

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4035 W. Alameda, Glendale, AZ 85310

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	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 : Mr. Randy Coen
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 772
 Web Address : desertsage.dvusd.org/
 Phone Number : (623) 445-4700
 Fax Number : (623) 445-4780
 E-mail : Randy.Coen@de.dvusd.org

Mission

Desert Sage Elementary School is committed to educating students to be learners and problem solvers who are inquisitive, respectful, resourceful, cooperative, independent, self-evaluative, successful, confident and proud.

School / Academic Goals

- ü Desert Sage students will continue to show improvement in the area of reading with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of mathematics with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of writing with an emphasis on raising levels of performance for all at-risk students.
- ü All students will be educated in learning environments that are safe, drug free and conducive to learning with an emphasis on violence prevention and intervention.

Enrollment

October 1, 2004 School Year Student Enrollment : 815
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 77

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Speech Therapy
- ü OT/PT/Adaptive PE Services

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

Our students will be provided quality experiences by caring and competent staff in a dynamic and safe environment. Instruction is interesting and meaningful, and aligned to district curriculum standards and state standards.

Parents

Success in school is achieved through a working partnership between home and school. Our expectation is that parents will share the responsibility for developing positive attitudes regarding discipline, accountability and academic achievement.

Transportation Policy

Busing is provided for students living farther than one mile and for Kindergarten students living farther than one-half mile from school. Special Education students receive transportation as needed.

School Honors

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

Award/Honor	Year
ü District Teacher of the Year	2004
ü Arizona Pageant of Bands Superior Rating	2003
ü Arizona Pageant of Bands Superior Rating	2002
ü District Teacher of the Year	2003

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	118	2698	79306	99	99	99	464	462	445	4	6	10	12	12	18	51	54	51	33	29	20
All Students (Prior Year)	100	2528	75509	100	99	100	552	532	521	1	7	13	15	19	23	31	38	33	53	36	31
Female	64	1299	38691	98	99	99	480	462	446	0	5	10	7	12	18	57	55	52	36	28	20
Male	54	1398	40583	100	99	99	445	462	445	10	6	11	18	12	18	43	52	50	29	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	11	374	32869	92	100	99	448	442	429	0	11	15	18	21	25	73	55	51	9	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	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	103	2110	36197	100	99	99	466	465	463	5	5	5	11	10	11	46	53	53	37	31	31
Students with Disabilities	20	411	10321	100	100	100	382	411	389	21	24	30	42	24	27	26	39	34	11	13	9
Students without Disabilities	98	2289	69060	96	98	98	481	471	454	1	2	7	5	10	17	56	56	54	38	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	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	112	2443	39966	99	100	100	464	463	459	5	5	6	12	11	12	50	54	52	33	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	118	2697	79395	99	0	99	459	465	446	5	4	9	19	17	25	57	63	55	19	17	11
All Students (Prior Year)	100	2538	75492	100	100	100	532	528	519	2	7	12	12	12	16	56	52	47	30	30	24
Female	64	1298	38743	98	0	100	478	471	451	3	3	7	10	14	24	61	64	57	26	20	12
Male	54	1395	40618	100	0	99	437	459	440	8	5	11	29	19	27	53	62	53	10	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	11	375	32915	92	0	99	440	447	426	0	7	15	36	28	35	55	57	47	9	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	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	103	2108	36221	100	0	99	463	468	465	5	3	4	16	14	15	58	64	63	21	18	17
Students with Disabilities	20	412	10331	100	0	100	370	413	388	21	16	25	53	38	37	21	37	34	5	8	4
Students without Disabilities	98	2287	69139	96	0	99	477	474	454	2	2	7	12	13	24	65	67	58	22	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	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	112	2441	39986	99	0	100	459	466	461	6	4	4	19	16	16	58	63	63	18	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	117	2692	78869	98	99	99	464	460	442	5	3	6	12	15	21	58	67	63	25	14	10
All Students (Prior Year)	100	2525	75053	100	99	99	620	625	597	6	4	7	10	8	12	69	76	72	15	12	9
Female	64	1299	38536	98	99	99	503	476	458	0	2	4	2	10	15	61	68	67	38	20	14
Male	53	1392	40302	98	99	99	417	445	428	12	4	8	24	20	26	54	67	60	10	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	11	372	32606	92	99	98	449	441	426	9	6	8	9	23	27	73	63	60	9	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	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	102	2106	36078	99	99	99	468	462	459	5	3	4	10	14	16	56	68	66	28	15	14
Students with Disabilities	19	409	10246	100	100	100	337	392	367	22	12	18	44	38	39	28	46	40	6	4	4
Students without Disabilities	98	2285	68697	96	98	98	489	472	454	2	2	4	5	11	18	63	71	67	29	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	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	111	2439	39837	98	100	100	466	461	457	5	3	4	12	15	14	58	68	67	25	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	138	2877	78906	100	100	99	514	510	498	3	6	13	14	14	19	58	58	48	25	22	20
All Students (Prior Year)	157	2572	76019	100	100	100	512	517	499	5	5	14	37	33	39	17	18	14	41	44	33
Female	65	1429	38644	100	100	99	511	511	500	2	4	12	14	14	19	59	60	49	25	22	19
Male	73	1450	40236	100	100	99	516	509	497	4	7	15	13	14	19	57	56	46	25	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	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	124	2268	36483	100	100	99	517	513	517	3	5	7	14	12	13	56	59	51	27	24	30
Students with Disabilities	26	412	10664	100	100	100	465	442	430	13	28	42	33	27	27	50	39	26	4	6	5
Students without Disabilities	112	2467	68310	99	98	98	525	522	509	1	2	9	9	12	18	60	61	51	30	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	132	2644	40295	100	100	100	514	511	513	2	6	7	14	13	13	58	59	50	25	23	30

