

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2020 West Morningside Drive, Phoenix, AZ 85023

Deer 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	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 : Mrs. Cheryl Paul Mrs.
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 767
 Web Address : villagemeadows.dvUSD.org
 Phone Number : (602) 467-6300
 Fax Number : (602) 467-6380
 E-mail : cheryll.paul@vm.dvUSD.org

Mission

The Village Meadows Elementary School family promotes a safe and positive learning environment that empowers students, staff, and the community to maximize their personal, and academic potential in order to become lifelong responsible learners. Using a data driven decision making process, Village Meadows established a Campus Improvement Plan that created specific academic goals. Standards based curriculum and instruction form the foundation of the K-6 program.

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 Reading is a building-wide focus along with the accountability of students academically and behaviorally. Our staff is diligently working to raise student achievement by aligning curriculum and assessment with district standards.
- ü Our Campus Improvement Plan provides a framework which focuses on geometry, alignment of our math curriculum, and assessments to assure students will meet AIMS standards for their grade level. Teaching teams meet bimonthly to evaluate our progress.
- ü Teachers collaborate on common strategies and assessments that are implemented within an established time frame. Educators dialogue both vertically and horizontally about the results of the assessments and plan for effective instruction.
- ü We will continue to provide opportunities for all students to extend and enrich their learning opportunities. Diverse student learning needs are met in a variety of environments and through differentiated teaching strategies.

Enrollment

October 1, 2004 School Year Student Enrollment : 704
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 43

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Head Start
- ü Schoolwide Title I
- ü Extended School Day Opportunities
- ü Summer School
- ü Reading Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our Village Meadows School family seeks to provide a safe, positive, orderly learning environment that empowers all students. We analyze all of our test results, both formal and informal to design the best curriculum experiences for our students.

Parents

Children have greater success in school when parents are involved in their education, set high expectations, encourage good attendance, and support school procedures and rules. We consistently seek and appreciate volunteers at Village Meadows. Parent involvement is critical to student success. We continue to improve our website as a communication tool for parents and students. Updates are made on a weekly basis: villagemeadows.vm.dvUSD.org.

Transportation Policy

Village Meadows school boundaries are north of Bell Road, south of Beardsley Road, east of Interstate 17 and west of 19th Avenue. Children north of Union Hills Drive are transported in school buses. The Deer Valley School District also provides special services to those students with special needs regardless of where they live. To view boundary grid maps please visit the District web sight at www.dvUSD.org.

School Honors

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

Award/Honor	Year
ü Title 1 Distinguished Award Finalist	2004
ü Certified, Classified and Admin.: District Pride Award	2005
ü Grant Recipients	2005
ü Milken Award: Debbi Peterson	2005

