

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6150 W. Greenbriar Dr., 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	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Ms. Jody J Brammer
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 568
 Web Address : greenbrier.dvUSD.org/
 Phone Number : (602) 467-5500
 Fax Number : (602) 467-5580
 E-mail : judy.simo@gb.dvUSD.org

Mission

Greenbrier provides an environment for students to learn academic and social skills. An atmosphere that fosters cooperation, respect, responsibility, and challenges and encourages students is provided. Greenbrier's focus is to ensure that all students meet/exceed the State Standards by encouraging academic excellence for all students.

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 Students will meet or exceed the Arizona Academic Standards in mathematics in the following: number sense; data analysis and probability; patterns, algebra and functions; geometry; measurement and discrete mathematics and mathematical computation.
- ü Greenbrier students will meet or exceed the Arizona Academic Standards in applying a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts.
- ü Students will meet or exceed the Arizona Academic Standards in writing using the Six Traits Rubric and writing across the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 582
 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

- ü Developmental Kindergarten and Preschool
- ü Special Education
- ü Gifted
- ü Reading Specialist
- ü Speech
- ü EL
- ü Community Schools Preschool
- ü Kindergarten Enrichment

Calendar Information

Number of Instruction Days :	179
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

Communication is on-going via newsletters, Powerschools, handbooks, PTA, phone calls, grading and conferences. Safety procedures in all areas are monitored on a continuing basis. Goals and strategies are set each year to increase and maintain student achievement.

Parents

Students are to arrive on-time, prepared to learn every day. Parents must monitor nightly homework, help when needed and sign student's notebook. Involvement in classroom and school activities is vital. Communication between school and home is required for student success.

Transportation Policy

Transportation is provided for students in Gr. 1-6 living beyond one mile from school and for Kindergarteners living beyond one-half mile from school. School boundaries are from 59th Avenue to 71st Ave., north of Bell Rd. and south of Union Hills.

School Honors

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

Award/Honor	Year
ü Deer Valley Nurse of the Year	2004
ü District Spelling Bee Champ	2004
ü Who's Who Among America's Teachers	2005
ü District Pride Award Winners	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	93	99	99	495	462	445	2	6	10	6	12	18	35	54	51	56	29	20
All Students (Prior Year)	87	2528	75509	98	99	100	561	532	521	5	7	13	6	19	23	35	38	33	54	36	31
Female	35	1299	38691	97	99	99	488	462	446	3	5	10	6	12	18	38	55	52	53	28	20
Male	50	1398	40583	91	99	99	500	462	445	2	6	11	6	12	18	33	52	50	58	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	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	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	69	2110	36197	92	99	99	501	465	463	2	5	5	6	10	11	35	53	53	58	31	31
Students with Disabilities	19	411	10321	79	100	100	465	411	389	11	24	30	16	24	27	32	39	34	42	13	9
Students without Disabilities	66	2289	69060	99	98	98	504	471	454	0	2	7	3	10	17	37	56	54	60	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	11	257	39415	85	88	96	479	445	431	0	9	15	0	22	25	67	54	50	33	16	10
Non-Economically Disadvantaged	74	2443	39966	95	100	100	497	463	459	3	5	6	7	11	12	32	54	52	59	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	93	0	99	479	465	446	0	4	9	13	17	25	63	63	55	23	17	11
All Students (Prior Year)	88	2538	75492	99	100	100	540	528	519	4	7	12	6	12	16	49	52	47	41	30	24
Female	35	1298	38743	97	0	100	478	471	451	0	3	7	15	14	24	62	64	57	24	20	12
Male	50	1395	40618	91	0	99	480	459	440	0	5	11	13	19	27	65	62	53	23	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	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	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	69	2108	36221	92	0	99	481	468	465	0	3	4	12	14	15	62	64	63	26	18	17
Students with Disabilities	19	412	10331	79	0	100	456	413	388	0	16	25	37	38	37	47	37	34	16	8	4
Students without Disabilities	66	2287	69139	99	0	99	486	474	454	0	2	7	6	13	24	68	67	58	25	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	11	258	39484	85	0	96	463	445	429	0	8	14	11	28	35	89	57	47	0	7	4
Non-Economically Disadvantaged	74	2441	39986	95	0	100	481	466	461	0	4	4	14	16	16	60	63	63	26	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	85	2692	78869	93	99	99	485	460	442	1	3	6	4	15	21	79	67	63	16	14	10
All Students (Prior Year)	88	2525	75053	99	99	99	670	625	597	0	4	7	2	8	12	83	76	72	15	12	9
Female	35	1299	38536	97	99	99	495	476	458	0	2	4	3	10	15	76	68	67	21	20	14
Male	50	1392	40302	91	99	99	478	445	428	2	4	8	4	20	26	81	67	60	13	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	69	2106	36078	92	99	99	486	462	459	2	3	4	3	14	16	80	68	66	15	15	14
Students with Disabilities	19	409	10246	79	100	100	454	392	367	5	12	18	16	38	39	68	46	40	11	4	4
Students without Disabilities	66	2285	68697	99	98	98	495	472	454	0	2	4	0	11	18	83	71	67	17	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	11	255	39106	85	88	95	485	438	427	0	8	8	0	24	28	89	59	59	11	10	5
Non-Economically Disadvantaged	74	2439	39837	95	100	100	485	461	457	1	3	4	4	15	14	78	68	67	16	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	73	2877	78906	96	100	99	519	510	498	4	6	13	4	14	19	55	58	48	36	22	20
All Students (Prior Year)	80	2572	76019	98	100	100	531	517	499	3	5	14	22	33	39	21	18	14	55	44	33
Female	32	1429	38644	94	100	99	511	511	500	3	4	12	10	14	19	53	60	49	33	22	19
Male	42	1450	40236	100	100	99	525	509	497	5	7	15	0	14	19	56	56	46	38	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	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	--	84	1805	--	100	98	--	542	536	--	3	5	--	9	8	--	43	45	--	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	65	2268	36483	97	100	99	517	513	517	5	5	7	5	12	13	57	59	51	33	24	30
Students with Disabilities	12	412	10664	100	100	100	424	442	430	25	28	42	8	27	27	50	39	26	17	6	5
Students without Disabilities	62	2467	68310	91	98	98	539	522	509	0	2	9	4	12	18	56	61	51	40	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	70	2644	40295	100	100	100	519	511	513	5	6	7	5	13	13	54	59	50	37	23	30

