



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

18440 N. 15th Avenue, 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 : Dr. Katherine Griffith
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 800
 Web Address : constitution.dvUSD.org/
 Phone Number : (602) 467-6100
 Fax Number : (602) 467-6180
 E-mail : katherine.griffith@ce.dvUSD.org

Mission

Constitution Elementary Staff creates partnerships with families and the community to model and instill a passion for learning, high standards, and life skills in a safe, supportive, and enriched environment, thus promoting success for all.

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

- Students will demonstrate proficiency in basic reading skills and reading comprehension as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.
- Students will demonstrate their understanding and application of the Six Trait Writing Model as measured by AIMS and DVUSD Assessments.
- Students will demonstrate proficiency in math skills as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 785
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

- ü Accelerated Reader Program
- ü Gifted Classes (SAGE)
- ü EL Education
- ü Tutoring
- ü Homework Club
- ü Extended Day EL Kindergarten
- ü Head Start
- ü Literacy Totes for Home Use

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

Constitution provides a safe learning environment with quality instructional programs designed for mastery of Arizona State Standards. We emphasize positive student behavior and personal development. Positive, frequent communication with parents is a priority. Our Parent Resource Center is open to parents and families interested in resource information and instructional materials. We are committed to creating strong family connections and continually seek ways to promote parental involvement.

Parents

Parents are responsible for ensuring student attendance, proper nutrition and clothing, supporting school behavior codes, homework procedures, being aware of school goals/expectations, as well as communicating regularly with their child's teacher. Parents may utilize instructional material made available in our Resource Center, as suggested by their children's teacher.

Transportation Policy

Buses are provided for students in grades 1-6 living over 1 mile from school. Kindergartners living more than 1/2 mile are bused. Attendance boundaries are Bell Road to Union Hills and 7th Avenue to 19th Ave. Special needs are handled individually.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Master Classroom	2004
ü DVUSD Teacher of the Year	2003
ü DVUSD Pride Award Winners	2004
ü Rodel Teachers of the Year	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	127	2698	79306	100	99	99	441	462	445	8	6	10	27	12	18	51	54	51	14	29	20
All Students (Prior Year)	109	2528	75509	99	99	100	503	532	521	15	7	13	34	19	23	36	38	33	15	36	31
Female	57	1299	38691	100	99	99	434	462	446	4	5	10	35	12	18	53	55	52	8	28	20
Male	70	1398	40583	100	99	99	446	462	445	11	6	11	21	12	18	50	52	50	18	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	75	374	32869	100	100	99	432	442	429	8	11	15	34	21	25	48	55	51	10	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	46	2110	36197	100	99	99	459	465	463	5	5	5	16	10	11	58	53	53	21	31	31
Students with Disabilities	20	411	10321	100	100	100	396	411	389	32	24	30	58	24	27	11	39	34	0	13	9
Students without Disabilities	107	2289	69060	100	98	98	450	471	454	3	2	7	21	10	17	60	56	54	16	31	22
Limited English Proficient Students	34	157	15509	100	100	100	423	396	406	9	18	20	41	28	30	44	45	45	6	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	257	39415	91	88	96	432	445	431	10	9	15	25	22	25	60	54	50	5	16	10
Non-Economically Disadvantaged	95	2443	39966	100	100	100	443	463	459	8	5	6	27	11	12	49	54	52	15	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	127	2697	79395	100	0	99	442	465	446	7	4	9	32	17	25	56	63	55	5	17	11
All Students (Prior Year)	109	2538	75492	99	100	100	514	528	519	10	7	12	10	12	16	67	52	47	12	30	24
Female	57	1298	38743	100	0	100	442	471	451	6	3	7	31	14	24	61	64	57	2	20	12
Male	70	1395	40618	100	0	99	442	459	440	8	5	11	34	19	27	52	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	75	375	32915	100	0	99	430	447	426	13	7	15	32	28	35	53	57	47	2	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	46	2108	36221	100	0	99	462	468	465	0	3	4	28	14	15	63	64	63	9	18	17
Students with Disabilities	20	412	10331	100	0	100	414	413	388	16	16	25	47	38	37	37	37	34	0	8	4
Students without Disabilities	107	2287	69139	100	0	99	448	474	454	5	2	7	29	13	24	60	67	58	5	18	11
Limited English Proficient Students	34	157	15545	100	0	100	419	392	399	21	16	21	38	38	42	38	44	35	3	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	258	39484	91	0	96	431	445	429	5	8	14	45	28	35	50	57	47	0	7	4
Non-Economically Disadvantaged	95	2441	39986	100	0	100	444	466	461	8	4	4	30	16	16	57	63	63	5	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	127	2692	78869	100	99	99	433	460	442	5	3	6	32	15	21	59	67	63	5	14	10
All Students (Prior Year)	109	2525	75053	99	99	99	535	625	597	19	4	7	10	8	12	71	76	72	0	12	9
Female	57	1299	38536	100	99	99	451	476	458	2	2	4	22	10	15	67	68	67	8	20	14
Male	70	1392	40302	100	99	99	418	445	428	8	4	8	39	20	26	52	67	60	2	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	75	372	32606	100	99	98	419	441	426	6	6	8	37	23	27	56	63	60	0	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	46	2106	36078	100	99	99	454	462	459	2	3	4	23	14	16	63	68	66	12	15	14
Students with Disabilities	20	409	10246	100	100	100	372	392	367	21	12	18	63	38	39	16	46	40	0	4	4
Students without Disabilities	107	2285	68697	100	98	98	445	472	454	2	2	4	25	11	18	67	71	67	5	16	11
Limited English Proficient Students	34	156	15339	100	100	100	407	385	399	6	11	11	47	35	31	47	47	54	0	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	255	39106	91	88	95	417	438	427	10	8	8	35	24	28	50	59	59	5	10	5
Non-Economically Disadvantaged	95	2439	39837	100	100	100	436	461	457	4	3	4	31	15	14	60	68	67	4	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	118	2877	78906	100	100	99	494	510	498	10	6	13	27	14	19	50	58	48	13	22	20
All Students (Prior Year)	78	2572	76019	100	100	100	505	517	499	11	5	14	36	33	39	16	18	14	36	44	33
Female	57	1429	38644	100	100	99	490	511	500	10	4	12	26	14	19	56	60	49	8	22	19
Male	61	1450	40236	100	100	99	497	509	497	10	7	15	27	14	19	45	56	46	18	23	20
African American	--	97	4087	--	100	99	--	500	481	--	11	20	--	19	24	--	56	45	--	14	11
Hispanic	60	402	31938	100	99	99	486	492	481	16	10	19	28	22	25	48	56	46	8	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	50	2268	36483	100	100	99	500	513	517	4	5	7	28	12	13	52	59	51	15	24	30
Students with Disabilities	15	412	10664	100	100	100	471	442	430	27	28	42	33	27	27	33	39	26	7	6	5
Students without Disabilities	103	2467	68310	100	98	98	498	522	509	7	2	9	26	12	18	53	61	51	14	25	22
Limited English Proficient Students	32	152	12573	100	100	100	466	411	454	25	20	27	36	29	30	39	44	38	0	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	21	235	38679	84	90	96	478	496	483	17	8	20	42	27	25	33	51	45	8	14	10
Non-Economically Disadvantaged	97	2644	40295	100	100	100	496	511	513	9	6	7	25	13	13	53	59	50	13	23	30