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	103	2698	79306	97	99	99	429	462	445	22	6	10	20	12	18	49	54	51	9	29	20
All Students (Prior Year)	101	2528	75099	96	99	100	526	532	521	9	7	13	17	19	23	48	38	33	25	36	31
Female	46	1299	38691	96	99	99	439	462	446	14	5	10	14	12	18	57	55	52	14	28	20
Male	57	1398	40583	98	99	99	420	462	445	29	6	11	24	12	18	43	52	50	4	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	30	374	32869	97	100	99	417	442	429	28	11	15	28	21	25	36	55	51	8	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	NC	19	4264	NC	95	100	NC	443	419	NC	11	19	NC	26	30	NC	42	45	NC	21	6
White	64	2110	36197	97	99	99	432	465	463	20	5	5	15	10	11	56	53	53	8	31	31
Students with Disabilities	17	411	10321	100	100	100	366	411	389	86	24	30	7	24	27	7	39	34	0	13	9
Students without Disabilities	86	2289	69060	97	98	98	440	471	454	10	2	7	22	10	17	57	56	54	10	31	22
Limited English Proficient Students	13	157	15509	100	100	100	410	396	406	33	18	20	25	28	30	33	45	45	8	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	21	257	39415	81	88	96	417	445	431	19	9	15	31	22	25	44	54	50	6	16	10
Non-Economically Disadvantaged	82	2443	39966	100	100	100	431	463	459	23	5	6	17	11	12	51	54	52	9	30	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	104	2697	79395	98	0	99	432	465	446	15	4	9	37	17	25	41	63	55	7	17	11
All Students (Prior Year)	101	2538	75492	96	100	100	515	528	519	18	7	12	15	12	16	44	52	47	23	30	24
Female	47	1298	38743	98	0	100	446	471	451	12	3	7	26	14	24	56	64	57	7	20	12
Male	57	1395	40618	98	0	99	420	459	440	18	5	11	47	19	27	29	62	53	6	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	30	375	32915	97	0	99	411	447	426	20	7	15	56	28	35	20	57	47	4	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	NC	19	4271	NC	0	100	NC	447	420	NC	5	15	NC	26	42	NC	58	41	NC	11	2
White	65	2108	36221	98	0	99	441	468	465	13	3	4	28	14	15	52	64	63	7	18	17
Students with Disabilities	17	412	10331	100	0	100	382	413	388	50	16	25	43	38	37	7	37	34	0	8	4
Students without Disabilities	87	2287	69139	98	0	99	441	474	454	9	2	7	36	13	24	47	67	58	8	18	11
Limited English Proficient Students	13	157	15545	100	0	100	398	392	399	25	16	21	50	38	42	25	44	35	0	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	22	258	39484	85	0	96	412	445	429	18	8	14	53	28	35	29	57	47	0	7	4
Non-Economically Disadvantaged	82	2441	39986	100	0	100	437	466	461	15	4	4	33	16	16	44	63	63	8	17	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	103	2692	78869	97	99	99	419	460	442	12	3	6	29	15	21	52	67	63	8	14	10
All Students (Prior Year)	100	2525	75053	95	99	99	637	625	597	3	4	7	7	8	12	74	76	72	16	12	9
Female	47	1299	38536	98	99	99	447	476	458	5	2	4	28	10	15	56	68	67	12	20	14
Male	56	1392	40302	97	99	99	393	445	428	19	4	8	29	20	26	48	67	60	4	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	30	372	32606	97	99	98	409	441	426	12	6	8	36	23	27	40	63	60	12	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	NC	19	4245	NC	95	100	NC	447	423	NC	5	9	NC	32	26	NC	53	61	NC	11	4
White	64	2106	36078	97	99	99	418	462	459	14	3	4	27	14	16	54	68	66	5	15	14
Students with Disabilities	17	409	10246	100	100	100	283	392	367	71	12	18	14	38	39	14	46	40	0	4	4
Students without Disabilities	86	2285	68697	97	98	98	443	472	454	1	2	4	31	11	18	58	71	67	9	16	11
Limited English Proficient Students	13	156	15339	100	100	100	398	385	399	8	11	11	58	35	31	25	47	54	8	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	22	255	39106	85	88	95	390	438	427	24	8	8	24	24	28	47	59	59	6	10	5
Non-Economically Disadvantaged	81	2439	39837	100	100	100	425	461	457	9	3	4	30	15	14	53	68	67	8	14	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	131	2877	78906	98	100	99	483	510	498	12	6	13	25	14	19	47	58	48	16	22	20
All Students (Prior Year)	98	2572	76019	100	100	100	507	517	499	5	5	14	40	33	39	22	18	14	34	44	33
Female	83	1429	38644	98	100	99	491	511	500	12	4	12	25	14	19	45	60	49	18	22	19
Male	48	1450	40236	100	100	99	470	509	497	12	7	15	26	14	19	51	56	46	12	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	45	402	31938	94	99	99	473	492	481	14	10	19	33	22	25	43	56	46	10	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	NC	26	4593	NC	100	100	NC	451	467	NC	13	26	NC	25	29	NC	54	39	NC	8	6
White	71	2268	36483	100	100	99	487	513	517	10	5	7	21	12	13	50	59	51	19	24	30
Students with Disabilities	16	412	10664	100	100	100	346	442	430	57	28	42	29	27	27	14	39	26	0	6	5
Students without Disabilities	115	2467	68310	97	98	98	502	522	509	6	2	9	25	12	18	52	61	51	18	25	22
Limited English Proficient Students	23	152	12573	100	100	100	408	411	454	23	20	27	41	29	30	32	44	38	5	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	235	38679	87	90	96	491	496	483	14	8	20	18	27	25	55	51	45	14	14	10
Non-Economically Disadvantaged	105	2644	40295	100	100	100	481	511	513	12	6	7	27	13	13	46	59	50	16	23	30

