

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4701 W. Grovers Ave., Glendale, AZ 85308

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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Susan Lynne Andersen Clark
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 667
 Web Address : bellair.dvUSD.org/
 Phone Number : (602) 467-5700
 Fax Number : (602) 467-5780
 E-mail : sue.clark@be.dvUSD.org

Mission

The Bellair staff's mission and philosophy is to provide an educational environment that ensures teaching for learning for all and promotes positive student growth in social and emotional behavior.

Our ultimate goal is to develop productive citizens for our ever-changing society.

Students receive an educational experience acquiring basic skills through a thematic/eclectic approach fostering their love for learning. Specialized programs and full inclusion meet individual student needs.

School / Academic Goals

- ü To improve student self-esteem and respectful behavior.
- ü To enhance student learning and achievement through research based instructional strategies and implementation of a standards based curriculum.
- ü Promote parent/community involvement through volunteers opportunities.
- ü Include early childhood in learning opportunities.

Enrollment

October 1, 2004 School Year Student Enrollment : 701
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 173

Instructional Programs

- Ü On-site Special Education/Preschool
- Ü Gifted Program
- Ü Reading
- Ü Band
- Ü Chorus/Music

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

Bellair communicates to parents its policies, procedures and discipline program to maintain a safe and orderly environment and to increase parent involvement. School goals are focused on maintaining high expectations and high academic standards.

Parents

Parents provide children with the proper home environment to ensure physical and mental preparation to learn. Consistent attendance and punctuality is critical. Involvement and support of school programs is encouraged.

Transportation Policy

Students in grades 1-6 living beyond one mile from our school attendance area are bused, as well as all Kindergarten students living more than 1/2 mile. Special Education and 504 students are bused when appropriate.

School Honors

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

Award/Honor	Year
Ü \$6,000.00 Learn & Serve Grant	2002
Ü Artist-in-Residence Grant	2003
Ü Wells Fargo Grant	2004
Ü \$1,000 Walmart Grant	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	96	2698	79306	100	99	99	448	462	445	4	6	10	12	12	18	57	54	51	26	29	20
All Students (Prior Year)	85	2528	75509	98	99	100	506	532	521	18	7	13	24	19	23	36	38	33	22	36	31
Female	49	1299	38691	100	99	99	450	462	446	2	5	10	11	12	18	57	55	52	30	28	20
Male	47	1398	40583	100	99	99	445	462	445	7	6	11	14	12	18	57	52	50	21	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	10	374	32869	100	100	99	458	442	429	0	11	15	11	21	25	78	55	51	11	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	77	2110	36197	99	99	99	452	465	463	5	5	5	12	10	11	55	53	53	27	31	31
Students with Disabilities	16	411	10321	100	100	100	356	411	389	27	24	30	13	24	27	60	39	34	0	13	9
Students without Disabilities	80	2289	69060	98	98	98	466	471	454	0	2	7	12	10	17	57	56	54	31	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	257	39415	91	88	96	464	445	431	0	9	15	17	22	25	33	54	50	50	16	10
Non-Economically Disadvantaged	86	2443	39966	100	100	100	447	463	459	5	5	6	12	11	12	59	54	52	24	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	96	2697	79395	100	0	99	450	465	446	6	4	9	15	17	25	67	63	55	12	17	11
All Students (Prior Year)	86	2538	75492	99	100	100	511	528	519	17	7	12	19	12	16	49	52	47	15	30	24
Female	49	1298	38743	100	0	100	462	471	451	4	3	7	11	14	24	70	64	57	15	20	12
Male	47	1395	40618	100	0	99	438	459	440	7	5	11	19	19	27	64	62	53	10	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	10	375	32915	100	0	99	467	447	426	0	7	15	11	28	35	78	57	47	11	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	77	2108	36221	99	0	99	453	468	465	7	3	4	16	14	15	64	64	63	14	18	17
Students with Disabilities	16	412	10331	100	0	100	345	413	388	27	16	25	33	38	37	40	37	34	0	8	4
Students without Disabilities	80	2287	69139	98	0	99	472	474	454	1	2	7	11	13	24	73	67	58	15	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	258	39484	91	0	96	463	445	429	0	8	14	17	28	35	83	57	47	0	7	4
Non-Economically Disadvantaged	86	2441	39986	100	0	100	450	466	461	6	4	4	14	16	16	66	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	96	2692	78869	100	99	99	447	460	442	0	3	6	20	15	21	73	67	63	7	14	10
All Students (Prior Year)	86	2525	75053	99	99	99	588	625	597	12	4	7	11	8	12	70	76	72	7	12	9
Female	49	1299	38536	100	99	99	468	476	458	0	2	4	9	10	15	79	68	67	13	20	14
Male	47	1392	40302	100	99	99	424	445	428	0	4	8	33	20	26	67	67	60	0	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	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	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	78	2106	36078	100	99	99	449	462	459	0	3	4	23	14	16	71	68	66	7	15	14
Students with Disabilities	15	409	10246	100	100	100	340	392	367	0	12	18	57	38	39	43	46	40	0	4	4
Students without Disabilities	81	2285	68697	99	98	98	467	472	454	0	2	4	13	11	18	79	71	67	8	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	10	255	39106	91	88	95	484	438	427	0	8	8	17	24	28	50	59	59	33	10	5
Non-Economically Disadvantaged	86	2439	39837	100	100	100	444	461	457	0	3	4	20	15	14	75	68	67	5	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	113	2877	78906	100	100	99	495	510	498	7	6	13	25	14	19	61	58	48	7	22	20
All Students (Prior Year)	115	2572	76019	100	100	100	504	517	499	8	5	14	46	33	39	17	18	14	30	44	33
Female	50	1429	38644	98	100	99	495	511	500	8	4	12	18	14	19	69	60	49	4	22	19
Male	64	1450	40236	100	100	99	495	509	497	5	7	15	31	14	19	53	56	46	10	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	11	402	31938	92	99	99	504	492	481	0	10	19	9	22	25	91	56	46	0	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	93	2268	36483	100	100	99	493	513	517	8	5	7	27	12	13	57	59	51	8	24	30
Students with Disabilities	18	412	10664	100	100	100	472	442	430	24	28	42	35	27	27	41	39	26	0	6	5
Students without Disabilities	96	2467	68310	96	98	98	499	522	509	3	2	9	23	12	18	64	61	51	9	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	235	38679	100	90	96	484	496	483	0	8	20	45	27	25	55	51	45	0	14	10
Non-Economically Disadvantaged	101	2644	40295	100	100	100	496	511	513	7	6	7	23	13	13	61	59	50	8	23	30