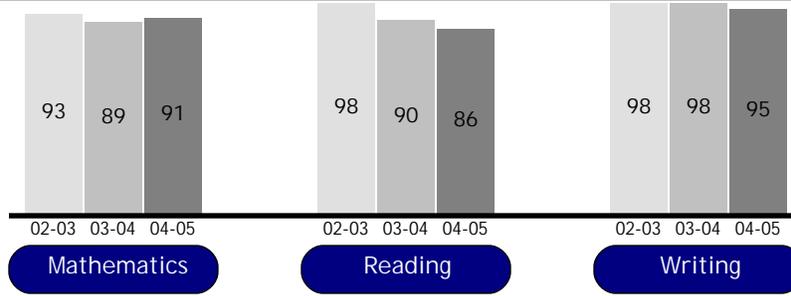
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2878	78908	96	0	99	494	497	484	1	4	10	13	16	23	78	69	58	7	11	9
All Students (Prior Year)	80	2572	76020	98	100	100	518	510	503	6	14	25	16	21	23	55	50	40	23	15	12
Female	32	1429	38648	94	0	99	491	502	489	0	3	8	17	13	22	73	71	61	10	13	10
Male	42	1451	40233	100	0	99	495	492	479	3	5	12	10	19	25	82	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	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	--	84	1805	--	0	98	--	513	507	--	4	4	--	9	13	--	69	65	--	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	65	2268	36502	97	0	99	491	501	502	2	3	4	15	14	14	75	71	67	8	12	15
Students with Disabilities	12	412	10665	100	0	100	416	432	423	8	17	30	33	40	36	58	39	31	0	3	2
Students without Disabilities	62	2468	68312	91	0	98	510	508	493	0	2	7	9	12	21	82	74	62	9	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	70	2646	40315	100	0	100	493	498	498	2	4	5	14	15	15	77	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	71	2869	78750	93	100	99	515	514	500	0	3	6	15	23	29	84	70	63	1	4	2
All Students (Prior Year)	80	2565	75673	98	100	100	579	553	530	4	7	12	13	20	25	74	66	58	9	6	4
Female	30	1424	38586	88	100	99	524	530	515	0	2	4	7	14	22	89	78	71	4	6	3
Male	42	1447	40135	100	99	99	509	498	486	0	5	8	21	32	35	79	62	56	0	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	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	--	84	1802	--	100	98	--	551	533	--	0	2	--	11	16	--	78	75	--	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	63	2261	36440	94	100	99	513	517	516	0	3	3	14	21	22	85	72	71	2	4	4
Students with Disabilities	12	408	10622	100	100	100	439	432	415	0	14	21	17	47	50	83	37	28	0	2	1
Students without Disabilities	60	2463	68196	88	98	98	532	528	513	0	2	3	15	19	25	84	75	69	2	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	68	2637	40260	99	100	100	514	516	514	0	3	3	16	22	21	83	71	72	2	4	4

