



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12955 E. Colossal Cave Road, Vail, AZ 85641

Vail 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)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Debbie Hedgepeth
Schedule : 07:30 AM to 04:00 PM
Grades : K-4
Web Address : aca.vail.k12.az.us/
Phone Number : (520) 762-2200
Fax Number : (520) 762-9849
E-mail : hedgepethd@vail.k12.az.us

Mission

MISSION--Acacia Elementary's Mission is academic excellence, community service and social responsibility in a safe, nurturing environment. We promote a shared responsibility among the home, child, school and community which develops caring children committed to lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- Writing: 85% of students will improve their writing ability one level in at least 3 of the 6 Traits of Writing.
Reading: Eighty-five percent (85%) of students will read at an instructional level on grade level appropriate text using CBM (Curriculum Based Measurement) & DIBELS.
Math: 80% of students will achieve an instructional level on a CBM probe measuring a grade level appropriate skill.
Parent Communication: 95% of teachers will create a monthly newsletter which will be sent home in hard copy and posted on the web page.

Enrollment

October 1, 2005 School Year Student Enrollment : 629
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- ü Curriculum Based Management Instruction
- ü Title I Reading Program
- ü Special Education Inclusion Program
- ü ELP Gifted Program
- ü Reteach/Enrich Program
- ü 1/2 Day Kindergarten Program
- ü Special Education Preschool
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school is a community of learners. We care about our students and have a high priority to keep class sizes small. We are committed to provide a quality education for our students. We respect parents and their values and operate on their behalf. We believe learning extends well beyond the classroom. We uphold traditional values such as respect, personal and social responsibility, honesty and hard work. We constantly look for better and more efficient ways of accomplishing our mission.

Parents

Acacia parents are to put their child's regular daily attendance as a top priority. Help schedule a regular time each day for the child to complete homework assignments and read with their child every day. We encourage parents to positively reinforce their child's efforts by displaying papers and classwork at home and be supportive through continuous communication with the school. We invite our parents to take an active role in our school through classroom visits and volunteering at our school.

Transportation Policy

Regular school bus transportation is provided. Acacia students will conduct themselves in a respectful, orderly fashion. Acacia's goal is to ensure the safety of all children as they ride the school bus by following all bus conduct rules. An afterschool activity bus runs every day to transport students home after extracurricular activities. Our district's transportation department covers a distance of over 400 square miles.

School Honors

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

Award/Honor	Year
ü Arizona Department of Education Advisory Committee	2005
ü Teacher of the Year - Vail Pride Day	2005
ü North Central Association Accreditation	2003
ü Highlighted on 'Education News Parents Can Use'	2002

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	107	514	80010	97	97	99	482	481	447	3	2	10	3	5	18	58	57	53	36	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	246	38935	98	96	99	484	485	447	4	1	9	2	4	19	53	55	55	42	39	17
Male	54	267	40974	96	98	98	479	478	448	2	2	11	4	5	18	63	59	52	31	34	19
African American	NC	20	4201	NC	95	99	NC	463	430	NC	5	17	NC	5	23	NC	65	51	NC	25	9
Hispanic	16	102	34545	89	94	99	464	463	432	NA	3	14	6	11	24	81	64	53	13	23	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	488	474	NC	NA	4	NC	13	10	NC	40	50	NC	47	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	86	373	35142	99	98	99	486	487	465	3	1	5	1	3	11	53	55	56	42	41	28
Students with Disabilities	NC	38	10161	NC	66	93	NC	471	419	NC	3	28	NC	13	28	NC	53	36	NC	32	8
Students without Disabilities	104	476	69849	100	100	100	483	482	451	3	2	7	2	4	17	59	57	56	37	37	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	16	82	39029	89	85	98	461	470	432	NA	4	14	NA	4	25	88	67	52	13	26	9
Non-Economically Disadvantaged	91	432	40981	99	100	100	485	483	462	3	1	6	3	5	13	53	55	54	41	39	27