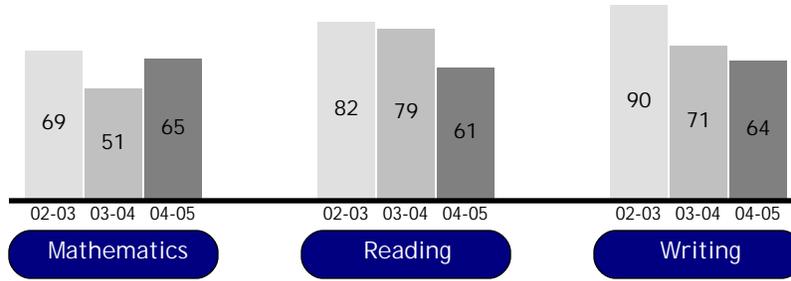
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2878	78908	100	0	99	471	497	484	12	4	10	37	16	23	48	69	58	4	11	9
All Students (Prior Year)	78	2572	76020	100	100	100	500	510	503	24	14	25	31	21	23	33	50	40	13	15	12
Female	57	1429	38648	100	0	99	478	502	489	6	3	8	32	13	22	60	71	61	2	13	10
Male	61	1451	40233	100	0	99	465	492	479	18	5	12	41	19	25	35	67	55	6	9	8
African American	--	97	4092	--	0	99	--	486	473	--	4	12	--	29	28	--	58	54	--	10	5
Hispanic	60	403	31940	100	0	99	458	478	465	22	9	16	42	25	32	32	61	49	4	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	50	2268	36502	100	0	99	482	501	502	2	3	4	35	14	14	59	71	67	4	12	15
Students with Disabilities	15	412	10665	100	0	100	464	432	423	13	17	30	53	40	36	20	39	31	13	3	2
Students without Disabilities	103	2468	68312	100	0	98	472	508	493	12	2	7	34	12	21	52	74	62	2	13	10
Limited English Proficient Students	32	152	12556	100	0	100	436	394	436	33	19	24	53	40	40	14	39	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	21	234	38662	84	0	96	474	484	468	17	9	16	25	26	32	50	59	49	8	5	3
Non-Economically Disadvantaged	97	2646	40315	100	0	100	471	498	498	11	4	5	38	15	15	47	69	66	3	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	117	2869	78750	99	100	99	491	514	500	7	3	6	43	23	29	48	70	63	3	4	2
All Students (Prior Year)	78	2565	75673	100	100	100	520	553	530	13	7	12	29	20	25	55	66	58	4	6	4
Female	57	1424	38586	100	100	99	503	530	515	8	2	4	28	14	22	64	78	71	0	6	3
Male	60	1447	40135	98	99	99	479	498	486	6	5	8	57	32	35	31	62	56	6	2	1
African American	--	96	4081	--	99	99	--	506	488	--	4	8	--	28	32	--	66	59	--	3	2
Hispanic	60	402	31841	100	99	99	485	493	483	10	8	8	42	34	36	42	55	55	6	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	49	2261	36440	98	100	99	493	517	516	4	3	3	46	21	22	50	72	71	0	4	4
Students with Disabilities	15	408	10622	100	100	100	453	432	415	20	14	21	53	47	50	20	37	28	7	2	1
Students without Disabilities	102	2463	68196	99	98	98	497	528	513	5	2	3	41	19	25	52	75	69	2	4	3
Limited English Proficient Students	32	151	12504	100	100	100	452	401	451	17	13	12	58	46	44	25	40	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	234	38558	80	90	96	463	493	485	8	7	8	58	34	37	33	58	54	0	1	1
Non-Economically Disadvantaged	97	2637	40260	100	100	100	495	516	514	7	3	3	40	22	21	49	71	72	3	4	4

