

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7490 W Union Hills 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	Excelling

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

School Overview

Principal/Administrator : Dr. Bertha Theresa Ciaramello
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 854
 Web Address : www.arrowhead.dvUSD.org/
 Phone Number : (623) 376-4100
 Fax Number : (623) 376-4180
 E-mail : bertha.ciaramello@ah.dvUSD.org

Mission

In partnership with parents, the mission of the Arrowhead learning organization is to enable all students to be thinking productive responsible citizens in an everchanging world. To that end we will ensure a nurturing and serious academic environment where the Six Pillars of Character are emphasized.

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 The number of students meeting or exceeding proficiency on AIMS writing will increase.
- ü The number of students meeting or exceeding proficiency on AIMS math will increase.
- ü The number of students meeting or exceeding proficiency on AIMS reading will increase.
- ü Students who are not meeting the standards will have increased learning opportunities.

Enrollment

October 1, 2004 School Year Student Enrollment : 900
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 58

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Success in Reading
- ü Prevention Program
- ü Kindergarten Enrichment
- ü Structured English Immersion Program
- ü Fine Arts
- ü Summer School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The responsibilities of Arrowhead Elementary to parents include the implementation of the Continuous Improvement Plan. Our focus is to provide a well rounded curriculum where students feel challenged, nurtured and safe. Regular communication is provided to parents through handbooks, newsletters, PTSA meetings and conferences. All stakeholders will strive to develop positive relationships.

Parents

Parents are expected to participate and support their children's learning. Parents should provide for the physical and emotional well-being of their children; provide a home environment that supports good study habits and the completion of homework; and support daily attendance and punctuality, appropriate behavior and school policies. Parents are also encouraged to join PTSA, attend parent-teacher conferences and curriculum nights, and to volunteer when possible.

Transportation Policy

Students are bused in grades one through six if their residence is farther than one mile from school. All kindergarten students are bused if they live more than half mile. Our boundaries are Bell Road to the South; 83rd Avenue to the West; S.Beardsley to the North and 67th Avenue to the East.

School Honors

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

Award/Honor	Year
ü 3 Arizona State Cultural Arts Winners	2002
ü PRIDE Award for Prevention Team	2004
ü West Side Food Bank Recognition for Contributions	2005
ü Arizona Knowledge Master Comp - 1st	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	123	2698	79306	100	99	99	476	462	445	2	6	10	7	12	18	47	54	51	44	29	20
All Students (Prior Year)	122	2528	75509	100	99	100	542	532	521	4	7	13	13	19	23	39	38	33	44	36	31
Female	53	1299	38691	98	99	99	484	462	446	0	5	10	4	12	18	55	55	52	41	28	20
Male	70	1398	40583	100	99	99	468	462	445	3	6	11	10	12	18	41	52	50	46	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	14	374	32869	100	100	99	476	442	429	0	11	15	0	21	25	58	55	51	42	13	10
Asian/Pacific Islander	10	110	1935	100	100	99	468	477	474	0	2	3	11	6	9	56	53	48	33	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	94	2110	36197	100	99	99	476	465	463	2	5	5	8	10	11	45	53	53	44	31	31
Students with Disabilities	17	411	10321	100	100	100	404	411	389	14	24	30	21	24	27	36	39	34	29	13	9
Students without Disabilities	106	2289	69060	97	98	98	486	471	454	0	2	7	5	10	17	49	56	54	46	31	22
Limited English Proficient Students	12	157	15509	100	100	100	384	396	406	10	18	20	0	28	30	60	45	45	30	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	257	39415	--	88	96	--	445	431	--	9	15	--	22	25	--	54	50	--	16	10
Non-Economically Disadvantaged	118	2443	39966	100	100	100	476	463	459	2	5	6	7	11	12	47	54	52	44	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	123	2697	79395	100	0	99	474	465	446	1	4	9	9	17	25	69	63	55	21	17	11
All Students (Prior Year)	122	2538	75492	100	100	100	536	528	519	1	7	12	9	12	16	52	52	47	38	30	24
Female	53	1298	38743	98	0	100	491	471	451	0	3	7	2	14	24	73	64	57	24	20	12
Male	70	1395	40618	100	0	99	459	459	440	2	5	11	15	19	27	64	62	53	19	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	14	375	32915	100	0	99	480	447	426	0	7	15	0	28	35	83	57	47	17	8	4
Asian/Pacific Islander	10	110	1936	100	0	99	464	473	468	0	1	3	33	11	14	56	68	63	11	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	94	2108	36221	100	0	99	473	468	465	1	3	4	8	14	15	67	64	63	23	18	17
Students with Disabilities	17	412	10331	100	0	100	411	413	388	7	16	25	29	38	37	29	37	34	36	8	4
Students without Disabilities	106	2287	69139	97	0	99	483	474	454	0	2	7	6	13	24	74	67	58	19	18	11
Limited English Proficient Students	12	157	15545	100	0	100	375	392	399	10	16	21	20	38	42	60	44	35	10	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	258	39484	--	0	96	--	445	429	--	8	14	--	28	35	--	57	47	--	7	4
Non-Economically Disadvantaged	118	2441	39986	100	0	100	474	466	461	1	4	4	9	16	16	69	63	63	21	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	124	2692	78869	100	99	99	462	460	442	2	3	6	15	15	21	69	67	63	15	14	10
All Students (Prior Year)	121	2525	75053	99	99	99	603	625	597	4	4	7	14	8	12	72	76	72	10	12	9
Female	54	1299	38536	100	99	99	481	476	458	0	2	4	10	10	15	74	68	67	16	20	14
Male	70	1392	40302	100	99	99	446	445	428	3	4	8	19	20	26	64	67	60	14	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	14	372	32606	100	99	98	454	441	426	0	6	8	33	23	27	58	63	60	8	8	5
Asian/Pacific Islander	10	110	1925	100	100	99	472	477	471	0	2	3	11	8	11	78	69	64	11	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	95	2106	36078	100	99	99	462	462	459	2	3	4	13	14	16	69	68	66	16	15	14
Students with Disabilities	17	409	10246	100	100	100	380	392	367	7	12	18	36	38	39	50	46	40	7	4	4
Students without Disabilities	107	2285	68697	98	98	98	474	472	454	1	2	4	12	11	18	72	71	67	16	16	11
Limited English Proficient Students	12	156	15339	100	100	100	377	385	399	10	11	11	20	35	31	60	47	54	10	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	255	39106	--	88	95	--	438	427	--	8	8	--	24	28	--	59	59	--	10	5
Non-Economically Disadvantaged	119	2439	39837	100	100	100	462	461	457	2	3	4	15	15	14	69	68	67	15	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	526	510	498	6	6	13	5	14	19	51	58	48	38	22	20
All Students (Prior Year)	144	2572	76019	100	100	100	519	517	499	5	5	14	30	33	39	20	18	14	44	44	33
Female	71	1429	38644	100	100	99	532	511	500	4	4	12	1	14	19	49	60	49	45	22	19
Male	64	1450	40236	100	100	99	519	509	497	8	7	15	8	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	16	402	31938	100	99	99	513	492	481	23	10	19	0	22	25	46	56	46	31	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	107	2268	36483	100	100	99	529	513	517	4	5	7	6	12	13	50	59	51	41	24	30
Students with Disabilities	20	412	10664	100	100	100	433	442	430	33	28	42	11	27	27	44	39	26	11	6	5
Students without Disabilities	115	2467	68310	100	98	98	542	522	509	2	2	9	4	12	18	52	61	51	43	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	128	2644	40295	100	100	100	526	511	513	6	6	7	5	13	13	52	59	50	38	23	30

