Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Ventana Vista Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6085 N Kolb Rd, Tucson, AZ 85750

Catalina Foothills Unified District

AZ LEARNS[1]

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.

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.

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.

School Overview

Principal/Administrator :	Mrs. Kim Boling
Schedule :	08:00 AM to 04:00 PM
Grades :	K-5
2005 Enrollment :	443
Web Address :	www.cfsd.k12.az.us/~vvwww/
Phone Number :	(520) 577-5070
Fax Number :	(520) 577-5073
E-mail :	kboling@cfsd.k12.az.us

Mission

The mission of Ventana Vista Elementary School, a child-centered community, is to inspire our children to become resilient learners developing academic and personal excellence through challenging curriculum and mutual respect.

School / Academic Goals

- Students will meet or exceed academic performance standards.
- Students will demonstrate the character attributes that exemplify a responsible citizen.
- Faculty and staff will strengthen instructional skills and practices in reading, writing and math to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 475

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 32

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Differentiated Instruction
- Visual & Performing Arts
- Library/Technology Instruction
- Gifted Program
- Extended Reading & Math
- On-site Special Education
- K-5 Reading Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ventana Vista is committed to the attainment of high academic standards for all students in a caring and productive learning environment. Equally important are the standards for personal responsibility, ethical behavior, and mutual respect. The school supports students through transition programs, differentiated instruction, counseling, open houses, newsletters, conferences with teachers, progress reports, parent-student handbooks, and a safe campus.

Parents

As stated in the home-school compact, parents and school staff are partners in the educational process. Parents should support each child's attainment of high academic and ethical standards and the development of good study habits. An overriding parental obligation is to provide a physically and psychologically safe home environment for the child. Parents are responsible for proper clothing and nourishment, regular school attendance, and transportation to and from school, if applicable.

Transportation Policy

Transportation is provided to in-district students who reside more than one mile from school for grades K-8 and more than 1.5 miles from school for grades 9-12. Transportation is provided to and from school for students with disabilities as indicated by their needs.

School Honors

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

Award/Honor	Year
AZtea Librarian of the Year Award	2004
O.M. Hartsell Excellence in Teaching Music Award	2004
Lightspan Award for Academic Excellence	2001
IRA Presidential Award for Reading and Technology	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	90	351	79306	100	100	99	489	484	445	4	3	10	4	5	18	39	40	51	54	53	20
All Students (Prior Year)	70	303	75509	96	98	100	562	565	521	3	4	13	12	11	23	29	23	33	57	62	31
Female	46	175	38691	100	100	99	486	480	446	7	4	10	2	2	18	36	42	52	56	51	20
Male	44	176	40583	100	100	99	492	488	445	0	1	11	5	7	18	43	38	50	53	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	15	43	32869	100	100	99	498	490	429	0	0	15	0	0	25	40	51	51	60	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	65	266	36197	100	100	99	489	484	463	3	3	5	5	5	11	39	39	53	53	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	85	310	69060	100	100	98	492	497	454	3	1	7	3	3	17	40	39	54	55	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	85	331	39966	100	100	100	491	486	459	3	2	6	4	5	12	39	38	52	55	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	90	350	79395	100	0	99	490	483	446	1	1	9	7	6	25	65	63	55	27	29	11
All Students (Prior Year)	71	305	75492	97	99	100	546	543	519	2	2	12	6	7	16	41	40	47	52	50	24
Female	46	174	38743	100	0	100	495	487	451	2	2	7	7	3	24	62	65	57	29	30	12
Male	44	176	40618	100	0	99	484	479	440	0	1	11	8	8	27	68	61	53	25	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	15	43	32915	100	0	99	498	486	426	0	0	15	0	0	35	67	80	47	33	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	65	265	36221	100	0	99	489	483	465	0	2	4	10	7	15	68	62	63	23	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	85	309	69139	100	0	99	492	496	454	1	0	7	5	3	24	66	65	58	28	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	85	330	39986	100	0	100	491	485	461	1	2	4	6	5	16	66	63	63	26	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	90	349	78869	100	100	99	505	488	442	1	1	6	6	8	21	58	59	63	35	32	10
All Students (Prior Year)	72	307	75053	99	100	99	679	680	597	3	2	7	3	6	12	65	65	72	29	27	9
Female	46	173	38536	100	99	99	514	501	458	0	0	4	2	4	15	56	57	67	42	38	14
Male	44	176	40302	100	100	99	494	476	428	3	2	8	10	11	26	60	61	60	28	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	15	43	32606	100	100	98	509	498	426	0	0	8	0	2	27	67	73	60	33	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	65	264	36078	100	100	99	505	487	459	2	2	4	5	8	16	60	60	66	34	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	85	308	68697	100	99	98	508	504	454	0	0	4	6	5	18	56	60	67	38	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	85	329	39837	100	100	100	506	489	457	1	1	4	5	7	14	58	59	67	36	33	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	93	383	78906	100	100	99	549	556	498	0	1	13	6	5	19	44	33	48	50	61	20
All Students (Prior Year)	95	363	76019	100	98	100	546	545	499	2	3	14	16	17	39	13	12	14	69	68	33
Female	49	198	38644	100	100	99	545	556	500	0	0	12	7	5	19	50	37	49	43	59	19
Male	44	185	40236	100	99	99	554	557	497	0	2	15	5	5	19	38	30	46	57	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	10	50	31938	91	100	99	525	514	481	0	4	19	20	12	25	50	46	46	30	38	10
Asian/Pacific Islander	11	42	1805	100	100	98	548	564	536	0	0	5	0	2	8	45	31	45	55	67	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	69	281	36483	100	100	99	554	563	517	0	0	7	5	4	13	42	31	51	54	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	90	350	68310	100	99	98	550	565	509	0	0	9	6	3	18	44	33	51	51	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	88	357	40295	100	100	100	551	558	513	0	1	7	6	5	13	41	32	50	53	63	30