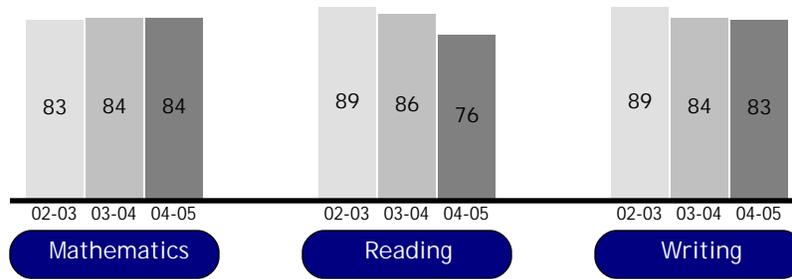
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2878	78908	100	0	99	497	497	484	5	4	10	18	16	23	66	69	58	12	11	9
All Students (Prior Year)	157	2572	76020	100	100	100	510	510	503	12	14	25	22	21	23	51	50	40	15	15	12
Female	65	1429	38648	100	0	99	495	502	489	3	3	8	19	13	22	65	71	61	13	13	10
Male	73	1451	40233	100	0	99	499	492	479	6	5	12	16	19	25	66	67	55	12	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	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	124	2268	36502	100	0	99	500	501	502	4	3	4	18	14	14	65	71	67	13	12	15
Students with Disabilities	26	412	10665	100	0	100	440	432	423	25	17	30	38	40	36	33	39	31	4	3	2
Students without Disabilities	112	2468	68312	99	0	98	510	508	493	0	2	7	13	12	21	73	74	62	14	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	132	2646	40315	100	0	100	498	498	498	5	4	5	17	15	15	65	69	66	13	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	138	2869	78750	100	100	99	520	514	500	1	3	6	25	23	29	71	70	63	3	4	2
All Students (Prior Year)	157	2565	75673	100	100	100	537	553	530	10	7	12	23	20	25	62	66	58	5	6	4
Female	65	1424	38586	100	100	99	534	530	515	0	2	4	16	14	22	79	78	71	5	6	3
Male	73	1447	40135	100	99	99	507	498	486	1	5	8	34	32	35	63	62	56	1	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	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	124	2261	36440	100	100	99	522	517	516	1	3	3	26	21	22	69	72	71	3	4	4
Students with Disabilities	26	408	10622	100	100	100	455	432	415	4	14	21	63	47	50	33	37	28	0	2	1
Students without Disabilities	112	2463	68196	99	98	98	535	528	513	0	2	3	17	19	25	79	75	69	4	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	132	2637	40260	100	100	100	520	516	514	1	3	3	25	22	21	71	71	72	3	4	4