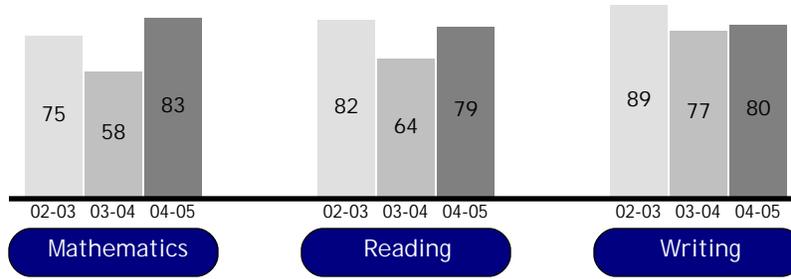
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2878	78908	100	0	99	490	497	484	6	4	10	18	16	23	72	69	58	5	11	9
All Students (Prior Year)	115	2572	76020	100	100	100	503	510	503	24	14	25	22	21	23	40	50	40	14	15	12
Female	50	1429	38648	98	0	99	498	502	489	4	3	8	14	13	22	73	71	61	8	13	10
Male	64	1451	40233	100	0	99	483	492	479	7	5	12	21	19	25	71	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	11	403	31940	92	0	99	499	478	465	0	9	16	9	25	32	91	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	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	93	2268	36502	100	0	99	490	501	502	7	3	4	18	14	14	70	71	67	6	12	15
Students with Disabilities	18	412	10665	100	0	100	460	432	423	24	17	30	29	40	36	47	39	31	0	3	2
Students without Disabilities	96	2468	68312	96	0	98	496	508	493	2	2	7	16	12	21	77	74	62	6	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	234	38662	100	0	96	477	484	468	9	9	16	27	26	32	64	59	49	0	5	3
Non-Economically Disadvantaged	101	2646	40315	100	0	100	491	498	498	5	4	5	17	15	15	73	69	66	5	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	112	2869	78750	99	100	99	501	514	500	8	3	6	27	23	29	60	70	63	5	4	2
All Students (Prior Year)	115	2565	75673	100	100	100	528	553	530	15	7	12	23	20	25	57	66	58	5	6	4
Female	50	1424	38586	98	100	99	530	530	515	0	2	4	22	14	22	69	78	71	8	6	3
Male	63	1447	40135	100	99	99	475	498	486	14	5	8	32	32	35	53	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	11	402	31841	92	99	99	531	493	483	0	8	8	18	34	36	73	55	55	9	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	92	2261	36440	99	100	99	496	517	516	9	3	3	27	21	22	60	72	71	3	4	4
Students with Disabilities	18	408	10622	100	100	100	459	432	415	18	14	21	41	47	50	41	37	28	0	2	1
Students without Disabilities	95	2463	68196	95	98	98	509	528	513	6	2	3	25	19	25	64	75	69	6	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	234	38558	100	90	96	492	493	485	9	7	8	9	34	37	82	58	54	0	1	1
Non-Economically Disadvantaged	100	2637	40260	100	100	100	502	516	514	7	3	3	29	22	21	58	71	72	5	4	4

