



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12121 N 124th Street, Scottsdale, AZ 85259

Scottsdale 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. Jeff Quisberg
Schedule : 07:00 AM to 03:30 PM
Grades : K-5
2005 Enrollment : 610
Web Address : www.susd.org/district/ourschools/anasa
Phone Number : (480) 484-7300
Fax Number : (480) 314-7301
E-mail : jquisberg@susd.org

Mission

Anasazi will create a positive caring environment where students rise to a high level of academic achievement while developing leadership qualities, responsibility, honesty, self-worth, creativity, critical thinking skills and a true joy of learning.

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 Standards have been set for each grade level to raise the degree of student achievement and also promote opportunities for staff and students to improve their basic use and application of technology skills and equipment.
- ü We will continue to seek interventions and utilize techniques to make our students better communicators through reading, writing and language instruction. We will promote excellence in written communication through the use of the 6 traits of writing.
- ü We will promote character skills and maintain a positive, respectful and safe environment for students to successfully learn and grow.
- ü We will provide or access professional development opportunities for our staff with special emphasis in the areas of technology, safety and academics.

Enrollment

October 1, 2004 School Year Student Enrollment : 599
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 185

Instructional Programs

- All-Day Kindergarten
- Gifted and Special Education Services
- Tutorial Program
- Academics and Life Skills

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program; insure a climate conducive to learning; honor and protect the rights of all students; advocate for open and ongoing communication; encourage parent participation; assure the safety of all students, faculty and guests; and maintain a highly qualified professional staff.

Parents

Parents will provide a home environment conducive to study and learning; motivate children to do their best; take interest child's work; be a positive role model and advocate a positive point of view of education; participate in school and PTO activities; support the district's Code of Student Conduct and school's rules; make family time to share a book, write a story or a letter, and practice foundational skills such as math facts and spelling words.

