



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

19825 N. 15th Avenue, Phoenix, AZ 85027

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. Krista Anderson
 Schedule : 07:15 AM to 04:15 PM
 Grades : K-6
 2005 Enrollment : 572
 Web Address : desertwinds.dvUSD.org
 Phone Number : (623) 445-3900
 Fax Number : (623) 445-3980
 E-mail : krista.anderson@dw.dvUSD.org

Mission

Desert Winds is committed to helping children develop positive attitudes and perceptions about learning. We will help children learn to use basic academic skills, solve problems, develop decision-making and social skills to instill high standards.

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 Provide quality communications involving teachers, administration, students and parents.
- ü Improve student achievement in all areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 589
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- Child-centered Education
- On-site Special Education
- Special Education Preschool
- Gifted/SAGE

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

Desert Winds School will provide a safe and orderly environment for students. School furnishes necessary equipment and supplies. School communicates with parents. Parents and school work together to maintain the highest educational standards.

Parents

Parents should work together with the school in order to maximize learning for their children with the school's available resources.

Transportation Policy

Kindergarten students are bused if they live outside a half-mile radius of school; grades one through six, outside a one-mile radius. Special considerations are given for unusual situations, example: street construction.

School Honors

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

Award/Honor	Year
• Teacher received \$500.00 technology grant.	2002
• Teacher featured in AEA magazine for Camp out and Read.	2003
• Teacher semi-finalist for Teacher of the Year award.	2003
• Student won blue ribbon for art work.	2004

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	85	2698	79306	100	99	99	436	462	445	8	6	10	18	12	18	61	54	51	13	29	20
All Students (Prior Year)	80	2528	75509	100	99	100	537	532	521	11	7	13	26	19	23	22	38	33	42	36	31
Female	47	1299	38691	100	99	99	428	462	446	12	5	10	22	12	18	59	55	52	7	28	20
Male	38	1398	40583	100	99	99	445	462	445	3	6	11	14	12	18	64	52	50	19	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	14	374	32869	100	100	99	414	442	429	36	11	15	18	21	25	45	55	51	0	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	100	99	99	439	465	463	2	5	5	18	10	11	65	53	53	15	31	31
Students with Disabilities	19	411	10321	100	100	100	373	411	389	12	24	30	47	24	27	35	39	34	6	13	9
Students without Disabilities	66	2289	69060	100	98	98	454	471	454	7	2	7	10	10	17	68	56	54	15	31	22
Limited English Proficient Students	17	157	15509	100	100	100	357	396	406	33	18	20	20	28	30	47	45	45	0	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	257	39415	88	88	96	442	445	431	9	9	15	27	22	25	45	54	50	18	16	10
Non-Economically Disadvantaged	71	2443	39966	100	100	100	435	463	459	8	5	6	17	11	12	64	54	52	12	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	85	2697	79395	100	0	99	443	465	446	9	4	9	19	17	25	58	63	55	13	17	11
All Students (Prior Year)	82	2538	75492	100	100	100	519	528	519	15	7	12	17	12	16	44	52	47	24	30	24
Female	46	1298	38743	100	0	100	447	471	451	8	3	7	18	14	24	60	64	57	15	20	12
Male	36	1395	40618	97	0	99	445	459	440	3	5	11	24	19	27	62	62	53	12	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	15	375	32915	100	0	99	404	447	426	33	7	15	33	28	35	33	57	47	0	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	63	2108	36221	100	0	99	450	468	465	5	3	4	15	14	15	63	64	63	17	18	17
Students with Disabilities	19	412	10331	100	0	100	359	413	388	35	16	25	35	38	37	24	37	34	6	8	4
Students without Disabilities	66	2287	69139	100	0	99	467	474	454	2	2	7	15	13	24	68	67	58	15	18	11
Limited English Proficient Students	17	157	15545	100	0	100	355	392	399	31	16	21	31	38	42	38	44	35	0	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	258	39484	81	0	96	453	445	429	10	8	14	10	28	35	70	57	47	10	7	4
Non-Economically Disadvantaged	72	2441	39986	100	0	100	442	466	461	9	4	4	21	16	16	57	63	63	13	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	83	2692	78869	100	99	99	441	460	442	5	3	6	22	15	21	62	67	63	11	14	10
All Students (Prior Year)	80	2525	75053	100	99	99	621	625	597	8	4	7	8	8	12	72	76	72	13	12	9
Female	46	1299	38536	100	99	99	448	476	458	7	2	4	20	10	15	59	68	67	15	20	14
Male	36	1392	40302	97	99	99	437	445	428	0	4	8	26	20	26	68	67	60	6	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	15	372	32606	100	99	98	387	441	426	25	6	8	50	23	27	17	63	60	8	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	62	2106	36078	98	99	99	450	462	459	2	3	4	16	14	16	74	68	66	9	15	14
Students with Disabilities	18	409	10246	100	100	100	348	392	367	19	12	18	44	38	39	38	46	40	0	4	4
Students without Disabilities	65	2285	68697	98	98	98	466	472	454	2	2	4	17	11	18	68	71	67	13	16	11
Limited English Proficient Students	16	156	15339	100	100	100	331	385	399	25	11	11	50	35	31	25	47	54	0	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	11	255	39106	69	88	95	472	438	427	11	8	8	0	24	28	67	59	59	22	10	5
Non-Economically Disadvantaged	72	2439	39837	100	100	100	437	461	457	4	3	4	25	15	14	61	68	67	9	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	96	2877	78906	100	100	99	471	510	498	10	6	13	28	14	19	56	58	48	6	22	20
All Students (Prior Year)	98	2572	76019	99	100	100	485	517	499	10	5	14	60	33	39	12	18	14	18	44	33
Female	43	1429	38644	100	100	99	489	511	500	10	4	12	24	14	19	63	60	49	2	22	19
Male	53	1450	40236	100	100	99	454	509	497	10	7	15	31	14	19	50	56	46	8	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	18	402	31938	100	99	99	439	492	481	29	10	19	35	22	25	29	56	46	6	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	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	70	2268	36483	100	100	99	479	513	517	4	5	7	25	12	13	64	59	51	6	24	30
Students with Disabilities	26	412	10664	100	100	100	389	442	430	41	28	42	32	27	27	27	39	26	0	6	5
Students without Disabilities	70	2467	68310	100	98	98	497	522	509	0	2	9	27	12	18	66	61	51	7	25	22
Limited English Proficient Students	12	152	12573	100	100	100	323	411	454	36	20	27	27	29	30	36	44	38	0	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	235	38679	100	90	96	481	496	483	17	8	20	33	27	25	42	51	45	8	14	10
Non-Economically Disadvantaged	82	2644	40295	100	100	100	469	511	513	9	6	7	27	13	13	58	59	50	5	23	30

