

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

19602 N. 45th 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	Highly 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. Celeste J. Enochs
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 800
 Web Address : mountainshadows.dvUSD.org/
 Phone Number : (623) 445-4300
 Fax Number : (623) 445-4380
 E-mail : Celeste.Enochs@ms.dvUSD.org

Mission

Our students, staff, parents and community believe that every child will learn and succeed. Our mission is to ensure that students become confident, creative, and responsible citizens who possess academic, social, and cognitive skills. We accept the responsibility to create an atmosphere conducive to learning which sets and meets high expectations, focus on the success and growth of each individual, assure quality instruction, and join the community in the celebration of teaching and learning for all.

School / Academic Goals

- ü To increase the percentage of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in mathematics in 2005-2006.
- ü To increase the percentage of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in reading in 2005-2006.
- ü To increase the percentage of students in grades 3 - 6 who meet or exceed the Arizona Academic Standards in writing in 2005-2006 using the 6 Traits to enhance the writing process.
- ü To successfully implement and manage a new technological database application that is the center of all student information and provide ongoing communication among school, home, and the students.

Enrollment

October 1, 2004 School Year Student Enrollment : 858
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 71

Instructional Programs

- ü General Education
- ü Special Education
- ü Gifted Education
- ü English Language Learning
- ü Kindergarten Enrichment
- ü Physical Education
- ü Art, Music, Band, Chorus
- ü Extracurricular Programs

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

The school is responsible for providing a safe and orderly environment for students, parents, and staff. Every teacher is responsible for providing a comprehensive education for every student, and include a range of instructional strategies that enables every student to learn. In collaboration with teachers, students, parents, and the community, our school fosters mutual cooperation, emotional support, and personal growth as we work together.

Parents

Parents are expected to attend to their child's physical and emotional needs and require consistent attendance in school. It is a parent's responsibility to take an active role in their child's education and communicate with the school throughout the year. Parents are expected to set home conditions that support children as students, including a time and place for homework. Membership in the PTSA supports all aspects of the school and is encouraged.

