

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7071 W. Hillcrest Blvd., 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 LEARNS<sup>1</sup>

#### 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.

### 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. Brian Fineberg  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 889  
 Web Address : coppercreek.dvUSD.org/  
 Phone Number : (623) 376-3900  
 Fax Number : (623) 376-3980  
 E-mail : brian.fineberg@cc.dvUSD.org

### Mission

Mission Statement: Copper Creek Elementary will provide educational opportunities that will enable all students to develop to their fullest potential. This will be accomplished through quality instruction, high expectations, and the committed partnership of teachers, family, students and community.

### School / Academic Goals

- ü Students will learn and effectively apply a variety of strategies and knowledge in the areas of reading, writing and math to meet expectations set by the Arizona Academic Standards and Deer Valley curriculum.
- ü Students will participate in opportunities to enrich their academic experiences.
- ü Students will demonstrate increased awareness of drug and tobacco use and improve pro-social choices.
- ü The school administration will work together with the staff and parents to implement multiple strategies that will continue to strengthen the school/home partnership.

### Enrollment

October 1, 2004 School Year Student Enrollment : 880  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 76

Instructional Programs

- ü On-site Special Education
- ü Gifted Programs
- ü Reading Support Programs
- ü Integrated Curriculum and Instruction

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 :	5/26/2006

Shared Responsibilities

School

Copper Creek has high academic and behavioral standards to prepare the students for a successful future. Regular communication is provided to parents via handbooks, newsletters, site council, PTSA meetings and conferences.

Parents

Parents are encouraged to provide time, space and support for their child's homework, as well as attend parent-teacher conferences and curriculum nights.

Transportation Policy

Buses are provided to all Kindergartners outside a 1/2-mile radius from the school. First through sixth graders are provided buses if they reside more than one mile from the school.

School Honors

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

Award/Honor	Year
ü State Level Award Winners in Chess Tournament	2005
ü Staff Member Selected -National Board Certified Teacher	2004
ü Student won 1st place in Smoking Awareness Contest	2004
ü Four State PTSA Awards	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	121	2698	79306	98	99	99	469	462	445	3	6	10	10	12	18	57	54	51	30	29	20
All Students (Prior Year)	114	2528	75509	99	99	100	544	532	521	2	7	13	17	19	23	31	38	33	50	36	31
Female	64	1299	38691	100	99	99	465	462	446	2	5	10	8	12	18	62	55	52	28	28	20
Male	57	1398	40583	97	99	99	473	462	445	5	6	11	11	12	18	53	52	50	31	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	103	2110	36197	98	99	99	472	465	463	2	5	5	10	10	11	55	53	53	33	31	31
Students with Disabilities	14	411	10321	93	100	100	424	411	389	31	24	30	31	24	27	31	39	34	8	13	9
Students without Disabilities	107	2289	69060	99	98	98	475	471	454	0	2	7	7	10	17	61	56	54	32	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	--	257	39415	--	88	96	--	445	431	--	9	15	--	22	25	--	54	50	--	16	10
Non-Economically Disadvantaged	119	2443	39966	98	100	100	469	463	459	3	5	6	10	11	12	57	54	52	30	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	485	465	446	2	4	9	9	17	25	61	63	55	28	17	11
All Students (Prior Year)	114	2538	75492	99	100	100	537	528	519	5	7	12	9	12	16	46	52	47	40	30	24
Female	64	1298	38743	100	0	100	488	471	451	0	3	7	12	14	24	55	64	57	33	20	12
Male	59	1395	40618	100	0	99	482	459	440	4	5	11	7	19	27	67	62	53	23	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	105	2108	36221	100	0	99	488	468	465	2	3	4	8	14	15	59	64	63	31	18	17
Students with Disabilities	15	412	10331	100	0	100	436	413	388	14	16	25	36	38	37	43	37	34	7	8	4
Students without Disabilities	108	2287	69139	100	0	99	492	474	454	0	2	7	6	13	24	63	67	58	31	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	--	258	39484	--	0	96	--	445	429	--	8	14	--	28	35	--	57	47	--	7	4
Non-Economically Disadvantaged	121	2441	39986	100	0	100	485	466	461	2	4	4	9	16	16	61	63	63	28	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	123	2692	78869	100	99	99	479	460	442	3	3	6	4	15	21	74	67	63	20	14	10
All Students (Prior Year)	114	2525	75053	99	99	99	657	625	597	2	4	7	0	8	12	87	76	72	11	12	9
Female	64	1299	38536	100	99	99	491	476	458	2	2	4	5	10	15	67	68	67	27	20	14
Male	59	1392	40302	100	99	99	466	445	428	4	4	8	4	20	26	81	67	60	12	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	105	2106	36078	100	99	99	484	462	459	2	3	4	2	14	16	76	68	66	20	15	14
Students with Disabilities	15	409	10246	100	100	100	399	392	367	21	12	18	21	38	39	50	46	40	7	4	4
Students without Disabilities	108	2285	68697	100	98	98	490	472	454	0	2	4	2	11	18	77	71	67	21	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	--	255	39106	--	88	95	--	438	427	--	8	8	--	24	28	--	59	59	--	10	5
Non-Economically Disadvantaged	121	2439	39837	100	100	100	479	461	457	3	3	4	4	15	14	74	68	67	20	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	142	2877	78906	100	100	99	519	510	498	9	6	13	16	14	19	45	58	48	30	22	20
All Students (Prior Year)	131	2572	76019	98	100	100	545	517	499	2	5	14	15	33	39	14	18	14	69	44	33
Female	69	1429	38644	100	100	99	524	511	500	5	4	12	17	14	19	48	60	49	30	22	19
Male	73	1450	40236	100	100	99	513	509	497	14	7	15	15	14	19	42	56	46	29	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	11	402	31938	100	99	99	520	492	481	18	10	19	18	22	25	18	56	46	45	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	120	2268	36483	100	100	99	516	513	517	9	5	7	16	12	13	49	59	51	26	24	30
Students with Disabilities	28	412	10664	100	100	100	458	442	430	39	28	42	29	27	27	25	39	26	7	6	5
Students without Disabilities	114	2467	68310	98	98	98	534	522	509	2	2	9	13	12	18	50	61	51	35	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	134	2644	40295	100	100	100	521	511	513	9	6	7	14	13	13	45	59	50	31	23	30