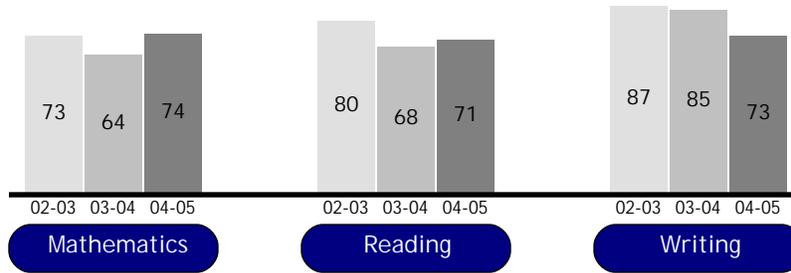
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2878	78908	100	0	99	459	497	484	13	4	10	25	16	23	60	69	58	2	11	9
All Students (Prior Year)	97	2572	76020	98	100	100	502	510	503	22	14	25	26	21	23	43	50	40	9	15	12
Female	43	1429	38648	100	0	99	480	502	489	10	3	8	20	13	22	68	71	61	2	13	10
Male	53	1451	40233	100	0	99	440	492	479	17	5	12	29	19	25	52	67	55	2	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	18	403	31940	100	0	99	425	478	465	35	9	16	35	25	32	29	61	49	0	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	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	70	2268	36502	100	0	99	469	501	502	6	3	4	22	14	14	69	71	67	3	12	15
Students with Disabilities	26	412	10665	100	0	100	377	432	423	41	17	30	27	40	36	32	39	31	0	3	2
Students without Disabilities	70	2468	68312	100	0	98	486	508	493	4	2	7	24	12	21	69	74	62	3	13	10
Limited English Proficient Students	12	152	12556	100	0	100	309	394	436	45	19	24	27	40	40	27	39	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	234	38662	100	0	96	472	484	468	17	9	16	25	26	32	50	59	49	8	5	3
Non-Economically Disadvantaged	82	2646	40315	100	0	100	457	498	498	13	4	5	25	15	15	61	69	66	1	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	96	2869	78750	100	100	99	474	514	500	11	3	6	35	23	29	53	70	63	1	4	2
All Students (Prior Year)	96	2565	75673	97	100	100	520	553	530	8	7	12	34	20	25	57	66	58	1	6	4
Female	43	1424	38586	100	100	99	507	530	515	10	2	4	17	14	22	73	78	71	0	6	3
Male	53	1447	40135	100	99	99	446	498	486	13	5	8	50	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	18	402	31841	100	99	99	441	493	483	29	8	8	24	34	36	41	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	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	70	2261	36440	100	100	99	482	517	516	6	3	3	39	21	22	55	72	71	0	4	4
Students with Disabilities	26	408	10622	100	100	100	364	432	415	36	14	21	41	47	50	23	37	28	0	2	1
Students without Disabilities	70	2463	68196	100	98	98	511	528	513	3	2	3	33	19	25	63	75	69	1	4	3
Limited English Proficient Students	12	151	12504	100	100	100	299	401	451	36	13	12	27	46	44	36	40	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	234	38558	100	90	96	487	493	485	17	7	8	17	34	37	67	58	54	0	1	1
Non-Economically Disadvantaged	82	2637	40260	100	100	100	472	516	514	10	3	3	38	22	21	51	71	72	1	4	4