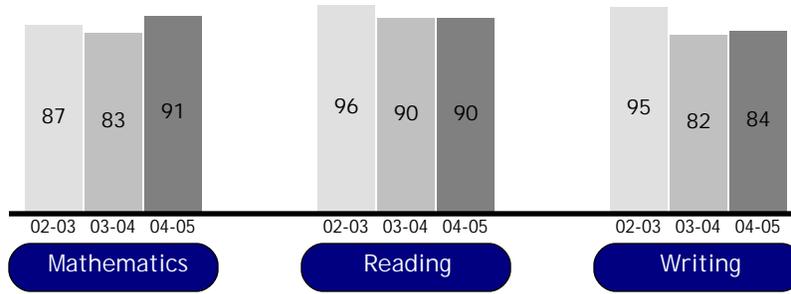
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2878	78908	100	0	99	510	497	484	2	4	10	10	16	23	65	69	58	22	11	9
All Students (Prior Year)	144	2572	76020	100	100	100	517	510	503	7	14	25	19	21	23	56	50	40	19	15	12
Female	71	1429	38648	100	0	99	516	502	489	1	3	8	6	13	22	63	71	61	30	13	10
Male	64	1451	40233	100	0	99	502	492	479	3	5	12	15	19	25	68	67	55	14	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	16	403	31940	100	0	99	493	478	465	15	9	16	23	25	32	54	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	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	107	2268	36502	100	0	99	513	501	502	1	3	4	8	14	14	66	71	67	25	12	15
Students with Disabilities	20	412	10665	100	0	100	424	432	423	17	17	30	22	40	36	56	39	31	6	3	2
Students without Disabilities	115	2468	68312	100	0	98	524	508	493	0	2	7	8	12	21	67	74	62	25	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	128	2646	40315	100	0	100	511	498	498	2	4	5	11	15	15	65	69	66	23	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	135	2869	78750	100	100	99	536	514	500	2	3	6	15	23	29	75	70	63	9	4	2
All Students (Prior Year)	143	2565	75673	100	100	100	588	553	530	7	7	12	17	20	25	62	66	58	13	6	4
Female	71	1424	38586	100	100	99	554	530	515	1	2	4	3	14	22	81	78	71	15	6	3
Male	64	1447	40135	100	99	99	516	498	486	2	5	8	29	32	35	68	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	16	402	31841	100	99	99	530	493	483	8	8	8	23	34	36	62	55	55	8	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	107	2261	36440	100	100	99	534	517	516	1	3	3	16	21	22	75	72	71	9	4	4
Students with Disabilities	20	408	10622	100	100	100	434	432	415	6	14	21	50	47	50	39	37	28	6	2	1
Students without Disabilities	115	2463	68196	100	98	98	553	528	513	1	2	3	9	19	25	81	75	69	9	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	128	2637	40260	100	100	100	537	516	514	1	3	3	16	22	21	75	71	72	9	4	4

