



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

251 West Mohawk, Phoenix, AZ 85027

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Lynn Byrn
 Schedule : 07:30 AM to 05:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 604
 Web Address : esperanza.dvUSD.org/
 Phone Number : (623) 445-3700
 Fax Number : (623) 445-3780
 E-mail : lynnette.byrn@es.dvUSD.org

Mission

Esperanza believes all students must achieve mastery of Essential Skills. We provide a level of education which meets or exceeds district and state guidelines. We accept the responsibility to teach all students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Raising Expectations: All students at Esperanza will improve their reading ability, writing skills and math skills.
- ü District Image: Esperanza will provide an inviting campus that is safe and orderly.

Enrollment

October 1, 2004 School Year Student Enrollment : 643
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 28

Instructional Programs

- ü Schoolwide Title I Program
- ü Content Mastery Lab
- ü ELL Program
- ü Reading Program
- ü Head Start
- ü Gifted
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We follow the correlates of Effective Schools: Providing a safe and orderly climate; maintain high expectations; provide instructional leadership; monitor student progress; establish positive home/school relations; increase time-on-task for students.

Parents

Parents are responsible for maintaining high expectations for their children; communicating with and supporting the school; keeping informed of school activities; fostering study habits; encourage reading activities; promoting organizational skills.

Transportation Policy

District buses transport Kindergarten students that live more than one-half mile from school. Students in grades 1-6 are transported by district buses if they live more than one mile from the school.

School Honors

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

Award/Honor	Year
ü Learn and Serve Adult Volunteer Grant Recipient	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	82	2698	79306	99	99	99	452	462	445	10	6	10	17	12	18	49	54	51	24	29	20
All Students (Prior Year)	114	2528	75509	99	99	100	538	532	521	4	7	13	21	19	23	39	38	33	35	36	31
Female	38	1299	38691	100	99	99	454	462	446	11	5	10	14	12	18	49	55	52	26	28	20
Male	44	1398	40583	98	99	99	450	462	445	9	6	11	20	12	18	49	52	50	23	30	21
African American	--	85	4041	--	98	99	--	449	426	--	7	17	--	16	23	--	57	50	--	20	10
Hispanic	18	374	32869	95	100	99	443	442	429	0	11	15	29	21	25	64	55	51	7	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	58	2110	36197	100	99	99	456	465	463	10	5	5	14	10	11	48	53	53	28	31	31
Students with Disabilities	20	411	10321	100	100	100	418	411	389	35	24	30	18	24	27	41	39	34	6	13	9
Students without Disabilities	62	2289	69060	94	98	98	463	471	454	2	2	7	17	10	17	51	56	54	30	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	20	257	39415	91	88	96	447	445	431	6	9	15	19	22	25	63	54	50	13	16	10
Non-Economically Disadvantaged	62	2443	39966	100	100	100	453	463	459	11	5	6	17	11	12	44	54	52	28	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	82	2697	79395	99	0	99	458	465	446	4	4	9	24	17	25	60	63	55	11	17	11
All Students (Prior Year)	115	2538	75492	100	100	100	535	528	519	5	7	12	7	12	16	60	52	47	27	30	24
Female	38	1298	38743	100	0	100	462	471	451	3	3	7	20	14	24	63	64	57	14	20	12
Male	44	1395	40618	98	0	99	454	459	440	6	5	11	29	19	27	57	62	53	9	14	9
African American	--	85	4052	--	0	100	--	454	434	--	4	11	--	33	29	--	54	54	--	9	6
Hispanic	18	375	32915	95	0	99	440	447	426	7	7	15	29	28	35	64	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	58	2108	36221	100	0	99	463	468	465	4	3	4	22	14	15	60	64	63	14	18	17
Students with Disabilities	20	412	10331	100	0	100	421	413	388	18	16	25	41	38	37	35	37	34	6	8	4
Students without Disabilities	62	2287	69139	94	0	99	470	474	454	0	2	7	19	13	24	68	67	58	13	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	20	258	39484	91	0	96	451	445	429	6	8	14	19	28	35	75	57	47	0	7	4
Non-Economically Disadvantaged	62	2441	39986	100	0	100	460	466	461	4	4	4	26	16	16	56	63	63	15	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	82	2692	78869	99	99	99	453	460	442	1	3	6	20	15	21	67	67	63	11	14	10
All Students (Prior Year)	115	2525	75053	100	99	99	630	625	597	0	4	7	6	8	12	86	76	72	8	12	9
Female	38	1299	38536	100	99	99	471	476	458	0	2	4	14	10	15	69	68	67	17	20	14
Male	44	1392	40302	98	99	99	436	445	428	3	4	8	26	20	26	66	67	60	6	8	7
African American	--	85	4015	--	98	99	--	455	430	--	4	8	--	20	24	--	63	61	--	13	7
Hispanic	18	372	32606	95	99	98	435	441	426	7	6	8	14	23	27	71	63	60	7	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	58	2106	36078	100	99	99	458	462	459	0	3	4	20	14	16	68	68	66	12	15	14
Students with Disabilities	20	409	10246	100	100	100	400	392	367	6	12	18	47	38	39	47	46	40	0	4	4
Students without Disabilities	62	2285	68697	94	98	98	471	472	454	0	2	4	11	11	18	74	71	67	15	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	20	255	39106	91	88	95	457	438	427	0	8	8	19	24	28	63	59	59	19	10	5
Non-Economically Disadvantaged	62	2439	39837	100	100	100	452	461	457	2	3	4	20	15	14	69	68	67	9	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	95	2877	78906	100	100	99	492	510	498	10	6	13	22	14	19	54	58	48	14	22	20
All Students (Prior Year)	87	2572	76019	100	100	100	509	517	499	8	5	14	34	33	39	13	18	14	45	44	33
Female	41	1429	38644	100	100	99	477	511	500	9	4	12	31	14	19	47	60	49	13	22	19
Male	54	1450	40236	100	100	99	501	509	497	10	7	15	16	14	19	59	56	46	14	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	23	402	31938	100	99	99	477	492	481	5	10	19	26	22	25	53	56	46	16	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	65	2268	36483	100	100	99	497	513	517	12	5	7	17	12	13	59	59	51	12	24	30
Students with Disabilities	21	412	10664	100	100	100	451	442	430	25	28	42	35	27	27	30	39	26	10	6	5
Students without Disabilities	74	2467	68310	96	98	98	505	522	509	5	2	9	18	12	18	62	61	51	15	25	22
Limited English Proficient Students	10	152	12573	100	100	100	402	411	454	14	20	27	57	29	30	29	44	38	0	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	235	38679	87	90	96	502	496	483	0	8	20	33	27	25	50	51	45	17	14	10
Non-Economically Disadvantaged	82	2644	40295	100	100	100	491	511	513	11	6	7	21	13	13	55	59	50	13	23	30