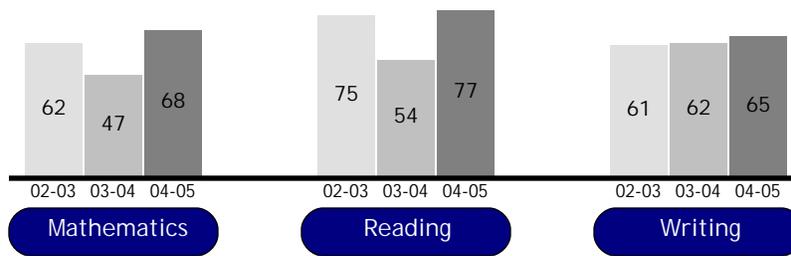
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	51	63	50	89	60	NA	58	98	55	57	47
	Language	100	37	58	43	97	52	61	50	98	49	58	47
	Mathematics	100	47	70	57	100	60	72	64	100	54	62	50
3	Reading	100	59	61	47	97	56	NA	55	99	54	55	44
	Language	99	60	67	54	97	61	70	61	99	53	53	44
	Mathematics	98	63	66	54	97	57	69	61	99	64	60	51
4	Reading	100	57	66	52	100	60	NA	56	99	49	57	48
	Language	100	50	61	48	100	49	63	52	99	50	59	49
	Mathematics	100	65	73	57	100	60	74	61	99	53	63	53
5	Reading	100	65	62	50	100	56	NA	55	100	56	60	50
	Language	99	55	57	46	100	52	60	49	100	53	59	50
	Mathematics	99	72	73	57	100	63	75	63	100	49	58	49
6	Reading	99	66	66	53	100	70	NA	56	100	57	61	51
	Language	100	54	60	45	100	59	60	48	100	53	58	47
	Mathematics	100	80	79	62	100	79	79	66	100	64	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)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Safe Schools
- Ü Parent and Community Involvement
- Ü Alternatives, Options, and Choices
- Ü Human Resources
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.20
Other Professional Staff	3.00	Teacher Aide	3.00

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	3	0	0	0
7 to 9 years	6	2	0	0
10 or more years	9	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	134
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 Computer Lab
- Ü Project Lab

Extracurricular Activities

- Ü Chorus
- Ü Band
- Ü Imovie Club
- Ü Student Council
- Ü Karate

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü After School Program
- Ü Before School Program
- Ü General Education Intervention Team

School Achievements/Accomplishments 2004-05

- ü Successful 'No Tolerance For Violence' policy where children are taught to recognize violent situations before they occur and to use taught techniques to avoid violence.

- ü Literature-based reading program to include a strong decoding component and emphasis on comprehension and writing skills.

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	9	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	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

We are a No Tolerance For Violence school. We use a positive system for students to learn ways to avoid violence. Some are: Kids At Hope, Character Counts, Get Real About Violence and Tobacco, practice safety drills monthly, adult supervision, secured campus, visitor screening, volunteer training, nurse on site, and use of District Rights & Responsibilities handbook.

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	Susan Andersen Clark	(602) 467-5721
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Kenna Hough	(623) 445-5017
School Nutrition Programs	Elizabeth Walmsley	(602) 467-5714
Parent Organization	Cheri Baron	(602) 993-7779
Student Health/Nurse	Andrea Gearing	(602) 467-5710

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.