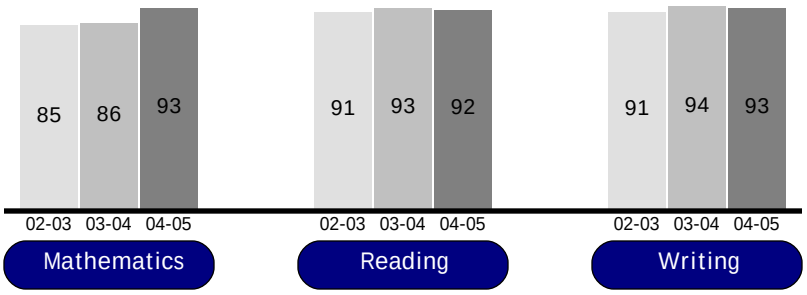
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	382	78908	100	0	99	540	529	484	0	0	10	2	5	23	57	61	58	41	34	9
All Students (Prior Year)	95	362	76020	100	98	100	532	526	503	2	4	25	10	10	23	51	50	40	37	35	12
Female	49	197	38648	100	0	99	541	534	489	0	0	8	2	3	22	57	59	61	41	38	10
Male	44	185	40233	100	0	99	539	523	479	0	0	12	2	8	25	57	62	55	40	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	10	49	31940	91	0	99	516	497	465	0	0	16	20	16	32	50	59	49	30	24	3
Asian/Pacific Islander	11	42	1805	100	0	98	540	537	507	0	0	4	0	0	13	73	67	65	27	33	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	69	281	36502	100	0	99	544	534	502	0	0	4	0	3	14	55	61	67	45	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	90	349	68312	100	0	98	540	536	493	0	0	7	2	2	21	56	62	62	41	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	88	357	40315	100	0	100	542	530	498	0	0	5	2	5	15	54	60	66	43	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	93	383	78750	100	100	99	556	555	500	1	1	6	2	3	29	85	84	63	11	13	2
All Students (Prior Year)	95	363	75673	100	98	100	599	604	530	6	5	12	13	13	25	61	63	58	20	19	4
Female	49	198	38586	100	100	99	567	567	515	0	1	4	0	1	22	85	82	71	15	17	3
Male	44	185	40135	100	99	99	544	542	486	2	1	8	5	5	35	86	86	56	7	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	10	50	31841	91	100	99	556	531	483	0	0	8	0	4	36	90	86	55	10	10	1
Asian/Pacific Islander	11	42	1802	100	100	98	551	564	533	0	0	2	9	5	16	82	81	75	9	14	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	69	281	36440	100	100	99	559	560	516	2	1	3	0	1	22	86	85	71	12	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	90	350	68196	100	99	98	558	563	513	1	1	3	0	1	25	87	85	69	12	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	88	357	40260	100	100	100	557	556	514	1	1	3	1	2	21	86	84	72	12	13	4