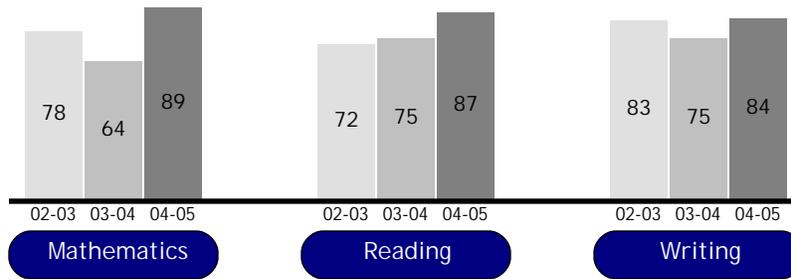
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	71	63	50	97	73	NA	58	99	59	57	47
	Language	99	67	58	43	100	72	61	50	99	62	58	47
	Mathematics	98	71	70	57	100	75	72	64	100	65	62	50
3	Reading	97	72	61	47	100	68	NA	55	98	63	55	44
	Language	98	74	67	54	100	77	70	61	98	59	53	44
	Mathematics	99	72	66	54	100	75	69	61	98	65	60	51
4	Reading	100	72	66	52	100	78	NA	56	100	65	57	48
	Language	100	70	61	48	100	73	63	52	100	66	59	49
	Mathematics	100	80	73	57	100	76	74	61	100	72	63	53
5	Reading	100	66	62	50	100	69	NA	55	100	64	60	50
	Language	100	61	57	46	100	67	60	49	100	65	59	50
	Mathematics	100	80	73	57	100	75	75	63	100	65	58	49
6	Reading	97	76	66	53	100	76	NA	56	100	67	61	51
	Language	97	71	60	45	100	70	60	48	100	65	58	47
	Mathematics	99	89	79	62	100	86	79	66	100	72	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)
- 11 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Budget for Continuous Improvement Plan
- Ü School/Parent/Community Relations
- Ü Human Resources
- Ü School Safety Issues
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	4	0	0
7 to 9 years	7	2	0	0
10 or more years	11	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab & 3 mobile carts
- Ü KAAR RADIO
- Ü PTV-Panther TV-Closed Circuit

Extracurricular Activities

- Ü Student Council
- Ü School Newspaper
- Ü Drama Club
- Ü Art Club
- Ü Music Club
- Ü Computer Club
- Ü Hip Hop
- Ü Karate

Social Services

- Ü Preschool
- Ü Breakfast Program
- Ü Prevention Team
- Ü Health Care
- Ü DARE
- Ü YMCS before and After School
- Ü Fire Pal
- Ü Free and Reduced Lunch

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The percentage of third grade students exceeding the writing standards on AIMS increased by 2% from 04 to 05.
The percentage of EL fifth grade students who met/exceeded increased from 33% in 04 to 88% in 05.

- ü The percentage of fifth graders who met/exceeded the standards in math on the AIMS test increased from 80% in 03 to 87% in 05.
The percentage of 3rd graders who met/exceeded increased from 72% in 04 to 90% in 05.

- ü The percentage of 5th grade students meeting proficiency on reading AIMS increased during a two year period. In 2003, 72% met/exceeded; in 2005, 85% met/exceeded.
The percentage of EL students who met/exceeded in 03, 25%; 04, 37.5%, 05, 63%.

- ü EL students participated in an after-school tutoring program in reading.
Special ed students in fifth grade who met/exceeded reading in 04, 27%; in 05, 53%.
Special ed students in third grade who met/exceeded in 04, 0%; in 05, 60%.

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	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

Prevention Team; Safe School Plan; Emergency Preparedness Plan; secured campus; safety drills; employee ID badges; visitor sign-in/sign-out; Bully Prevention Program, drug, tobacco and violence prevention program, DARE (grade 6), Safety Patrol.

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	Dr. Bertha Ciaramello	(623) 376-4104
Transportation Policy	Nick Portnova	(602) 467-5090
Community Resources	Rebecca Bierner	(623) 376-4104
School Nutrition Programs	Gretchen Forsley	(623) 376-4114
Parent Organization	Kristen Farnsworth	(623) 376-4146
Student Health/Nurse	Joan Moore	(623) 376-4110

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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** Due to booklet size printing, print copies are produced in multiples of 4.