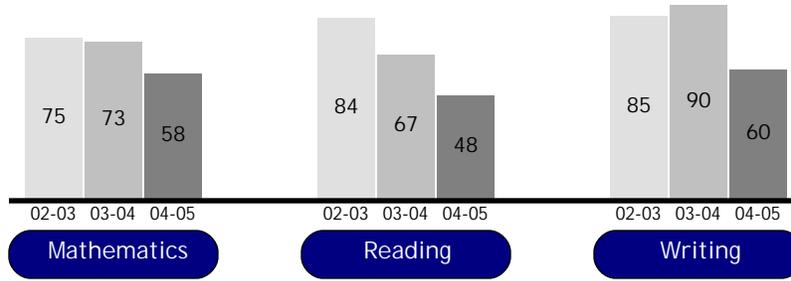
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2878	78908	99	0	99	476	497	484	7	4	10	25	16	23	62	69	58	7	11	9
All Students (Prior Year)	98	2572	76020	100	100	100	505	510	503	16	14	25	32	21	23	48	50	40	5	15	12
Female	84	1429	38648	99	0	99	486	502	489	8	3	8	19	13	22	65	71	61	8	13	10
Male	48	1451	40233	100	0	99	460	492	479	5	5	12	35	19	25	56	67	55	5	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	46	403	31940	96	0	99	466	478	465	12	9	16	28	25	32	58	61	49	2	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	71	2268	36502	100	0	99	483	501	502	3	3	4	21	14	14	66	71	67	10	12	15
Students with Disabilities	16	412	10665	100	0	100	341	432	423	29	17	30	64	40	36	7	39	31	0	3	2
Students without Disabilities	116	2468	68312	97	0	98	495	508	493	4	2	7	19	12	21	69	74	62	8	13	10
Limited English Proficient Students	23	152	12556	100	0	100	396	394	436	14	19	24	55	40	40	32	39	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	234	38662	87	0	96	475	484	468	14	9	16	32	26	32	55	59	49	0	5	3
Non-Economically Disadvantaged	106	2646	40315	100	0	100	477	498	498	5	4	5	23	15	15	63	69	66	8	12	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	132	2869	78750	99	100	99	487	514	500	6	3	6	38	23	29	54	70	63	3	4	2
All Students (Prior Year)	98	2565	75673	100	100	100	515	553	530	14	7	12	23	20	25	60	66	58	3	6	4
Female	84	1424	38586	99	100	99	504	530	515	7	2	4	26	14	22	65	78	71	3	6	3
Male	48	1447	40135	100	99	99	457	498	486	5	5	8	58	32	35	35	62	56	2	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	46	402	31841	96	99	99	480	493	483	7	8	8	47	34	36	47	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	NC	26	4586	NC	100	100	NC	466	481	NC	8	8	NC	25	37	NC	67	54	NC	0	1
White	71	2261	36440	100	100	99	487	517	516	6	3	3	32	21	22	56	72	71	5	4	4
Students with Disabilities	16	408	10622	100	100	100	313	432	415	36	14	21	50	47	50	14	37	28	0	2	1
Students without Disabilities	116	2463	68196	97	98	98	510	528	513	2	2	3	36	19	25	59	75	69	3	4	3
Limited English Proficient Students	23	151	12504	100	100	100	403	401	451	9	13	12	68	46	44	23	40	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	26	234	38558	87	90	96	487	493	485	5	7	8	50	34	37	45	58	54	0	1	1
Non-Economically Disadvantaged	106	2637	40260	100	100	100	487	516	514	6	3	3	35	22	21	56	71	72	3	4	4