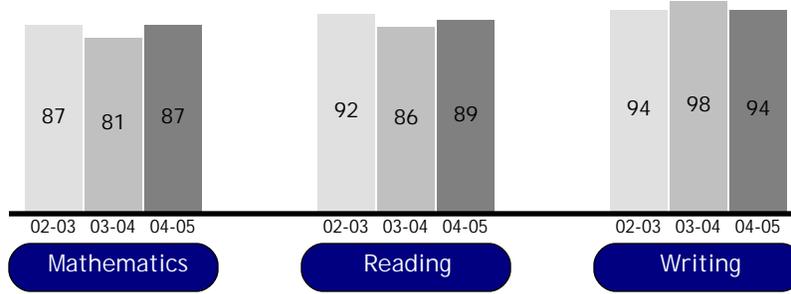
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	2878	78908	100	0	99	510	497	484	2	4	10	14	16	23	66	69	58	18	11	9
All Students (Prior Year)	131	2572	76020	98	100	100	522	510	503	7	14	25	12	21	23	59	50	40	23	15	12
Female	69	1429	38648	100	0	99	522	502	489	2	3	8	5	13	22	70	71	61	24	13	10
Male	73	1451	40233	100	0	99	498	492	479	3	5	12	22	19	25	63	67	55	13	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	11	403	31940	100	0	99	512	478	465	0	9	16	0	25	32	82	61	49	18	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	120	2268	36502	100	0	99	508	501	502	3	3	4	15	14	14	66	71	67	17	12	15
Students with Disabilities	28	412	10665	100	0	100	467	432	423	7	17	30	43	40	36	50	39	31	0	3	2
Students without Disabilities	114	2468	68312	98	0	98	520	508	493	1	2	7	6	12	21	70	74	62	23	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	134	2646	40315	100	0	100	512	498	498	2	4	5	13	15	15	67	69	66	19	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	141	2869	78750	99	100	99	540	514	500	1	3	6	12	23	29	78	70	63	9	4	2
All Students (Prior Year)	131	2565	75673	98	100	100	599	553	530	4	7	12	8	20	25	75	66	58	13	6	4
Female	68	1424	38586	99	100	99	563	530	515	0	2	4	2	14	22	85	78	71	14	6	3
Male	73	1447	40135	100	99	99	520	498	486	1	5	8	21	32	35	72	62	56	6	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	11	402	31841	100	99	99	507	493	483	9	8	8	27	34	36	55	55	55	9	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	119	2261	36440	99	100	99	543	517	516	0	3	3	10	21	22	82	72	71	9	4	4
Students with Disabilities	28	408	10622	100	100	100	484	432	415	4	14	21	43	47	50	54	37	28	0	2	1
Students without Disabilities	113	2463	68196	97	98	98	555	528	513	0	2	3	4	19	25	84	75	69	12	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	133	2637	40260	99	100	100	542	516	514	1	3	3	11	22	21	78	71	72	10	4	4