Transportation Policy

Deer Valley authorizes transportation to and from school for special education students with IEPs; kindergarten students who live beyond a one-half mile radius from school; and students in grades 1 through 6 who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Arizona PTA Local, Regional, State Award Recipient - PTSA	2005
ü Arizona PTA Reflections student awards	2005
ü Wells Fargo grants	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	139	2698	79306	99	99	99	468	462	445	3	6	10	9	12	18	53	54	51	35	29	20
All Students (Prior Year)	136	2528	75509	100	99	100	523	532	521	6	7	13	24	19	23	43	38	33	27	36	31
Female	54	1299	38691	98	99	99	462	462	446	2	5	10	8	12	18	55	55	52	35	28	20
Male	85	1398	40583	99	99	99	471	462	445	4	6	11	10	12	18	51	52	50	35	30	21
African American	12	85	4041	92	98	99	465	449	426	10	7	17	10	16	23	40	57	50	40	20	10
Hispanic	12	374	32869	100	100	99	456	442	429	0	11	15	17	21	25	58	55	51	25	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	106	2110	36197	100	99	99	469	465	463	3	5	5	8	10	11	53	53	53	36	31	31
Students with Disabilities	16	411	10321	100	100	100	402	411	389	23	24	30	23	24	27	31	39	34	23	13	9
Students without Disabilities	123	2289	69060	95	98	98	475	471	454	1	2	7	8	10	17	55	56	54	36	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	100	88	96	493	445	431	0	9	15	0	22	25	50	54	50	50	16	10
Non-Economically Disadvantaged	129	2443	39966	98	100	100	467	463	459	3	5	6	10	11	12	53	54	52	34	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	135	2697	79395	96	0	99	474	465	446	2	4	9	14	17	25	58	63	55	26	17	11
All Students (Prior Year)	136	2538	75492	100	100	100	526	528	519	6	7	12	17	12	16	45	52	47	32	30	24
Female	53	1298	38743	96	0	100	474	471	451	2	3	7	8	14	24	56	64	57	33	20	12
Male	82	1395	40618	95	0	99	473	459	440	1	5	11	18	19	27	60	62	53	21	14	9
African American	12	85	4052	92	0	100	482	454	434	0	4	11	10	33	29	70	54	54	20	9	6
Hispanic	12	375	32915	100	0	99	447	447	426	0	7	15	33	28	35	67	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	102	2108	36221	96	0	99	477	468	465	1	3	4	13	14	15	57	64	63	29	18	17
Students with Disabilities	15	412	10331	100	0	100	402	413	388	17	16	25	33	38	37	50	37	34	0	8	4
Students without Disabilities	120	2287	69139	93	0	99	481	474	454	0	2	7	12	13	24	59	67	58	28	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	100	0	96	482	445	429	0	8	14	17	28	35	50	57	47	33	7	4
Non-Economically Disadvantaged	125	2441	39986	95	0	100	473	466	461	2	4	4	14	16	16	59	63	63	25	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	140	2692	78869	99	99	99	456	460	442	2	3	6	17	15	21	76	67	63	5	14	10
All Students (Prior Year)	135	2525	75053	99	99	99	593	625	597	4	4	7	13	8	12	80	76	72	4	12	9
Female	55	1299	38536	100	99	99	459	476	458	0	2	4	14	10	15	78	68	67	8	20	14
Male	85	1392	40302	99	99	99	454	445	428	3	4	8	19	20	26	75	67	60	4	8	7
African American	13	85	4015	100	98	99	482	455	430	0	4	8	9	20	24	82	63	61	9	13	7
Hispanic	12	372	32606	100	99	98	429	441	426	8	6	8	25	23	27	67	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	106	2106	36078	100	99	99	456	462	459	0	3	4	17	14	16	78	68	66	5	15	14
Students with Disabilities	16	409	10246	100	100	100	373	392	367	15	12	18	31	38	39	54	46	40	0	4	4
Students without Disabilities	124	2285	68697	96	98	98	465	472	454	0	2	4	15	11	18	79	71	67	6	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	100	88	95	437	438	427	0	8	8	50	24	28	50	59	59	0	10	5
Non-Economically Disadvantaged	130	2439	39837	99	100	100	457	461	457	2	3	4	15	15	14	77	68	67	6	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	135	2877	78906	100	100	99	524	510	498	3	6	13	11	14	19	58	58	48	27	22	20
All Students (Prior Year)	130	2572	76019	99	100	100	510	517	499	10	5	14	38	33	39	15	18	14	38	44	33
Female	66	1429	38644	100	100	99	517	511	500	3	4	12	10	14	19	64	60	49	23	22	19
Male	69	1450	40236	99	100	99	532	509	497	3	7	15	13	14	19	53	56	46	31	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	12	402	31938	92	99	99	521	492	481	0	10	19	25	22	25	58	56	46	17	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	116	2268	36483	100	100	99	525	513	517	4	5	7	9	12	13	58	59	51	29	24	30
Students with Disabilities	21	412	10664	100	100	100	452	442	430	22	28	42	33	27	27	39	39	26	6	6	5
Students without Disabilities	114	2467	68310	99	98	98	537	522	509	0	2	9	7	12	18	62	61	51	31	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	126	2644	40295	100	100	100	525	511	513	3	6	7	10	13	13	58	59	50	28	23	30

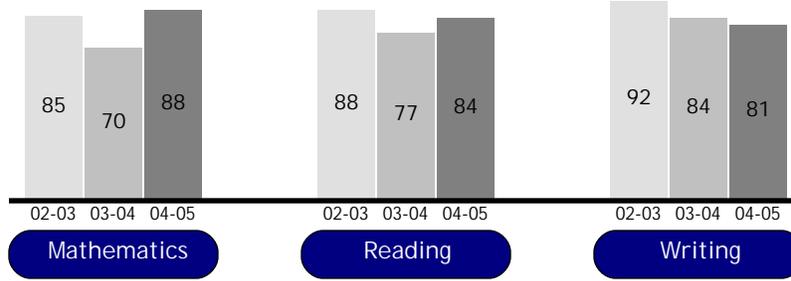
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2878	78908	99	0	99	499	497	484	5	4	10	10	16	23	77	69	58	7	11	9
All Students (Prior Year)	131	2572	76020	100	100	100	510	510	503	23	14	25	22	21	23	39	50	40	16	15	12
Female	65	1429	38648	100	0	99	499	502	489	3	3	8	10	13	22	75	71	61	12	13	10
Male	69	1451	40233	99	0	99	499	492	479	6	5	12	11	19	25	80	67	55	3	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	12	403	31940	92	0	99	499	478	465	0	9	16	8	25	32	83	61	49	8	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	115	2268	36502	100	0	99	500	501	502	6	3	4	10	14	14	77	71	67	8	12	15
Students with Disabilities	21	412	10665	100	0	100	431	432	423	33	17	30	22	40	36	44	39	31	0	3	2
Students without Disabilities	113	2468	68312	98	0	98	510	508	493	0	2	7	8	12	21	83	74	62	8	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	125	2646	40315	100	0	100	499	498	498	4	4	5	11	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	134	2869	78750	99	100	99	515	514	500	2	3	6	22	23	29	75	70	63	2	4	2
All Students (Prior Year)	131	2565	75673	100	100	100	509	553	530	15	7	12	28	20	25	56	66	58	1	6	4
Female	66	1424	38586	100	100	99	527	530	515	0	2	4	11	14	22	85	78	71	3	6	3
Male	68	1447	40135	97	99	99	504	498	486	3	5	8	32	32	35	65	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	12	402	31841	92	99	99	512	493	483	0	8	8	42	34	36	58	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	115	2261	36440	100	100	99	515	517	516	2	3	3	19	21	22	77	72	71	2	4	4
Students with Disabilities	20	408	10622	100	100	100	436	432	415	6	14	21	59	47	50	35	37	28	0	2	1
Students without Disabilities	114	2463	68196	99	98	98	528	528	513	1	2	3	16	19	25	81	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	125	2637	40260	100	100	100	516	516	514	2	3	3	21	22	21	76	71	72	2	4	4

