
- Ü Recess Puzzle Club
- Ü Fitness Club

Social Services

- Ü Pre-K - Core Knowledge Curriculum
- Ü Before/After School Day Care Program
- Ü Lunch Program
- Ü Breakfast Program
- Ü Counselor/Social Worker
- Ü Homework Help Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü recognized by Arizona State as an Excelling School.
 - Continued excelled scores on Terra Nova and AIMS testing.
 - Student academic recognitions at district and state level.
- ü A+ School Achievement-Awarded by the Arizona Education Foundation. Desert Springs is one of 12 schools in the state of Arizona recognized with this distinguished award.
- ü Maricopa County Reading Recognitions. District and Arizona State finalist in Poetry and Art competition. Received first place past several years for environmental program. District, state and national recognition for PTA Reflections Program.
- ü Distinguished Teacher of the Year Recognition awarded by Paradise Valley United Parent Council.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rate ⁵	4	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Desert Springs continues to develop a comprehensive prevention program to promote school safety and healthy living. Character Education is promoted with an emphasis on diversity, peer mediation/conflict resolution and community service.

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	Linda Hough	(602) 493-6090
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glendmier	(602) 493-6330
Parent Organization	Lisa Shillingburg/Brenda Maynard	(602) 493-6090
Student Health/Nurse	Marilyn Starrett	(602) 493-6093

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

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