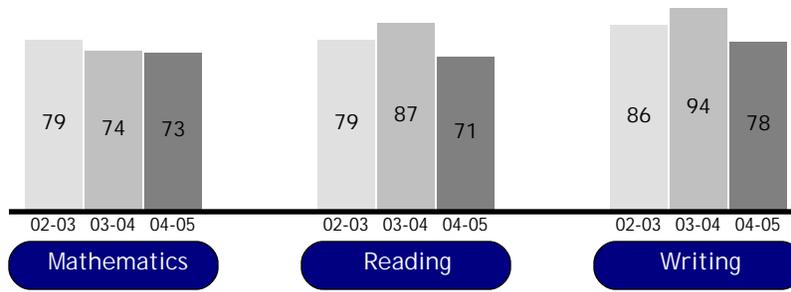
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2878	78908	100	0	99	483	497	484	5	4	10	21	16	23	66	69	58	8	11	9
All Students (Prior Year)	87	2572	76020	100	100	100	501	510	503	24	14	25	23	21	23	47	50	40	7	15	12
Female	41	1429	38648	100	0	99	478	502	489	3	3	8	23	13	22	65	71	61	10	13	10
Male	54	1451	40233	100	0	99	486	492	479	6	5	12	20	19	25	67	67	55	6	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	24	403	31940	100	0	99	466	478	465	0	9	16	16	25	32	84	61	49	0	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	64	2268	36502	98	0	99	489	501	502	5	3	4	23	14	14	63	71	67	9	12	15
Students with Disabilities	21	412	10665	100	0	100	432	432	423	10	17	30	60	40	36	30	39	31	0	3	2
Students without Disabilities	74	2468	68312	96	0	98	500	508	493	3	2	7	8	12	21	78	74	62	10	13	10
Limited English Proficient Students	10	152	12556	100	0	100	389	394	436	14	19	24	43	40	40	43	39	35	0	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	234	38662	80	0	96	483	484	468	20	9	16	0	26	32	80	59	49	0	5	3
Non-Economically Disadvantaged	83	2646	40315	100	0	100	483	498	498	4	4	5	23	15	15	65	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	96	2869	78750	100	100	99	484	514	500	6	3	6	33	23	29	59	70	63	1	4	2
All Students (Prior Year)	87	2565	75673	100	100	100	511	553	530	9	7	12	32	20	25	55	66	58	4	6	4
Female	42	1424	38586	100	100	99	504	530	515	0	2	4	22	14	22	78	78	71	0	6	3
Male	54	1447	40135	100	99	99	471	498	486	10	5	8	41	32	35	47	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	24	402	31841	100	99	99	456	493	483	11	8	8	32	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	NC	26	4586	NC	100	100	NC	466	481	NC	8	8	NC	25	37	NC	67	54	NC	0	1
White	65	2261	36440	100	100	99	490	517	516	5	3	3	34	21	22	59	72	71	2	4	4
Students with Disabilities	21	408	10622	100	100	100	434	432	415	10	14	21	65	47	50	25	37	28	0	2	1
Students without Disabilities	75	2463	68196	97	98	98	500	528	513	5	2	3	23	19	25	70	75	69	2	4	3
Limited English Proficient Students	10	151	12504	100	100	100	349	401	451	29	13	12	29	46	44	43	40	43	0	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	234	38558	87	90	96	492	493	485	0	7	8	50	34	37	50	58	54	0	1	1
Non-Economically Disadvantaged	83	2637	40260	100	100	100	483	516	514	7	3	3	32	22	21	60	71	72	1	4	4