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school and 4-5 students 1 mile from school. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
• Student Award Winners Art, Essay, Drug Prevention	2005
• All District Elementary Math Champs	2005
• AZ Ed Foundtion A+ School Award	2003
• Word Masters Awards of Merit	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1876	79306	99	100	99	493	472	445	4	6	10	9	10	18	30	46	51	57	39	20
All Students (Prior Year)	102	1952	75509	99	99	100	561	548	521	1	6	13	12	13	23	30	31	33	56	49	31
Female	42	912	38691	98	100	99	500	472	446	2	6	10	10	10	18	29	46	52	59	38	20
Male	43	964	40583	100	100	99	486	472	445	5	5	11	7	10	18	32	46	50	56	40	21
African American	--	49	4041	--	100	99	--	436	426	--	13	17	--	28	23	--	50	50	--	10	10
Hispanic	NC	297	32869	NC	100	99	NC	438	429	NC	13	15	NC	21	25	NC	50	51	NC	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	76	1420	36197	99	100	99	492	480	463	3	4	5	8	7	11	33	45	53	56	44	31
Students with Disabilities	19	279	10321	100	100	100	455	421	389	11	22	30	17	21	27	33	35	34	39	22	9
Students without Disabilities	66	1598	69060	94	98	98	504	481	454	2	3	7	6	8	17	30	48	54	63	42	22
Limited English Proficient Students	NC	196	15509	NC	100	100	NC	412	406	NC	19	20	NC	22	30	NC	44	45	NC	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	395	39415	NC	95	96	NC	437	431	NC	17	15	NC	22	25	NC	45	50	NC	16	10
Non-Economically Disadvantaged	82	1482	39966	99	100	100	494	481	459	3	3	6	9	7	12	30	46	52	58	45	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	86	1876	79395	100	0	99	488	469	446	1	5	9	11	14	25	55	61	55	33	20	11
All Students (Prior Year)	103	1954	75492	100	99	100	535	537	519	6	4	12	10	9	16	49	47	47	36	40	24
Female	43	913	38743	100	0	100	496	474	451	0	4	7	10	13	24	52	59	57	38	24	12
Male	43	963	40618	100	0	99	481	465	440	2	5	11	12	15	27	59	63	53	27	17	9
African American	--	49	4052	--	0	100	--	443	434	--	10	11	--	28	29	--	55	54	--	8	6
Hispanic	NC	296	32915	NC	0	99	NC	436	426	NC	12	15	NC	31	35	NC	49	47	NC	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	77	1421	36221	100	0	99	489	477	465	1	3	4	9	10	15	57	64	63	32	23	17
Students with Disabilities	19	278	10331	100	0	100	460	417	388	6	16	25	28	30	37	50	44	34	17	9	4
Students without Disabilities	67	1599	69139	96	0	99	496	479	454	0	3	7	6	11	24	57	64	58	37	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	394	39484	NC	0	96	NC	435	429	NC	14	14	NC	32	35	NC	47	47	NC	7	4
Non-Economically Disadvantaged	83	1483	39986	100	0	100	489	478	461	1	2	4	10	9	16	56	65	63	33	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	1845	78869	100	98	99	512	475	442	0	3	6	2	9	21	59	69	63	39	20	10
All Students (Prior Year)	103	1952	75053	100	99	99	717	649	597	1	3	7	3	6	12	61	72	72	34	18	9
Female	43	898	38536	100	98	99	527	486	458	0	4	4	0	6	15	45	64	67	55	26	14
Male	43	947	40302	100	98	99	496	465	428	0	2	8	5	11	26	73	73	60	22	13	7
African American	--	48	4015	--	100	99	--	463	430	--	3	8	--	21	24	--	64	61	--	13	7
Hispanic	NC	295	32606	NC	100	98	NC	437	426	NC	6	8	NC	21	27	NC	66	60	NC	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	77	1395	36078	100	98	99	512	483	459	0	2	4	1	6	16	61	70	66	38	22	14
Students with Disabilities	19	277	10246	100	100	100	482	413	367	0	12	18	6	21	39	78	58	40	17	8	4
Students without Disabilities	67	1569	68697	96	97	98	520	486	454	0	1	4	2	6	18	54	71	67	45	22	11
Limited English Proficient Students	NC	195	15339	NC	100	100	NC	412	399	NC	8	11	NC	26	31	NC	58	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	390	39106	NC	94	95	NC	437	427	NC	6	8	NC	23	28	NC	67	59	NC	4	5
Non-Economically Disadvantaged	83	1456	39837	100	99	100	514	484	457	0	2	4	1	5	14	59	69	67	40	23	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	147	2119	78906	99	100	99	527	534	498	1	4	13	16	10	19	48	45	48	35	41	20
All Students (Prior Year)	138	2037	76019	100	99	100	538	535	499	1	4	14	20	22	39	16	15	14	63	60	33
Female	65	1005	38644	100	100	99	516	532	500	2	4	12	16	10	19	57	47	49	25	39	19
Male	82	1115	40236	99	100	99	537	536	497	1	5	15	15	9	19	41	43	46	42	43	20
African American	--	55	4087	--	100	99	--	507	481	--	9	20	--	20	24	--	45	45	--	25	11
Hispanic	NC	320	31938	NC	100	99	NC	499	481	NC	12	19	NC	19	25	NC	51	46	NC	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	132	1643	36483	100	100	99	529	541	517	2	3	7	15	8	13	46	44	51	37	46	30
Students with Disabilities	30	284	10664	100	100	100	479	474	430	7	18	42	43	27	27	47	41	26	3	15	5
Students without Disabilities	117	1836	68310	98	98	98	541	543	509	0	2	9	8	7	18	49	46	51	43	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	444	38679	NC	97	96	NC	500	483	NC	12	20	NC	21	25	NC	48	45	NC	19	10
Non-Economically Disadvantaged	139	1676	40295	99	100	100	530	542	513	2	2	7	14	7	13	48	44	50	37	47	30

