

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1374 West Frontage Rd., Rio Rico, AZ 85648

Santa Cruz Valley Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

(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	Not Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Stephen Schadler
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 567
 Web Address : www.santacruz.k12.az.us
 Phone Number : (520) 375-8400
 Fax Number : (520) 281-7990
 E-mail : sschadler@santacruz.k12.az.us

Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment. Towards that end, Mountain View promotes academic achievement by emphasizing a strong work ethic, student responsibility, and extra-curricular involvement. As a result, Mountain View students understand that learning equals hard work.

School / Academic Goals

- ü Improve student achievement in mathematics and literacy from kindergarten through fifth grade.
- ü Reduce the disparity in achievement between our various demographic groups.
- ü Provide all students an opportunity to experience a full range of enriching curriculum including art, music, physical education, and fine arts performances.
- ü Improve the academic work ethic of students by ensuring that all programs instill high expectations and have the support of our parents as evidenced through their involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 549
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Balanced Literacy
- ü Accelerated Reader
- ü Structured English Immersion
- ü Title I - Reading/Writing Specialists
- ü Math Investigations
- ü Accelerated Math
- ü Full-day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To maintain high expectations for our students and encourage a vigorous work ethic. In order for children to succeed, it is important for school, parents and community members to work together. Effective communication is a meaningful part of our school processes.

Parents

Parents should have high expectations for their children including: supporting a vigorous work ethic, ensuring that their children attend school every day, on time; finding a quiet place for homework and making sure all work is fully completed to the best of their child's ability; and helping children learn to resolve conflicts in positive ways.

Transportation Policy

The District transports more than 95% of the students in our school's boundaries. Students are expected to follow established safety rules when riding the bus or they will lose their privilege to ride the bus.

School Honors

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

Award/Honor	Year
ü Santa Cruz County Fair Winners (art / writing)	2004
ü People to People student delegates/ Presidential Awards	2004
ü Elks Club Essay Winners	2003
ü Masonic Essay Contest Winners	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	261	79306	99	100	99	443	436	445	9	11	10	20	26	18	56	50	51	15	13	20
All Students (Prior Year)	86	206	75509	100	100	100	519	526	521	4	2	13	25	21	23	42	46	33	29	30	31
Female	58	138	38691	98	99	99	440	435	446	12	12	10	17	25	18	58	52	52	13	11	20
Male	54	123	40583	100	100	99	447	436	445	6	10	11	22	27	18	55	48	50	16	15	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	104	239	32869	98	100	99	441	433	429	10	11	15	21	29	25	54	49	51	15	12	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	20	36197	NC	100	99	NC	457	463	NC	16	5	NC	0	11	NC	68	53	NC	16	31
Students with Disabilities	NC	22	10321	NC	100	100	NC	399	389	NC	41	30	NC	27	27	NC	32	34	NC	0	9
Students without Disabilities	104	239	69060	97	98	98	445	439	454	8	8	7	20	26	17	56	52	54	16	14	22
Limited English Proficient Students	72	166	15509	99	99	100	437	427	406	12	14	20	22	32	30	54	47	45	12	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	91	196	39415	99	100	96	437	432	431	11	12	15	23	29	25	54	49	50	11	11	10
Non-Economically Disadvantaged	21	65	39966	100	100	100	467	445	459	0	10	6	5	17	12	65	54	52	30	19	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	112	261	79395	99	0	99	435	429	446	10	14	9	35	38	25	53	46	55	2	2	11
All Students (Prior Year)	87	207	75492	100	100	100	525	525	519	0	2	12	17	13	16	54	63	47	29	23	24
Female	58	138	38743	98	0	100	435	431	451	10	12	7	40	40	24	48	46	57	2	2	12
Male	54	123	40618	100	0	99	435	427	440	10	15	11	29	35	27	59	46	53	2	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	104	239	32915	98	0	99	433	427	426	11	14	15	35	39	35	52	45	47	2	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	20	36221	NC	0	99	NC	449	465	NC	11	4	NC	21	15	NC	63	63	NC	5	17
Students with Disabilities	NC	22	10331	NC	0	100	NC	389	388	NC	50	25	NC	41	37	NC	9	34	NC	0	4
Students without Disabilities	104	239	69139	97	0	99	438	433	454	9	10	7	32	37	24	57	50	58	2	3	11
Limited English Proficient Students	72	166	15545	99	0	100	426	417	399	12	16	21	41	47	42	47	37	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	91	196	39484	99	0	96	428	424	429	12	16	14	40	41	35	46	41	47	2	2	4
Non-Economically Disadvantaged	21	65	39986	100	0	100	465	445	461	0	8	4	15	27	16	85	62	63	0	3	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	112	260	78869	99	100	99	444	442	442	3	5	6	24	19	21	69	69	63	4	7	10
All Students (Prior Year)	87	207	75053	100	100	99	607	623	597	4	4	7	8	7	12	88	77	72	0	13	9
Female	58	138	38536	98	99	99	453	450	458	2	4	4	19	15	15	73	74	67	6	7	14
Male	54	122	40302	100	100	99	435	433	428	4	6	8	29	24	26	65	64	60	2	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	104	238	32606	98	99	98	441	438	426	3	5	8	26	21	27	68	70	60	3	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	20	36078	NC	100	99	NC	470	459	NC	5	4	NC	5	16	NC	68	66	NC	21	14
Students with Disabilities	NC	22	10246	NC	100	100	NC	414	367	NC	5	18	NC	50	39	NC	41	40	NC	5	4
Students without Disabilities	104	238	68697	97	98	98	446	444	454	3	5	4	23	16	18	70	72	67	4	7	11
Limited English Proficient Students	72	165	15339	99	99	100	437	433	399	4	5	11	27	25	31	65	67	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	91	195	39106	99	99	95	435	434	427	4	6	8	30	23	28	63	68	59	4	4	5
Non-Economically Disadvantaged	21	65	39837	100	100	100	482	462	457	0	3	4	0	10	14	95	73	67	5	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	98	256	78906	99	99	99	501	490	498	13	17	13	24	26	19	39	43	48	24	14	20
All Students (Prior Year)	90	231	76019	100	100	100	503	493	499	5	13	14	50	50	39	17	12	14	28	24	33
Female	46	103	38644	98	98	99	500	492	500	7	11	12	25	26	19	48	51	49	20	12	19
Male	52	153	40236	100	99	99	501	488	497	19	21	15	23	27	19	31	37	46	27	15	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	92	239	31938	99	99	99	497	486	481	14	18	19	24	27	25	41	44	46	21	11	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	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	16	36483	NC	100	99	NC	538	517	NC	7	7	NC	20	13	NC	27	51	NC	47	30
Students with Disabilities	NC	16	10664	NC	100	100	NC	439	430	NC	75	42	NC	13	27	NC	6	26	NC	6	5
Students without Disabilities	93	240	68310	99	98	98	505	494	509	9	13	9	24	27	18	41	45	51	25	14	22
Limited English Proficient Students	51	140	12573	98	98	100	487	476	454	16	21	27	29	31	30	40	41	38	16	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	82	200	38679	99	99	96	495	483	483	14	18	20	24	28	25	42	44	45	20	10	10
Non-Economically Disadvantaged	16	56	40295	100	100	100	528	516	513	6	12	7	25	19	13	25	40	50	44	29	30