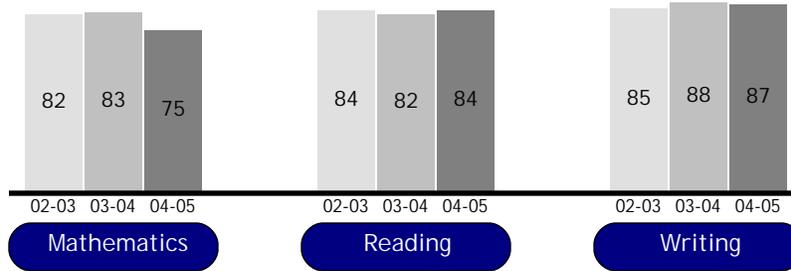
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	81	63	50	94	86	NA	58	100	65	57	47
	Language	99	85	58	43	93	87	61	50	100	70	58	47
	Mathematics	100	87	70	57	93	92	72	64	100	69	62	50
3	Reading	100	71	61	47	94	77	NA	55	100	65	55	44
	Language	99	78	67	54	94	82	70	61	100	62	53	44
	Mathematics	99	77	66	54	95	84	69	61	98	70	60	51
4	Reading	99	81	66	52	96	78	NA	56	99	66	57	48
	Language	99	76	61	48	99	69	63	52	99	67	59	49
	Mathematics	100	85	73	57	99	84	74	61	98	67	63	53
5	Reading	100	72	62	50	97	75	NA	55	100	63	60	50
	Language	99	67	57	46	97	70	60	49	100	64	59	50
	Mathematics	99	84	73	57	97	83	75	63	100	59	58	49
6	Reading	100	76	66	53	99	73	NA	56	99	74	61	51
	Language	99	73	60	45	99	70	60	48	99	69	58	47
	Mathematics	99	88	79	62	98	89	79	66	99	75	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Instructional Programs/Strategies
- Alternative Programs
- School Safety
- School/Parent/Community Relations
- Budgets
- School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	9	4	0	2
10 or more years	6	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
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

- Computer Lab
- Science Lab
- Media Center
- Multi-Purpose room

Extracurricular Activities

- Student Council
- Band
- Chorus
- After School Intramural Sports
- Chess Program
- Computer Program
- Hip Hip Dance
- Art Program

Social Services

- Before/After School Day Care
- Facilities Usage Opportunities
- Summer School Programs
- Kindergarten Enrichment

School Achievements/Accomplishments 2004-05

- ü AIMS and Terra Nova scores are consistently above state and district averages.
  
- ü As reported on the Safe and Drug Free School Report, Copper Creek had zero percent students who committed substance abuse or severe violent acts on campus.
  
- ü The Copper Creek Jazz Band received a 'Superior' award for the participation in the Jazz Festival.
  
- ü The Copper Creek Student Council collected a total of 6,737 cans of food that were donated to the Westside Food Bank.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

The Continuous Improvement Team has developed goals, objectives and strategies to promote a safe school environment. A team of staff members developed an Emergency Preparedness Plan. Staff and parents are informed of the contents of this plan.

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

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	Brian Fineberg	(623) 376-3900
Transportation Policy	Kim Bethers	(602) 467-5072
Community Resources	Stephanie Tennille	(623) 376-3900
School Nutrition Programs	Chris Mahle	(623) 376-3900
Parent Organization	Roberta Scaramella	(623) 376-3900
Student Health/Nurse	Jana Yingst	(623) 376-3900

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](http://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](http://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](http://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 150 Copies = \$57.00

\*\* 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.