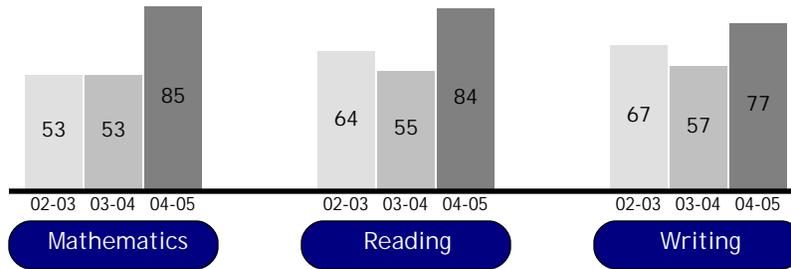
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	66	63	50	96	66	NA	58	99	54	57	47
	Language	99	61	58	43	93	59	61	50	99	53	58	47
	Mathematics	100	76	70	57	99	79	72	64	98	55	62	50
3	Reading	99	66	61	47	100	67	NA	55	95	56	55	44
	Language	99	68	67	54	100	65	70	61	95	54	53	44
	Mathematics	100	69	66	54	100	66	69	61	98	63	60	51
4	Reading	96	67	66	52	94	68	NA	56	100	58	57	48
	Language	100	60	61	48	97	63	63	52	100	60	59	49
	Mathematics	100	76	73	57	96	79	74	61	100	67	63	53
5	Reading	100	60	62	50	98	63	NA	55	99	62	60	50
	Language	100	57	57	46	98	50	60	49	99	62	59	50
	Mathematics	99	69	73	57	100	72	75	63	99	62	58	49
6	Reading	98	70	66	53	99	68	NA	56	98	55	61	51
	Language	99	63	60	45	100	54	60	48	98	52	58	47
	Mathematics	100	76	79	62	100	73	79	66	98	55	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."

Mountain Shadows Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Continuous School Improvement
- Ü Curriculum and Instruction
- Ü Professional Development Opportunities
- Ü School Safety
- Ü Communication
- Ü Extracurricular Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	44.00
Other Professional Staff	3.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	1	0	0
10 or more years	21	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
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 Media Center
- Ü Computer Lab
- Ü Children's Publishing Center
- Ü Literature Center

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Band
- Ü Boy Scouts
- Ü Computer Club
- Ü Fine Arts Enrichment
- Ü SummerSchool
- Ü Hip Hop Dance

Social Services

- Ü Before School Day Care Program
- Ü After School Day Care Program
- Ü Summer Day Care Program
- Ü Health Office
- Ü Parent/Student/Teacher Association

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have reached our goal to increase communication. Sources include: weekly and monthly newsletters; personal phone calls and e-mail; marquee information; school, teacher and administrator websites; PTSA and CIT meetings and take-home Monday folders.
- ü We have reached our goal to increase student achievement as demonstrated by the percentage of students in grades 3-6 who meet or exceed Arizona Standards in reading and mathematics.
- ü The attainment of every individual personal and professional goal set by teachers and administrators were achieved.

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	5	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	94	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

Campus safety is a concern that is taken seriously. Safety procedures followed on a daily basis include closing exterior gates during the schoolday, requiring visitors to sign-in at the office, and on-going supervision. Monthly fire drills and quarterly safety alerts are rehearsed. Students are taught to assume responsibility for their behavior at all times through three tiers: classroom management, school regulations, and district expectations as outlined in Student Rights and Responsibilities.

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	Celeste Enochs	(623) 445-4304
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Andrea Rojas	(623) 445-4304
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Nadine Anderson	(623) 445-4328
Student Health/Nurse	Judy Glover	(623) 445-4310

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 800 Copies = \$305.00

** 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.