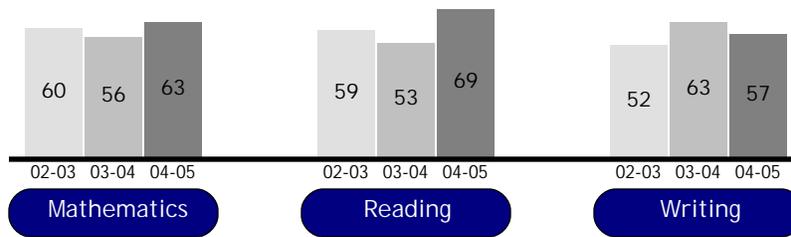
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	55	63	50	90	47	NA	58	92	40	57	47
	Language	98	46	58	43	89	30	61	50	92	44	58	47
	Mathematics	97	62	70	57	90	59	72	64	93	48	62	50
3	Reading	94	49	61	47	96	46	NA	55	98	35	55	44
	Language	95	59	67	54	94	60	70	61	98	35	53	44
	Mathematics	98	60	66	54	95	67	69	61	97	42	60	51
4	Reading	95	58	66	52	94	49	NA	56	97	43	57	48
	Language	99	56	61	48	95	52	63	52	97	45	59	49
	Mathematics	95	73	73	57	95	60	74	61	97	50	63	53
5	Reading	97	57	62	50	95	54	NA	55	97	53	60	50
	Language	98	51	57	46	95	53	60	49	97	54	59	50
	Mathematics	98	66	73	57	95	68	75	63	96	49	58	49
6	Reading	98	57	66	53	93	52	NA	56	98	53	61	51
	Language	96	55	60	45	94	41	60	48	98	51	58	47
	Mathematics	96	79	79	62	94	73	79	66	98	63	66	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."

Village Meadows Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Development and Implementation of CIP
- Ü Data Collection and Analysis
- Ü Staff Development
- Ü District Image: Safe School
- Ü Parent/Community Involvement
- Ü Evaluation of Results

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	7.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	4	0	0	0
10 or more years	4	13	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Science Lab
- Ü Reading Lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü Drama Club
- Ü Early Morning Reading Club
- Ü Tutor Club

Social Services

- Ü YMCA Extended Kindergarten
- Ü Parks and Recreation Afterschool Program
- Ü YMCA Day Care
- Ü Literacy Program
- Ü Parent Organization Group PACT
- Ü Dental program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Parent involvement and community partnerships increased. We will continue to promote opportunities for parent and community involvement. We offered various evening events: CIT, EL Parent Night, Title I Parent Night, Meet The Teacher Night, etc.
- ü Our academic scores improved from the previous year. We are working to constantly evaluate and improve our programs for all our students. We will continue to provide clear information about student performance to students and parents.
- ü Village Meadows was featured in the annual Report Card published by SAXON. We were one of three schools in the state to receive a site visit for the national Title 1 Distinguished School award. It was an honor just to have been a finalist.
- ü We are a child centered community school that strives to focus all efforts and resources on the success of all children. We instill ownership not only for ourselves, but for students and parents alike.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

Our Safe School Committee will continue to maintain their efforts and provide a safe closed campus. All visitors are required to sign in and display a visitor's badge before entering the campus. We use positive proactive methods rather than a reactive negative stance. Character traits are taught and reinforced throughout the year. This philosophy promotes respect, responsibility, caring, citizenship, trustworthiness and fairness.

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) :

1

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	Carolina Lambrecht	(602) 467-6304
Transportation Policy	Cindy Finn	(602) 467-5090
Community Resources	Patty Bernert	(602) 467-6323
School Nutrition Programs	Paula Moore	(602) 467-6314
Parent Organization	Tamara Beck	(928) 467-6300
Student Health/Nurse	Maria Lizanec	(602) 467-6310

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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** 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.