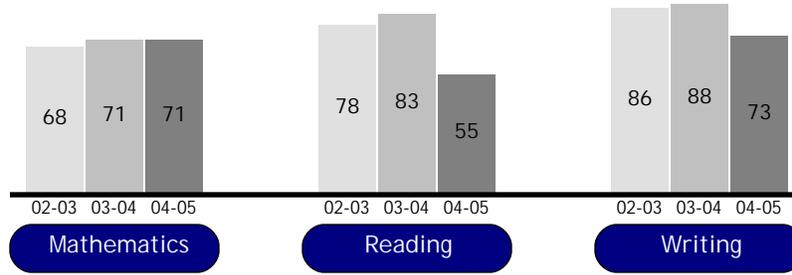
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	256	78908	99	0	99	474	470	484	11	13	10	30	37	23	57	47	58	2	3	9
All Students (Prior Year)	90	231	76020	100	100	100	495	493	503	30	35	25	35	30	23	23	30	40	12	5	12
Female	46	103	38648	98	0	99	471	472	489	9	12	8	34	31	22	57	55	61	0	2	10
Male	52	153	40233	100	0	99	477	468	479	13	14	12	27	41	25	56	41	55	4	4	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	92	239	31940	99	0	99	471	466	465	12	14	16	33	39	32	53	45	49	2	2	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	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	16	36502	NC	0	99	NC	523	502	NC	7	4	NC	7	14	NC	67	67	NC	20	15
Students with Disabilities	NC	16	10665	NC	0	100	NC	436	423	NC	50	30	NC	31	36	NC	19	31	NC	0	2
Students without Disabilities	93	240	68312	99	0	98	477	472	493	8	11	7	30	37	21	60	49	62	2	4	10
Limited English Proficient Students	51	140	12556	98	0	100	459	454	436	14	16	24	43	48	40	43	36	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	82	200	38662	99	0	96	468	463	468	12	15	16	33	39	32	54	44	49	1	2	3
Non-Economically Disadvantaged	16	56	40315	100	0	100	504	494	498	6	8	5	19	27	15	69	56	66	6	10	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	256	78750	99	99	99	487	486	500	5	5	6	39	42	29	55	53	63	0	0	2
All Students (Prior Year)	90	231	75673	100	100	100	497	495	530	20	18	12	30	39	25	47	39	58	3	4	4
Female	46	103	38586	98	98	99	493	497	515	5	3	4	34	36	22	61	61	71	0	0	3
Male	52	153	40135	100	99	99	481	478	486	6	6	8	44	46	35	50	47	56	0	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	92	239	31841	99	99	99	483	483	483	6	5	8	41	43	36	53	51	55	0	0	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	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	16	36440	NC	100	99	NC	531	516	NC	0	3	NC	20	22	NC	73	71	NC	7	4
Students with Disabilities	NC	16	10622	NC	100	100	NC	432	415	NC	25	21	NC	56	50	NC	19	28	NC	0	1
Students without Disabilities	93	240	68196	99	98	98	490	490	513	6	4	3	36	41	25	59	55	69	0	0	3
Limited English Proficient Students	51	140	12504	98	98	100	475	474	451	7	6	12	48	51	44	45	43	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	82	200	38558	99	99	96	481	479	485	7	6	8	41	45	37	53	48	54	0	0	1
Non-Economically Disadvantaged	16	56	40260	100	100	100	513	512	514	0	0	3	31	29	21	69	69	72	0	2	4