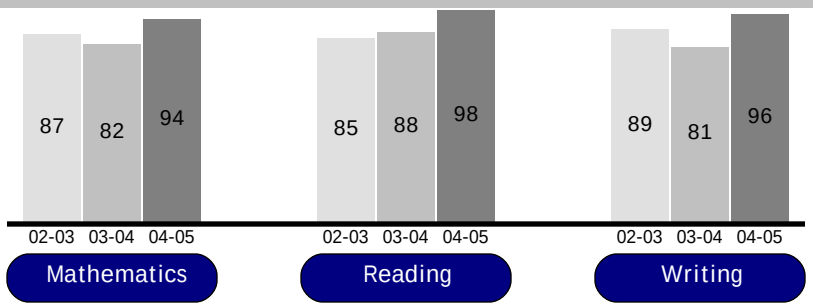
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	71	79	81	50	96	80	NA	58	99	71	73	47
	Language	100	73	76	43	100	75	79	50	99	69	71	47
	Mathematics	100	80	83	57	100	87	88	64	99	76	77	50
3	Reading	98	80	79	47	96	83	NA	55	100	69	68	44
	Language	100	77	79	54	97	85	83	61	100	64	66	44
	Mathematics	99	81	83	54	99	88	88	61	100	72	74	51
4	Reading	99	85	82	52	100	89	NA	56	100	78	72	48
	Language	100	76	74	48	100	80	76	52	100	71	71	49
	Mathematics	100	87	84	57	100	90	86	61	100	77	75	53
5	Reading	97	85	83	50	100	86	NA	55	100	78	75	50
	Language	97	78	75	46	100	80	78	49	100	82	76	50
	Mathematics	98	94	89	57	100	90	90	63	100	74	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	Council Duties
1 School Administrator(s)	ü School Strategic Planning
2 Non-certified Employee(s)	ü School Improvement Goals
4 Teacher(s)	ü Annual Family Survey
3 Parent(s)	ü School/Community Relations
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	.00	Teacher Aide	7.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	8	16	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Multimedia Computer Labs
- ü Learning Resource Center
- ü Art Studios
- ü Solstice Wall

Extracurricular Activities

- ü Student Council
- ü Book Club
- ü Chess Club
- ü Mileage Club
- ü Band/Strings Programs
- ü Community Schools (after-school) Classes

Social Services

- ü Health Services
- ü Counseling/Crisis Intervention
- ü Before/After School Childcare (CARE)
- ü Extended Day Kindergarten Plus Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- The Ventana Vista staff engages in a comprehensive data-driven decision making process in order to accommodate the needs of all students.

- Students demonstrate high levels of academic achievement on the Stanford 9 Achievement Test and AIMS (Arizona's Instrument to Measure Standards).

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	97	95	94	95
Transfers Out Rate [5]	5	12	12	17
Transfers In Rate [6]	13	28	28	37
Stability Rate [7]	94	87	87	82
Promotion Rate [8]	99	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Strong student-adult relationships play a major role in creating a safe learning envrionment. Supportive, positive discipline programs such as the 'Six Pillars' and 'Talk it Out' help our students understand the rules and consequences of behavior. A comprehensive Emergency Response Plan was developed with the PCSD and Rural Metro. Adult identification badges are required and gates enclose the main campus to provide added security.

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	Kim Boling	(520) 577-5070
Transportation Policy	Sandy Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 299-6446
School Nutrition Programs	FFO Lunch Coordinator	(520) 577-5070
Parent Organization	Nancy Heiser	(520) 577-5070
Student Health/Nurse	Dian Tassin	(520) 577-5070

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.