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	107	513	79438	97	97	98	480	481	451	3	1	9	9	11	24	63	65	56	25	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	246	38775	98	96	99	487	487	457	4	1	7	6	8	22	62	63	58	28	28	13
Male	54	266	40560	96	97	97	474	476	446	2	2	12	13	13	25	63	66	54	22	19	9
African American	NC	19	4178	NC	90	98	NC	474	439	NC	NA	13	NC	21	29	NC	58	52	NC	21	6
Hispanic	16	102	34297	89	94	98	472	467	434	NA	2	14	13	18	31	69	68	50	19	13	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	490	475	NC	NA	3	NC	13	15	NC	53	63	NC	33	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	86	373	34887	99	98	98	483	485	471	3	1	4	7	8	15	63	65	63	27	26	18
Students with Disabilities	NC	37	9588	NC	64	88	NC	478	416	NC	NA	30	NC	11	32	NC	73	34	NC	16	5
Students without Disabilities	104	476	69850	100	100	100	481	481	456	3	1	7	9	11	23	63	64	59	26	24	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	16	81	38685	89	84	97	464	469	435	NA	NA	14	19	19	32	75	65	50	6	16	5
Non-Economically Disadvantaged	91	432	40753	99	100	99	483	483	467	3	2	5	8	9	16	60	65	62	29	25	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	110	524	79971	100	99	99	417	434	423	3	3	8	55	40	41	42	56	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	251	38974	100	98	99	430	450	437	2	2	5	40	28	33	58	69	57	NA	2	4
Male	55	272	40895	98	100	98	403	419	410	4	4	10	71	51	47	25	44	41	NA	0	2
African American	NC	21	4203	NC	100	99	NC	420	411	NC	5	11	NC	38	45	NC	57	43	NC	NA	2
Hispanic	18	106	34481	100	97	99	400	434	410	6	3	10	67	42	46	28	53	43	NA	3	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	445	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	87	378	35150	100	99	99	420	434	437	2	3	5	53	40	35	45	56	56	NA	1	5
Students with Disabilities	NC	45	10258	NC	78	94	NC	416	377	NC	4	23	NC	53	51	NC	38	25	NC	4	1
Students without Disabilities	105	479	69713	100	100	100	417	435	429	3	3	5	55	39	39	42	58	52	NA	1	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	17	85	38994	94	89	98	410	432	409	6	4	10	47	36	47	47	60	41	NA	NA	1
Non-Economically Disadvantaged	93	439	40977	100	100	100	418	434	437	2	3	5	57	41	34	41	55	56	NA	1	5

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

4th 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	146	556	80147	97	98	99	511	523	482	5	2	11	8	4	17	42	42	49	45	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	290	39281	93	98	99	514	520	483	3	1	9	10	5	17	44	47	50	44	48	24
Male	74	265	40780	99	99	98	508	528	482	7	3	12	7	3	17	39	37	48	47	57	24
African American	NC	31	4249	NC	94	99	NC	516	464	NC	NA	17	NC	10	22	NC	45	48	NC	45	13
Hispanic	34	134	33494	100	99	99	495	506	466	9	4	15	9	10	23	44	46	49	38	41	14
Asian/Pacific Islander	NC	16	2103	NC	100	99	NC	532	515	NC	NA	4	NC	NA	8	NC	44	44	NC	56	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	97	368	36122	94	98	99	517	530	501	4	1	5	6	2	10	40	40	50	49	57	35
Students with Disabilities	18	43	10295	78	75	92	446	495	443	28	14	33	22	16	26	44	37	33	6	33	8
Students without Disabilities	128	513	69852	100	100	100	519	526	488	2	1	7	6	3	16	41	43	51	51	54	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	31	95	38371	94	91	97	485	504	465	13	5	15	16	12	23	39	42	49	32	41	13
Non-Economically Disadvantaged	115	461	41776	97	100	100	518	527	498	3	1	6	6	3	11	43	42	49	49	54	33

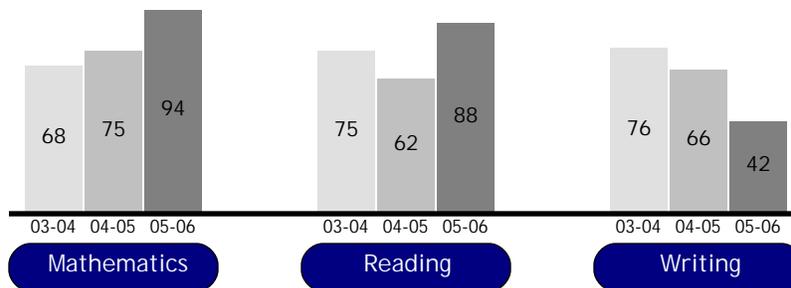
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	551	79686	93	97	98	495	499	470	2	2	11	14	10	24	67	72	57	16	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	292	39163	93	98	99	502	501	475	1	1	9	11	9	22	68	73	60	20	17	10
Male	68	258	40438	91	96	97	487	497	465	3	2	13	18	11	25	66	70	54	13	17	7
African American	NC	32	4228	NC	97	98	NC	493	458	NC	3	15	NC	19	28	NC	59	53	NC	19	4
Hispanic	30	129	33299	91	96	98	482	486	452	NA	2	17	17	13	32	77	77	47	7	9	3
Asian/Pacific Islander	NC	16	2097	NC	100	99	NC	501	490	NC	NA	5	NC	6	13	NC	88	68	NC	6	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	95	367	35914	92	98	98	500	504	489	2	2	5	14	8	15	63	70	67	21	20	14
Students with Disabilities	14	40	9808	61	70	87	452	470	432	14	10	35	21	20	32	64	65	30	NA	5	3
Students without Disabilities	126	511	69878	98	100	100	499	501	475	1	1	8	13	9	23	67	72	61	18	18	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	27	91	38095	82	88	97	473	482	452	7	4	17	22	19	32	52	62	48	19	15	3
Non-Economically Disadvantaged	113	460	41591	96	100	99	500	502	486	1	1	6	12	8	16	71	74	65	16	17	13

