

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5725 N. Sabino Canyon Rd., Tucson, AZ 85750

Catalina Foothills 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	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mr. Chris Ahearn
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 419
 Web Address : www.cfsd.k12.az.us/~cvwww
 Phone Number : (520) 577-5335
 Fax Number : (520) 577-5337
 E-mail : cjahearn@cfsd.k12.az.us

Mission

The mission of Canyon View Elementary, a school driven by children's needs, in partnership with family and community, is to ensure that all its children achieve their academic and personal best through a curriculum dedicated to excellence.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü The Catalina Foothills School District and Canyon View Elementary are in the process of adapting world- and national-class standards and defining benchmarks in all areas of the curriculum.
- ü Our academic goal is to ensure that each child achieves maximally and at her/his optimal learning rate and depth of learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 471
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- Gifted Program
- On-site Special Education
- Title I Reading
- Reading and Math Instructional Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our commitment is to place children at the center of our decisions, actions and thoughts. We will work in partnership to ensure that all of our children optimize their individual learning rate and academic achievement.

Parents

We expect parents to provide a loving, safe and encouraging home environment. Responsibilities include proper clothing and nourishment, student attendance every day, and transportation to and from school, or to and from the bus stop.

Transportation Policy

Transportation is provided to in-district students who reside more than 1 mile from school for grades K through 8 (measured as the crow flies). When serious safety concerns exist, transportation is provided within those distances.

School Honors

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

Award/Honor	Year
• Arizona Education Association A+ Recognition Award	2003
• Building Design of the Year Award	1988

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	88	351	79306	100	100	99	498	484	445	2	3	10	7	5	18	29	40	51	61	53	20
All Students (Prior Year)	61	303	75509	100	98	100	568	565	521	5	4	13	14	11	23	17	23	33	64	62	31
Female	35	175	38691	100	100	99	488	480	446	3	4	10	6	2	18	36	42	52	55	51	20
Male	53	176	40583	100	100	99	504	488	445	2	1	11	8	7	18	25	38	50	65	54	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	43	32869	NC	100	99	NC	490	429	NC	0	15	NC	0	25	NC	51	51	NC	49	10
Asian/Pacific Islander	NC	31	1935	NC	100	99	NC	489	474	NC	0	3	NC	10	9	NC	24	48	NC	66	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	68	266	36197	100	100	99	501	484	463	3	3	5	5	5	11	28	39	53	65	53	31
Students with Disabilities	NC	41	10321	NC	100	100	NC	390	389	NC	15	30	NC	17	27	NC	44	34	NC	24	9
Students without Disabilities	81	310	69060	100	100	98	509	497	454	0	1	7	4	3	17	31	39	54	65	57	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	261	406	NC	21	20	NC	21	30	NC	43	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	20	39415	NC	87	96	NC	459	431	NC	10	15	NC	5	25	NC	65	50	NC	20	10
Non-Economically Disadvantaged	84	331	39966	100	100	100	500	486	459	2	2	6	6	5	12	28	38	52	63	55	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	88	350	79395	100	0	99	495	483	446	1	1	9	5	6	25	53	63	55	41	29	11
All Students (Prior Year)	61	305	75492	100	99	100	541	543	519	5	2	12	5	7	16	41	40	47	48	50	24
Female	35	174	38743	100	0	100	498	487	451	0	2	7	3	3	24	55	65	57	42	30	12
Male	53	176	40618	100	0	99	492	479	440	2	1	11	6	8	27	52	61	53	40	29	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	43	32915	NC	0	99	NC	486	426	NC	0	15	NC	0	35	NC	80	47	NC	20	4
Asian/Pacific Islander	NC	31	1936	NC	0	99	NC	487	468	NC	0	3	NC	3	14	NC	52	63	NC	45	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	68	265	36221	100	0	99	496	483	465	2	2	4	5	7	15	51	62	63	43	29	17
Students with Disabilities	NC	41	10331	NC	0	100	NC	389	388	NC	10	25	NC	24	37	NC	49	34	NC	17	4
Students without Disabilities	81	309	69139	100	0	99	506	496	454	0	0	7	3	3	24	53	65	58	45	31	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	264	399	NC	21	21	NC	14	42	NC	43	35	NC	21	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	20	39484	NC	0	96	NC	461	429	NC	0	14	NC	15	35	NC	70	47	NC	15	4
Non-Economically Disadvantaged	84	330	39986	100	0	100	496	485	461	1	2	4	4	5	16	53	63	63	42	30	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	88	349	78869	100	100	99	503	488	442	0	1	6	6	8	21	51	59	63	44	32	10
All Students (Prior Year)	60	307	75053	98	100	99	709	680	597	0	2	7	12	6	12	53	65	72	35	27	9
Female	35	173	38536	100	99	99	513	501	458	0	0	4	9	4	15	39	57	67	52	38	14
Male	53	176	40302	100	100	99	497	476	428	0	2	8	4	11	26	58	61	60	38	25	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	43	32606	NC	100	98	NC	498	426	NC	0	8	NC	2	27	NC	73	60	NC	24	5
Asian/Pacific Islander	NC	31	1925	NC	100	99	NC	497	471	NC	0	3	NC	10	11	NC	34	64	NC	55	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	68	264	36078	100	100	99	503	487	459	0	2	4	5	8	16	51	60	66	45	31	14
Students with Disabilities	NC	41	10246	NC	100	100	NC	373	367	NC	7	18	NC	27	39	NC	59	40	NC	7	4
Students without Disabilities	81	308	68697	100	99	98	516	504	454	0	0	4	1	5	18	51	60	67	47	35	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	271	399	NC	7	11	NC	29	31	NC	43	54	NC	21	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	20	39106	NC	87	95	NC	475	427	NC	0	8	NC	20	28	NC	70	59	NC	10	5
Non-Economically Disadvantaged	84	329	39837	100	100	100	505	489	457	0	1	4	5	7	14	49	59	67	46	33	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	98	383	78906	100	100	99	571	556	498	1	1	13	5	5	19	26	33	48	68	61	20
All Students (Prior Year)	88	363	76019	98	98	100	525	545	499	6	3	14	27	17	39	13	12	14	54	68	33
Female	56	198	38644	100	100	99	563	556	500	0	0	12	4	5	19	32	37	49	64	59	19
Male	42	185	40236	100	99	99	583	557	497	3	2	15	8	5	19	16	30	46	74	63	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	13	50	31938	100	100	99	496	514	481	8	4	19	15	12	25	31	46	46	46	38	10
Asian/Pacific Islander	13	42	1805	100	100	98	572	564	536	0	0	5	0	2	8	46	31	45	54	67	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	69	281	36483	100	100	99	588	563	517	0	0	7	3	4	13	22	31	51	75	64	30
Students with Disabilities	NC	33	10664	NC	100	100	NC	454	430	NC	11	42	NC	25	27	NC	39	26	NC	25	5
Students without Disabilities	89	350	68310	99	99	98	583	565	509	0	0	9	1	3	18	26	33	51	72	64	22
Limited English Proficient Students	NC	10	12573	NC	100	100	NC	414	454	NC	8	27	NC	17	30	NC	33	38	NC	42	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	26	38679	NC	93	96	NC	535	483	NC	0	20	NC	8	25	NC	58	45	NC	33	10
Non-Economically Disadvantaged	89	357	40295	100	100	100	574	558	513	1	1	7	4	5	13	25	32	50	71	63	30

