

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17300 East Calaveras, Fountain Hills, AZ 85268

Fountain Hills Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Rebecca C Romans
Schedule : 07:19 AM to 04:00 PM
Grades : 3-5
2005 Enrollment : 502
Web Address : fhUSD.org
Phone Number : (480) 664-5100
Fax Number : (480) 664-5199
E-mail : bromans@fhUSD.org

Mission

Our mission is to create an educational environment that emphasizes high academic achievement, character building, and an appreciation for diversity in a safe-stimulating setting.

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 Incorporate and implement Character Counts. Stress the six pillars of character development which includes: trustworthiness, respect, responsibility, fairness, caring, and citizenship throughout the 2005-06 school year.
- ü Promote the importance of understanding and appreciating the diversity in the Four Peaks school community.
- ü Incorporate and implement the strategies of being an effective school beginning in the fall of 2005.
- ü To increase the overall improvement in our reading, writing and math scores by reflecting on our past accomplishments to see what we need to change in order to improve.

Enrollment

October 1, 2004 School Year Student Enrollment : 488
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Multi-Disciplined Instruction
- Inclusionary Intervention Program
- Title I Reading/SEI
- Gifted
- Resource

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe it is our responsibility to promote a safe, nurturing atmosphere that encourages each student in self-discovery, self-assurance, independence, and pride in school, community, and personal accomplishments.

Parents

Your role as a parent is to be the best you can be. We stress citizenship, academics, sportmanship, special talents and interests. Our theme is positive teamwork and support of each other. All we can ask of you is to become involved in our school.

Transportation Policy

The district provides bus transportation to and from school as authorized by our School Board Policy EEA. All students including those with IEP(Ind. Education Plan) in grades K-6 living one mile or more from school may be provided transportation.

School Honors

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

Award/Honor	Year
• Placed In the Top 5 in State with Challenger Program	2004
• Governors Calendar Contest Winner	2004
• First, Second and Third in Constitution Contest	2005
• Arbor Day Poster Winner	2004