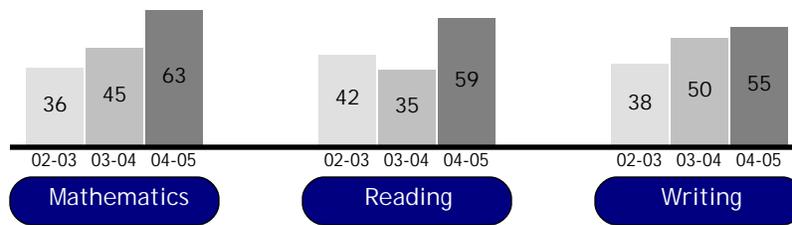
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	27	50	71	43	NA	58	99	31	31	47
	Language	--	--	21	43	99	30	34	50	99	35	31	47
	Mathematics	--	--	34	57	97	68	58	64	97	40	40	50
3	Reading	97	32	32	47	96	55	NA	55	99	34	33	44
	Language	99	38	38	54	96	71	66	61	99	41	36	44
	Mathematics	100	34	34	54	98	65	59	61	99	49	45	51
4	Reading	96	33	33	52	97	30	NA	56	100	41	43	48
	Language	100	33	33	48	100	38	37	52	100	43	45	49
	Mathematics	99	40	40	57	98	47	47	61	100	48	52	53
5	Reading	98	31	31	50	94	38	NA	55	99	41	39	50
	Language	99	38	38	46	97	39	38	49	99	42	39	50
	Mathematics	99	44	44	57	98	62	54	63	99	44	41	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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü Curriculum Development
- Ü Student Achievement
- Ü School Improvement
- Ü School Programs
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	2.60	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
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 2 Computer Labs
- Ü Music/Band/Cafetorium
- Ü Library with separate Literacy Center
- Ü Resource / Gifted / Speech Therapy Rooms

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Art Club
- Ü Yearbook
- Ü Folklorico Dance Club
- Ü DARE
- Ü After-school sports program
- Ü high school partnerships

Social Services

- Ü Adult Literacy / ESL Classes
- Ü Counseling Services
- Ü Food Bank
- Ü Parenting Classes (incl. special needs)
- Ü Child Study Teams (including 504 plans)
- Ü Open Library Nights
- Ü Character Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers continue to receive extensive professional development in the areas of balanced literacy, math, SIOP, classroom management, and teacher behaviors that promote student achievement.

- ü The District has begun implementing Math Investigations units as a means of engaging students in higher order thinking and helping them meet the AZ Math Standards.

- ü The District has taken last year's aligned curriculum and created curriculum calendars in math and reading. Writing calendars will be completed this year.

- ü Quarterly Galileo assessments are given to evaluate student mastery of specific skills in the months leading up to the AIMS test.

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	17	28	28	37
Stability Rate ⁷	93	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

We have a district wide/county wide Emergency Plan. Our teachers create an orderly climate by prioritizing safety and welfare for all students at all times. Our Guidance Counselor oversees our Character Counts program and a DARE curriculum is presented as part of our After-School Program. Safety revisions to the physical campus are an on-going project with principal, District maintenance supervisor, and assistant superintendent.

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	Stephen Schadler	(520) 375-8400
Transportation Policy	Fred Laguna	(520) 375-8278
Community Resources	Doug Fleck	(520) 375-8410
School Nutrition Programs	Nina Coe	(520) 281-8605
Parent Organization	Eileen Gonzales	(520) 375-8400
Student Health/Nurse	Irma Esparza	(520) 375-8408

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.