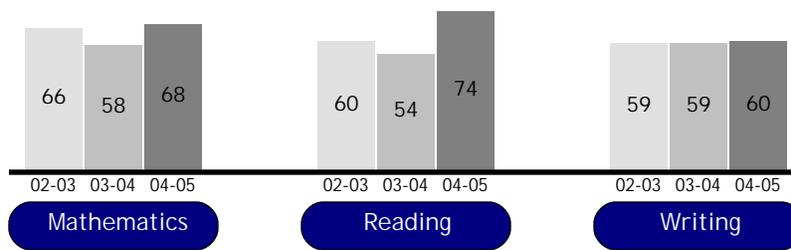
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	56	63	50	91	60	NA	58	98	56	57	47
	Language	98	51	58	43	97	57	61	50	98	61	58	47
	Mathematics	98	61	70	57	99	68	72	64	98	58	62	50
3	Reading	96	48	61	47	96	68	NA	55	99	46	55	44
	Language	97	55	67	54	100	71	70	61	99	50	53	44
	Mathematics	97	53	66	54	100	73	69	61	99	52	60	51
4	Reading	93	56	66	52	94	59	NA	56	97	55	57	48
	Language	95	54	61	48	99	55	63	52	97	61	59	49
	Mathematics	99	61	73	57	97	66	74	61	95	62	63	53
5	Reading	98	50	62	50	100	57	NA	55	99	53	60	50
	Language	98	48	57	46	100	58	60	49	99	54	59	50
	Mathematics	96	66	73	57	100	68	75	63	99	50	58	49
6	Reading	95	56	66	53	99	59	NA	56	98	57	61	51
	Language	98	50	60	45	99	51	60	48	98	58	58	47
	Mathematics	98	74	79	62	99	78	79	66	99	64	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facilitate School Improvement
- Ü Participate in Informed Decision Making
- Ü Implement Strategic Plan of School
- Ü Encourage Team Building Among Community
- Ü Analyze School Data
- Ü Communicate with Esperanza Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.60
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Video Tree
- Ü Televised Daily Announcements

Extracurricular Activities

- Ü Student Council
- Ü Library Assistants
- Ü Intermediate/Advanced Band
- Ü Intramurals
- Ü Choir
- Ü Chess Club
- Ü Handbells

Social Services

- Ü Breakfast/Lunch Programs
- Ü Business Partnerships
- Ü Day Care
- Ü Free Dental Care

School Achievements/Accomplishments 2004-05

- ü Esperanza provided choices for academic learning opportunities beyond a typical school day such as Homework Clubs, Reading and Math Tutoring and Summer School.

- ü Esperanza implemented a schoolwide social skills program which resulted in a decrease in office referrals.

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	14	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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

During the the 2005-2006 school year, Esperanza will implement the Kid's At Hope Philosophy along with a new Student Code Of Conduct. Monthly events will recognize the efforts of students that demonstrate appropriate campus behavior. A Bullying Prevention Program will be developed and implemented also.

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	Lynn Byrn	(623) 445-3700
Transportation Policy	Office	(602) 467-5090
Community Resources	Susan Neary	(623) 445-3700
School Nutrition Programs	Catherine Hamilton	(623) 445-3714
Parent Organization	Dominique Del Rae Hadden	(623) 445-3700
Student Health/Nurse	Susan Neary	(623) 445-3710

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.