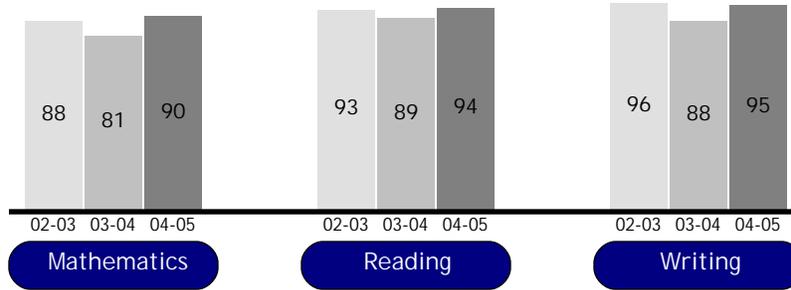
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	382	78908	100	0	99	529	529	484	0	0	10	6	5	23	57	61	58	36	34	9
All Students (Prior Year)	89	362	76020	99	98	100	515	526	503	7	4	25	16	10	23	52	50	40	25	35	12
Female	56	197	38648	100	0	99	530	534	489	0	0	8	4	3	22	59	59	61	38	38	10
Male	42	185	40233	100	0	99	528	523	479	0	0	12	11	8	25	55	62	55	34	30	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	13	49	31940	100	0	99	480	497	465	0	0	16	23	16	32	54	59	49	23	24	3
Asian/Pacific Islander	13	42	1805	100	0	98	548	537	507	0	0	4	0	0	13	62	67	65	38	33	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	69	281	36502	100	0	99	536	534	502	0	0	4	3	3	14	58	61	67	38	36	15
Students with Disabilities	NC	33	10665	NC	0	100	NC	441	423	NC	0	30	NC	39	36	NC	46	31	NC	14	2
Students without Disabilities	89	349	68312	99	0	98	539	536	493	0	0	7	1	2	21	61	62	62	38	36	10
Limited English Proficient Students	NC	10	12556	NC	0	100	NC	381	436	NC	0	24	NC	25	40	NC	58	35	NC	17	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	25	38662	NC	0	96	NC	510	468	NC	0	16	NC	13	32	NC	74	49	NC	13	3
Non-Economically Disadvantaged	89	357	40315	100	0	100	531	530	498	0	0	5	5	5	15	58	60	66	38	35	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	98	383	78750	100	100	99	556	555	500	1	1	6	3	3	29	80	84	63	16	13	2
All Students (Prior Year)	89	363	75673	99	98	100	599	604	530	6	5	12	15	13	25	64	63	58	15	19	4
Female	56	198	38586	100	100	99	561	567	515	0	1	4	2	1	22	79	82	71	20	17	3
Male	42	185	40135	100	99	99	548	542	486	3	1	8	5	5	35	82	86	56	11	8	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	13	50	31841	100	100	99	504	531	483	0	0	8	8	4	36	85	86	55	8	10	1
Asian/Pacific Islander	13	42	1802	100	100	98	588	564	533	0	0	2	0	5	16	77	81	75	23	14	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	69	281	36440	100	100	99	561	560	516	2	1	3	2	1	22	80	85	71	17	13	4
Students with Disabilities	NC	33	10622	NC	100	100	NC	461	415	NC	0	21	NC	29	50	NC	71	28	NC	0	1
Students without Disabilities	89	350	68196	99	99	98	565	563	513	1	1	3	1	1	25	80	85	69	17	14	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	410	451	NC	0	12	NC	17	44	NC	83	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	26	38558	NC	93	96	NC	543	485	NC	0	8	NC	8	37	NC	88	54	NC	4	1
Non-Economically Disadvantaged	89	357	40260	100	100	100	558	556	514	1	1	3	2	2	21	79	84	72	18	13	4