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	144	144	79306	99	99	99	478	478	445	2	2	10	11	11	18	45	45	51	42	42	20
All Students (Prior Year)	163	163	75509	98	98	100	554	554	521	3	3	13	10	10	23	39	39	33	49	49	31
Female	71	71	38691	99	99	99	472	472	446	1	1	10	12	12	18	51	51	52	36	36	20
Male	73	73	40583	100	100	99	484	484	445	3	3	11	10	10	18	40	40	50	48	48	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	10	10	4264	100	100	100	439	439	419	22	22	19	11	11	30	56	56	45	11	11	6
White	119	119	36197	99	99	99	481	481	463	1	1	5	8	8	11	48	48	53	43	43	31
Students with Disabilities	19	19	10321	100	100	100	437	437	389	17	17	30	28	28	27	39	39	34	17	17	9
Students without Disabilities	125	125	69060	99	99	98	484	484	454	0	0	7	8	8	17	46	46	54	46	46	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	19	39415	90	90	96	460	460	431	5	5	15	16	16	25	53	53	50	26	26	10
Non-Economically Disadvantaged	125	125	39966	100	100	100	481	481	459	2	2	6	10	10	12	44	44	52	44	44	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	144	144	79395	99	0	99	479	479	446	3	3	9	12	12	25	62	62	55	24	24	11
All Students (Prior Year)	164	164	75492	98	98	100	529	529	519	9	9	12	9	9	16	52	52	47	31	31	24
Female	71	71	38743	99	0	100	481	481	451	3	3	7	12	12	24	63	63	57	22	22	12
Male	73	73	40618	100	0	99	476	476	440	3	3	11	11	11	27	60	60	53	25	25	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	10	10	4271	100	0	100	446	446	420	11	11	15	22	22	42	67	67	41	0	0	2
White	119	119	36221	99	0	99	483	483	465	2	2	4	10	10	15	63	63	63	25	25	17
Students with Disabilities	19	19	10331	100	0	100	432	432	388	17	17	25	28	28	37	44	44	34	11	11	4
Students without Disabilities	125	125	69139	99	0	99	486	486	454	1	1	7	9	9	24	64	64	58	26	26	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	19	19	39484	90	0	96	467	467	429	11	11	14	21	21	35	42	42	47	26	26	4
Non-Economically Disadvantaged	125	125	39986	100	0	100	480	480	461	2	2	4	10	10	16	65	65	63	23	23	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	144	144	78869	99	99	99	487	487	442	1	1	6	6	6	21	78	78	63	15	15	10
All Students (Prior Year)	164	164	75053	98	98	99	654	654	597	3	3	7	3	3	12	77	77	72	17	17	9
Female	71	71	38536	99	99	99	497	497	458	0	0	4	3	3	15	75	75	67	22	22	14
Male	73	73	40302	100	100	99	475	475	428	2	2	8	10	10	26	83	83	60	6	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	10	10	4245	100	100	100	472	472	423	0	0	9	22	22	26	67	67	61	11	11	4
White	119	119	36078	99	99	99	488	488	459	1	1	4	5	5	16	79	79	66	16	16	14
Students with Disabilities	19	19	10246	100	100	100	449	449	367	6	6	18	22	22	39	72	72	40	0	0	4
Students without Disabilities	125	125	68697	99	99	98	493	493	454	0	0	4	4	4	18	79	79	67	17	17	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	19	39106	90	90	95	487	487	427	0	0	8	5	5	28	79	79	59	16	16	5
Non-Economically Disadvantaged	125	125	39837	100	100	100	487	487	457	1	1	4	6	6	14	78	78	67	14	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	184	184	78906	100	100	99	526	526	498	7	7	13	11	11	19	50	50	48	32	32	20
All Students (Prior Year)	155	155	76019	99	99	100	531	531	499	6	6	14	25	25	39	18	18	14	51	51	33
Female	70	70	38644	100	100	99	523	523	500	2	2	12	13	13	19	64	64	49	22	22	19
Male	114	114	40236	100	100	99	527	527	497	10	10	15	10	10	19	42	42	46	38	38	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	12	12	4593	100	100	100	478	478	467	11	11	26	44	44	29	44	44	39	0	0	6
White	160	160	36483	99	99	99	530	530	517	6	6	7	8	8	13	51	51	51	35	35	30
Students with Disabilities	27	27	10664	100	100	100	463	463	430	36	36	42	36	36	27	24	24	26	4	4	5
Students without Disabilities	157	157	68310	99	99	98	536	536	509	1	1	9	7	7	18	55	55	51	37	37	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	30	30	38679	97	97	96	498	498	483	17	17	20	14	14	25	48	48	45	21	21	10
Non-Economically Disadvantaged	154	154	40295	100	100	100	531	531	513	4	4	7	11	11	13	51	51	50	34	34	30

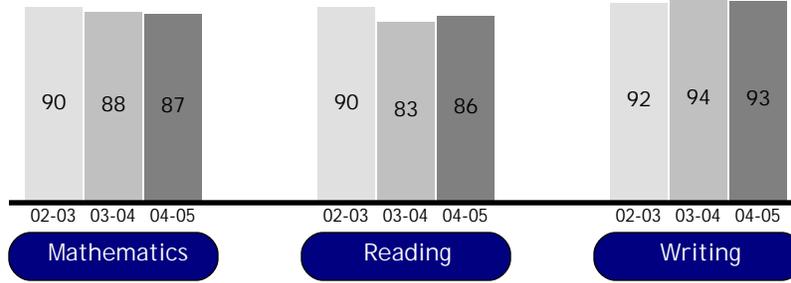
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	184	78908	100	0	99	515	515	484	3	3	10	6	6	23	76	76	58	15	15	9
All Students (Prior Year)	156	156	76020	99	99	100	518	518	503	10	10	25	15	15	23	50	50	40	24	24	12
Female	70	70	38648	100	0	99	522	522	489	2	2	8	3	3	22	78	78	61	17	17	10
Male	114	114	40233	100	0	99	510	510	479	4	4	12	8	8	25	75	75	55	13	13	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	12	12	4569	100	0	100	479	479	457	11	11	18	22	22	39	56	56	41	11	11	2
White	160	160	36502	99	0	99	518	518	502	2	2	4	5	5	14	78	78	67	15	15	15
Students with Disabilities	27	27	10665	100	0	100	474	474	423	8	8	30	28	28	36	64	64	31	0	0	2
Students without Disabilities	157	157	68312	99	0	98	522	522	493	2	2	7	2	2	21	78	78	62	17	17	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	30	30	38662	97	0	96	494	494	468	7	7	16	21	21	32	66	66	49	7	7	3
Non-Economically Disadvantaged	154	154	40315	100	0	100	519	519	498	2	2	5	3	3	15	79	79	66	16	16	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	183	183	78750	99	99	99	535	535	500	1	1	6	17	17	29	77	77	63	5	5	2
All Students (Prior Year)	155	155	75673	99	99	100	598	598	530	1	1	12	15	15	25	75	75	58	10	10	4
Female	70	70	38586	100	100	99	554	554	515	0	0	4	6	6	22	86	86	71	8	8	3
Male	113	113	40135	99	99	99	524	524	486	2	2	8	24	24	35	71	71	56	3	3	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	12	12	4586	100	100	100	494	494	481	0	0	8	44	44	37	56	56	54	0	0	1
White	159	159	36440	99	99	99	539	539	516	1	1	3	15	15	22	79	79	71	5	5	4
Students with Disabilities	26	26	10622	100	100	100	487	487	415	0	0	21	54	54	50	46	46	28	0	0	1
Students without Disabilities	157	157	68196	99	99	98	544	544	513	1	1	3	11	11	25	82	82	69	6	6	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	30	30	38558	97	97	96	516	516	485	0	0	8	34	34	37	59	59	54	7	7	1
Non-Economically Disadvantaged	153	153	40260	100	100	100	539	539	514	1	1	3	14	14	21	81	81	72	4	4	4