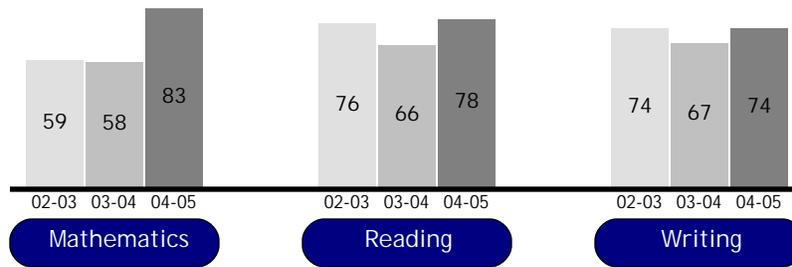
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	66	63	50	92	57	NA	58	100	61	57	47
	Language	100	66	58	43	92	62	61	50	100	62	58	47
	Mathematics	100	67	70	57	93	66	72	64	100	72	62	50
3	Reading	100	67	61	47	100	66	NA	55	97	53	55	44
	Language	99	76	67	54	99	74	70	61	97	52	53	44
	Mathematics	98	70	66	54	99	74	69	61	97	63	60	51
4	Reading	99	72	66	52	99	74	NA	56	98	59	57	48
	Language	98	64	61	48	100	67	63	52	98	62	59	49
	Mathematics	99	78	73	57	100	80	74	61	98	69	63	53
5	Reading	99	73	62	50	100	65	NA	55	100	61	60	50
	Language	99	65	57	46	100	57	60	49	100	62	59	50
	Mathematics	99	78	73	57	100	74	75	63	100	62	58	49
6	Reading	98	74	66	53	99	73	NA	56	99	65	61	51
	Language	98	66	60	45	99	66	60	48	99	62	58	47
	Mathematics	98	86	79	62	99	86	79	66	100	74	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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum & Staff Development
- Ü Assessment Data & Decision Making
- Ü School & Student Safety
- Ü Alternatives/Options/Choices
- Ü Parent/Educator /Community Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.50
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	6	0	0
4 to 6 years	10	1	0	0
7 to 9 years	2	0	0	0
10 or more years	9	14	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	101
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 Macintosh Computer Lab
- Ü Yamaha Keyboard Lab

Extracurricular Activities

- Ü Community Schools Program
- Ü Chorus
- Ü Homework Club
- Ü Instrumental Music

Social Services

- Ü Community Classes
- Ü Breakfast/Lunch Programs
- Ü Health Services
- Ü Before/After School Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Writing samples of all students in Kindergarten through sixth grade are evaluated and placed on a writing continuum at two different times during the school year.

- ü All teachers are trained to use the Developmental Reading Assessment to assess students and identify where they are on the reading continuum. Students in grades Kindergarten through six are assessed.

- ü All teachers were involved in a training to unwrap and map the state standards.

- ü In 2005, 90% of our students in grades 3 through 6 met or exceeded the standards in mathematics.

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	4	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	95	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

Students in grades 4-6 are trained in peer mediation. Students in the sixth grade participate in CHAMPS. An intramurals program is available. Students participate in an Adopt a Hallway Program to develop caring, cooperation and pride.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Randy Coen	(623) 445-4700
Transportation Policy	Nick Portanova	(602) 467-5090
Community Resources	Sandi Hicks	(623) 445-5010
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Kelli Fawcett	(623) 445-4777
Student Health/Nurse	Julie Seifritz	(623) 445-4710

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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