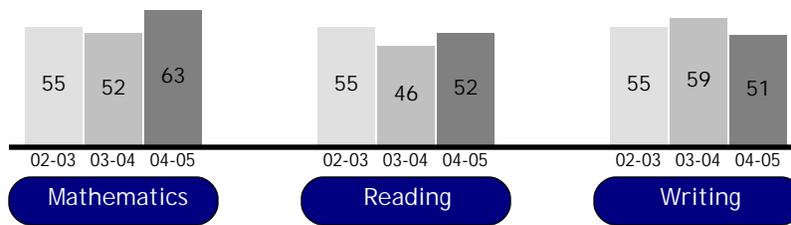
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	53	63	50	93	55	NA	58	97	39	57	47
	Language	96	47	58	43	93	47	61	50	97	40	58	47
	Mathematics	96	62	70	57	93	68	72	64	98	48	62	50
3	Reading	100	46	61	47	96	52	NA	55	100	40	55	44
	Language	97	58	67	54	97	54	70	61	100	37	53	44
	Mathematics	100	53	66	54	98	51	69	61	100	44	60	51
4	Reading	95	40	66	52	100	54	NA	56	100	39	57	48
	Language	96	42	61	48	100	57	63	52	100	40	59	49
	Mathematics	98	57	73	57	100	61	74	61	99	44	63	53
5	Reading	98	43	62	50	99	51	NA	55	100	41	60	50
	Language	97	43	57	46	100	59	60	49	100	41	59	50
	Mathematics	99	59	73	57	100	68	75	63	100	46	58	49
6	Reading	100	46	66	53	97	59	NA	56	100	38	61	51
	Language	98	43	60	45	99	52	60	48	100	33	58	47
	Mathematics	97	61	79	62	97	72	79	66	100	40	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."

Constitution Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Programs/Strategies
- Ü Parent/Community Involvement
- Ü School Improvement
- Ü Extra-curricular Activities
- Ü School Safety Issues
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	7.00

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	7	1	0	0
7 to 9 years	4	2	0	0
10 or more years	20	15	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Mac Lab/Classroom Macs
- Ü Mobile Computer Labs
- Ü Media Center
- Ü Parent Resource Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Tutoring
- Ü Cheerleading
- Ü Homework Club
- Ü Athletic Club
- Ü Chorus
- Ü Marching Band

Social Services

- Ü Parent Workshops/Family Nights
- Ü Parent Resource Center
- Ü Breakfast/Lunch Programs
- Ü Parent Involvement Coordinator
- Ü Clothing/Food Banks
- Ü Local Church Partnerships
- Ü Phoenix Parks & Rec. After School Prog.
- Ü Local Partnership with Phx. Fire Dept.

School Achievements/Accomplishments 2004-05

- ü Four teachers qualified for the Rodel Teacher of the Year Scholarship Program.

- ü Several members of the staff were honored with DVUSD Pride Awards.

- ü Constitution Marching Band placed 1st in Arizona State competition.

- ü Received media attention for summer school program.

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	15	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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

We employ a comprehensive Emergency Preparedness Plan. Teachers help students strengthen responsibility and decision making skills. We often review discipline policies. Programs to recognize responsible and respectful behavior are also in place, including a Student of the Month Program where students displaying positive character traits are honored.

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	Katherine Griffith	(602) 467-6104
Transportation Policy	Transportation	(602) 467-5090
Community Resources	Lori Scandura	(602) 467-6118
School Nutrition Programs	Martha Guzman	(602) 467-6114
Parent Organization	Jenny Hanley	(602) 467-6109
Student Health/Nurse	Becky Van Buren	(602) 467-6110

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.