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	150	570	80372	99	100	99	486	496	475	3	1	4	26	18	30	67	78	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	301	39452	99	100	99	502	506	488	3	1	3	17	13	22	75	83	72	5	4	3
Male	74	268	40836	99	100	98	471	485	464	4	1	6	35	25	37	59	73	56	1	1	1
African American	NC	32	4264	NC	97	99	NC	492	465	NC	NA	5	NC	25	35	NC	75	59	NC	NA	1
Hispanic	34	136	33608	100	100	99	479	488	462	3	1	6	24	21	36	74	76	57	NA	1	1
Asian/Pacific Islander	NC	16	2098	NC	100	99	NC	507	500	NC	NA	2	NC	6	16	NC	94	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	101	379	36213	98	100	99	490	499	489	4	1	2	25	18	22	66	78	72	5	3	3
Students with Disabilities	22	55	10526	96	96	94	433	456	427	14	5	15	50	45	53	36	45	31	NA	4	1
Students without Disabilities	128	515	69846	100	100	100	495	500	482	2	1	3	22	16	26	73	82	69	4	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	100	38521	100	96	98	458	474	461	6	3	6	36	25	38	58	71	55	NA	1	1
Non-Economically Disadvantaged	117	470	41851	99	100	100	495	501	489	3	1	3	23	17	22	70	80	72	4	3	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



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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	55	NA	58	100	61	59	47	99	59	63	46
	Language	100	54	60	50	100	64	60	47	99	65	65	48
	Mathematics	100	81	80	64	100	67	62	50	99	61	63	52
3	Reading	100	63	NA	55	98	48	58	44	96	70	67	46
	Language	100	62	71	61	98	44	55	44	99	63	63	46
	Mathematics	100	62	76	61	98	54	64	51	96	72	73	52
4	Reading	99	61	NA	56	100	53	62	48	91	68	70	52
	Language	100	52	59	52	100	49	60	49	98	63	67	52
	Mathematics	100	72	75	61	100	61	66	53	95	73	76	58

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

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

Council Duties

- Ü Site Goals
- Ü Code of Conduct/Dress Code
- Ü Extracurricular Activities
- Ü Site Budget
- Ü Curriculum
- Ü Approval of Field Trips/ Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	4.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Outdoor Living Garden Classroom
- Ü Library
- Ü Outdoor Art Ramada

Extracurricular Activities

- Ü Acacia Band/Choir
- Ü Accelerated Reader/Math Program
- Ü Writing Club
- Ü Garden Club
- Ü Chess Club
- Ü Musical Theater
- Ü Family Reading Night
- Ü Vail Pride Day

Social Services

- Ü School Psychologist
- Ü Student Service Specialist (counselor)
- Ü Behavior Specialist
- Ü PTA Parent/Teacher Association
- Ü Health Aide Services
- Ü Before/After School Care
- Ü Preschool/Daycare
- Ü Community Agency Partnerships

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü STEEP (Screening to Enhance Educational Performance) model for early identification and remediation of learning difficulties. School-wide screening for reading, math, and writing with interventions for at-risk students in reading and math.

- ü Implementation of Reteach/Enrich program to enhance Reading Instruction through the use of Formative Assessments of students. Individualized based instruction to meet the needs of students to help approach mastery of performance objectives.

- ü Kindergarten Literacy Intervention Program for At-Risk students. Extension of Kindergarten Program by the addition of half-day program to provide extra literacy experiences for students requiring additional support in literacy skills.

- ü Balanced Literacy Program K-5.
School-wide focus on reading fluency and comprehension. Literacy coaches support teachers through a classroom and instructional support based program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Positive Behavior Support Program that promotes a shared responsibility among home, child, school and community to provide a safe nurturing environment. Acacia Students follow the 3 R's - Respect, Responsibility and Respect. Staff supports students by modeling appropriate behavior and recognizing positive behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Deanna Yates	(520) 762-5573
Transportation Policy	Dena McMichael	(520) 762-2434
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Francesca LoMonaco	(520) 762-2205
Student Health/Nurse	Chris Conte	(520) 762-2655

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 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.

6 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.