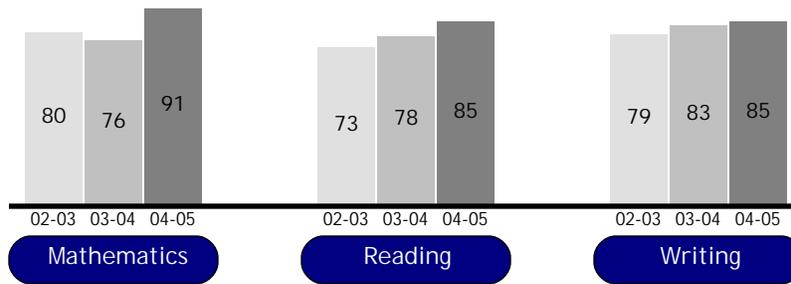
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	79	63	50	88	77	NA	58	94	67	57	47
	Language	100	72	58	43	89	72	61	50	94	70	58	47
	Mathematics	100	68	70	57	90	80	72	64	94	72	62	50
3	Reading	100	68	61	47	98	70	NA	55	93	62	55	44
	Language	100	75	67	54	97	77	70	61	93	59	53	44
	Mathematics	100	85	66	54	98	85	69	61	93	69	60	51
4	Reading	100	75	66	52	99	71	NA	56	98	64	57	48
	Language	99	72	61	48	99	68	63	52	98	70	59	49
	Mathematics	100	81	73	57	99	83	74	61	98	75	63	53
5	Reading	99	67	62	50	95	72	NA	55	95	59	60	50
	Language	99	71	57	46	95	67	60	49	95	66	59	50
	Mathematics	100	81	73	57	95	84	75	63	95	66	58	49
6	Reading	100	77	66	53	94	78	NA	56	94	69	61	51
	Language	100	73	60	45	94	76	60	48	94	68	58	47
	Mathematics	100	89	79	62	94	89	79	66	94	75	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)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü No Child Left Behind
- Ü Data Analysis
- Ü Continuous Improvement/Strategic Plan
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	1	0	0
10 or more years	17	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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 One 32-station Computer Lab
- Ü Media Center
- Ü Band Room
- Ü Music Room

Extracurricular Activities

- Ü Band
- Ü Dance
- Ü Student Council
- Ü Chorus
- Ü Chess Club
- Ü Computer Club/Yearbook
- Ü Art

Social Services

- Ü Kindergarten Enrichment
- Ü School Psychologist
- Ü Breakfast Program
- Ü Lunch Program
- Ü Intervention Specialist
- Ü School Nurse
- Ü Preschool
- Ü Special Needs Preschool

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü One of the top 5 schools in the district with math scores (grades three, four, five, six) on AIMS. Second grade had Terra Nova scores in the top 5 in Deer Valley District (Spring 2005).

- ü One of the top 5 schools in the district with reading scores (grades two, three, four, five, six) on AIMS (Spring 2005).

- ü Fourth graders at Greenbrier placed in top five in Arizona for exceeding standards on AIMS.

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	6	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	93	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

Safe Schools Campus Plan is revised and monitored on a continuing basis. The staff has received training on campus lock-down and evacuation procedures. Monthly Fire Drill and Lock-down Drills completed. Parents are notified of the campus evacuation plan.

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	Jody Brammer	(602) 467-5500
Transportation Policy	Kent Davis	(623) 445-4951
Community Resources	Barbara Ervin	(623) 445-5019
School Nutrition Programs	Sheila Munn	(602) 467-5514
Parent Organization	Heather Calderon	(602) 548-2393
Student Health/Nurse	Amy Jo Douglas	(602) 467-5510

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** 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.