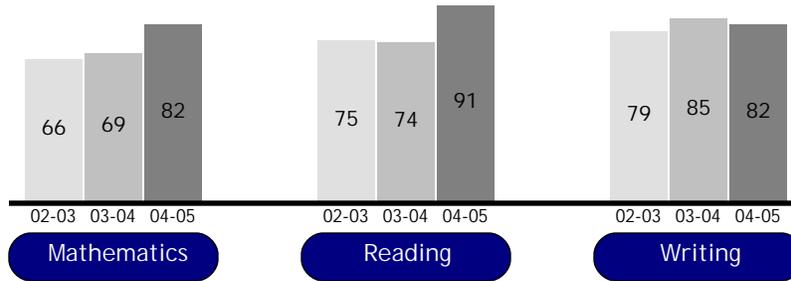
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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
3	Reading	96	70	70	47	98	67	NA	55	99	61	61	44
	Language	98	75	75	54	98	72	72	61	99	59	59	44
	Mathematics	96	82	82	54	98	80	80	61	99	66	66	51
4	Reading	99	72	72	52	98	71	NA	56	100	57	57	48
	Language	100	65	65	48	99	62	62	52	100	60	60	49
	Mathematics	99	75	75	57	98	72	72	61	99	64	64	53
5	Reading	97	73	73	50	100	74	NA	55	100	64	64	50
	Language	98	68	68	46	100	67	67	49	100	64	64	50
	Mathematics	98	78	78	57	99	81	80	63	100	62	62	49

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."

Four Peaks Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Personnel Decisions
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Grade-Level Configurations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	58
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	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Library

Extracurricular Activities

- Ü Computer Club
- Ü Newspaper Club
- Ü Parks & Recreation Activities
- Ü Student Council
- Ü Spanish Club
- Ü Drama Club
- Ü Chess Club

Social Services

- Ü Boys and Girls Club
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Updated our curriculum using the Arizona State standards by mapping those skills in the language arts, math, social studies and science areas for all grade levels.

- ü The state has labeled us as a highly performing school due to our achievements in our school's and state's goals.

- ü Four Peaks Elementary School has again met the state standards regarding average yearly progress (AYP) since the inception of the concept.

- ü We had over 30 3rd grade students who have been nationally published in a book of poetry sent in by the third grade team of teachers.

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	6	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	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

Our district has implemented a comprehensive Safe Schools Action Plan which is practiced on all campuses. We conduct fire, lock-down and campus evacuation drills on a continual basis. We reinforce that safety is our number one responsibility.

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	Barbara Murray	(480) 664-5111
Transportation Policy	Tim Siemon	(480) 664-5310
Community Resources	Becky Romans	(480) 664-5110
School Nutrition Programs	John Koch	(480) 664-5131
Parent Organization	Laura Johnson	(480) 836-1440
Student Health/Nurse	Cecilia Hoffman	(480) 664-5501

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.