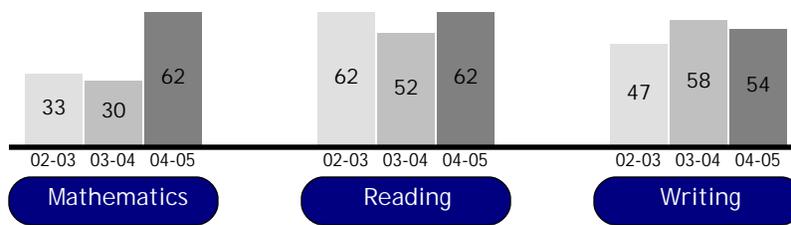
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	70	63	50	100	62	NA	58	98	53	57	47
	Language	99	57	58	43	100	48	61	50	98	53	58	47
	Mathematics	99	81	70	57	100	62	72	64	98	53	62	50
3	Reading	93	51	61	47	100	61	NA	55	100	51	55	44
	Language	91	57	67	54	96	66	70	61	100	46	53	44
	Mathematics	99	56	66	54	100	66	69	61	100	52	60	51
4	Reading	98	64	66	52	98	52	NA	56	99	50	57	48
	Language	97	54	61	48	98	47	63	52	99	49	59	49
	Mathematics	100	65	73	57	98	59	74	61	99	59	63	53
5	Reading	94	53	62	50	96	55	NA	55	99	43	60	50
	Language	94	46	57	46	96	47	60	49	99	41	59	50
	Mathematics	98	65	73	57	96	62	75	63	99	44	58	49
6	Reading	95	57	66	53	100	56	NA	56	99	59	61	51
	Language	93	54	60	45	100	47	60	48	99	54	58	47
	Mathematics	100	73	79	62	100	67	79	66	99	59	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."

School Site Council

Council Composition

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

Council Duties

- Ü Student Achievement
- Ü Curriculum Issues
- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Parent/Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.60
Other Professional Staff	3.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	3	0	0
10 or more years	17	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
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 2 Multi-Media Labs
- Ü Recording Studio
- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Desert Winds Steel Drums
- Ü Student Council
- Ü Community School Sports
- Ü Homework Club
- Ü Instrumental Band
- Ü Chorus

Social Services

- Ü Day Care/Preschool Community School
- Ü Community Steel Drums
- Ü Breakfast Program
- Ü Lunch Program
- Ü Phoenix Activity City

School Achievements/Accomplishments 2004-05

- ü Implemented a school wide management program that resulted in a 34% decrease in discipline referrals.
- ü Student won 3rd place in state Arbor Day poster contest.
- ü Band won first place in marching band competition.
- ü Student received Channel 3 Silver Star award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	92	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

Safety Plan for fire, lockdown and evacuation situations in place. Plans posted in classrooms. Drills practiced on quarterly basis. Fences and gates locked during the day. Staff ID badges worn. Visitors must sign in at office and wear a badge.

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	Krista Anderson	(623) 445-3904
Transportation Policy	Nick Portonova	(623) 467-5072
Community Resources	Eva Harlow	(623) 445-3934
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Janet Gilbert	(623) 445-3931
Student Health/Nurse	Vacant	(623) 445-3910

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.