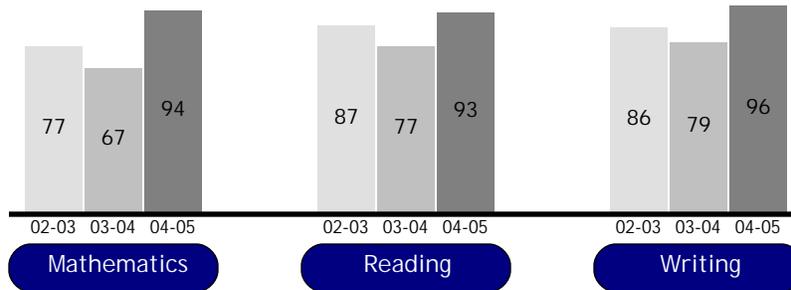
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	84	81	50	100	85	NA	58	98	72	73	47
	Language	96	75	76	43	100	80	79	50	98	75	71	47
	Mathematics	92	86	83	57	99	88	88	64	98	82	77	50
3	Reading	99	77	79	47	100	82	NA	55	99	72	68	44
	Language	97	81	79	54	100	86	83	61	99	71	66	44
	Mathematics	99	80	83	54	98	86	88	61	99	74	74	51
4	Reading	100	79	82	52	100	77	NA	56	98	70	72	48
	Language	100	72	74	48	99	70	76	52	98	67	71	49
	Mathematics	100	77	84	57	99	82	86	61	98	69	75	53
5	Reading	97	80	83	50	100	81	NA	55	99	75	75	50
	Language	100	71	75	46	99	74	78	49	99	73	76	50
	Mathematics	97	86	89	57	100	87	90	63	99	75	76	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."

School Site Council

Council Composition

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

Council Duties

- Ü Support Strategic Plan Efforts
- Ü Support Curriculum Efforts
- Ü Support Professional Development Efforts
- Ü Support Parent-Educator Relationships
- Ü Support Future Directions/Improvements
- Ü Support Procedural/Policy Improvements

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.70
Other Professional Staff	2.90	Teacher Aide	9.35

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	0	0	0
10 or more years	7	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
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 Equipped with 33 eMacs
- Ü Music Room
- Ü Library

Extracurricular Activities

- Ü Student Advisory Board
- Ü Chess Club
- Ü Steel Drum Band
- Ü Band

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Counseling Services
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Our goals are focused on increasing the percentage of students meeting and exceeding Arizona and Catalina Foothills School District standards. We have steadily improved our children’s achievement as measured on national, state and local assessments.
- ü The Canyon View team of students, colleagues, parents and community members underwent an exhaustive school-wide A+ recognition process. Canyon View is proud to be one of only 10 schools in the state to achieve such status in 2003.

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	7	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	100	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

A consistently applied, fair schoolwide discipline system exists, as well as counseling services. A visitor sign-in and pass system is used. A wrought iron fence encloses the campus. We have a Crisis Manual and procedures should a situation occur.

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

1

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

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

Contacts

	Name	Phone Number
School Site Council	Christopher Ahearn	(520) 577-5335
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5335
School Nutrition Programs		
Parent Organization	Jeannie Hensley-Fielder	(520) 577-5335
Student Health/Nurse	Dian Tassin	(520) 577-5335

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.