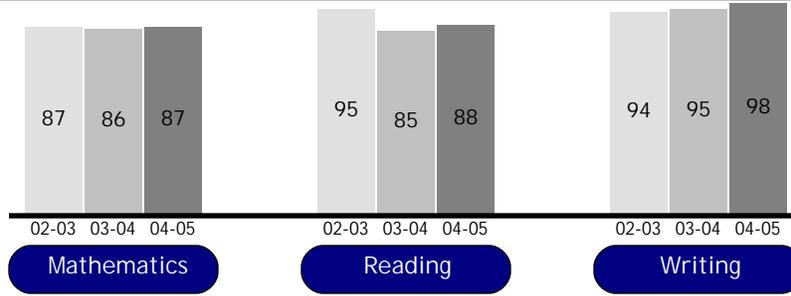
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2113	78908	99	0	99	518	513	484	0	3	10	9	11	23	71	65	58	20	20	9
All Students (Prior Year)	138	2037	76020	100	99	100	525	519	503	5	9	25	11	14	23	56	52	40	28	26	12
Female	65	1002	38648	100	0	99	517	516	489	0	2	8	7	10	22	74	65	61	20	22	10
Male	81	1112	40233	98	0	99	518	510	479	0	3	12	10	12	25	69	65	55	21	19	8
African American	--	55	4092	--	0	99	--	498	473	--	2	12	--	20	28	--	68	54	--	9	5
Hispanic	NC	319	31940	NC	0	99	NC	480	465	NC	9	16	NC	28	32	NC	55	49	NC	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	131	1638	36502	100	0	99	520	519	502	0	2	4	7	7	14	70	68	67	23	23	15
Students with Disabilities	29	279	10665	100	0	100	484	461	423	0	11	30	34	32	36	62	51	31	3	5	2
Students without Disabilities	117	1835	68312	98	0	98	526	521	493	0	2	7	2	8	21	73	68	62	25	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	441	38662	NC	0	96	NC	482	468	NC	9	16	NC	29	32	NC	53	49	NC	9	3
Non-Economically Disadvantaged	139	1673	40315	99	0	100	519	520	498	0	1	5	7	7	15	72	69	66	21	23	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	146	2114	78750	99	100	99	540	536	500	0	2	6	14	13	29	81	79	63	5	7	2
All Students (Prior Year)	138	2034	75673	100	99	100	617	577	530	2	5	12	7	16	25	78	69	58	13	10	4
Female	65	1004	38586	100	100	99	547	549	515	0	1	4	11	8	22	82	80	71	7	11	3
Male	81	1111	40135	98	100	99	535	525	486	0	3	8	16	17	35	81	77	56	4	3	1
African American	--	54	4081	--	98	99	--	521	488	--	2	8	--	14	32	--	84	59	--	0	2
Hispanic	NC	319	31841	NC	100	99	NC	507	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	132	1641	36440	100	100	99	541	543	516	0	1	3	14	10	22	82	81	71	5	8	4
Students with Disabilities	30	282	10622	100	100	100	513	478	415	0	7	21	27	33	50	73	58	28	0	1	1
Students without Disabilities	116	1833	68196	97	98	98	548	546	513	0	1	3	10	10	25	83	82	69	6	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	444	38558	NC	97	96	NC	503	485	NC	5	8	NC	28	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	138	1671	40260	99	100	100	542	545	514	0	1	3	13	9	21	82	82	72	5	8	4

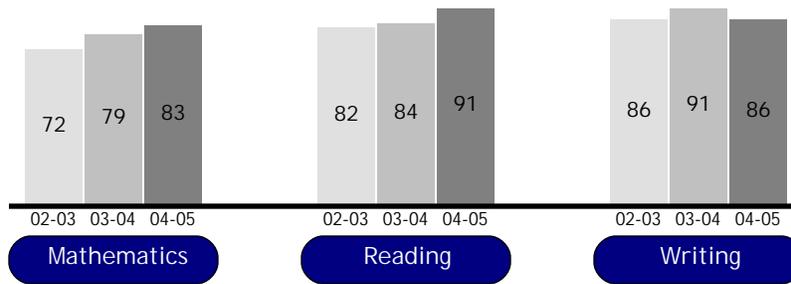
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	70	66	50	100	75	NA	58	100	69	62	47
	Language	98	60	61	43	100	73	68	50	100	77	64	47
	Mathematics	99	72	72	57	100	83	79	64	100	78	67	50
3	Reading	98	74	70	47	100	73	NA	55	100	65	57	44
	Language	99	79	75	54	100	78	77	61	100	68	57	44
	Mathematics	99	75	73	54	100	85	76	61	99	74	65	51
4	Reading	97	82	75	52	100	80	NA	56	100	66	61	48
	Language	99	76	68	48	100	74	69	52	100	65	64	49
	Mathematics	99	81	78	57	100	83	79	61	100	71	66	53
5	Reading	98	77	70	50	100	80	NA	55	99	67	64	50
	Language	98	73	65	46	100	75	69	49	99	67	65	50
	Mathematics	99	85	77	57	100	87	83	63	99	63	65	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

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

Council Duties

- Ü Goal & Vision Setting
- Ü Strategies for Technology
- Ü Support Staff Development
- Ü Promote Instructional Opportunities
- Ü Review Curriculum, Budget and Schedules
- Ü Safety, Extracurricular and Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	1	0	0
10 or more years	3	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
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 Windows Technology Labs
- Ü TV Studio and Campus Broadcast Network
- Ü Outdoor Amphitheater and Stage
- Ü Media Ctr with 30000+ Books/Resources

Extracurricular Activities

- Ü Student Council/Yearbook/Chess Club
- Ü Word Masters/Continental Math
- Ü Math & Geography Olympiads/Class Buddies
- Ü RAD and Bolo Programs/Television Cast
- Ü Host Scouts/Host After School Classes
- Ü Dance Groups/ Student Referees
- Ü Band/Strings/Choir/Grand Canyon Trekkers
- Ü Principal for a Day

Social Services

- Ü On-site contracted after-school care
- Ü On-site all day kindergarten
- Ü Drug, Tob, and Bully Prevention Programs
- Ü SPI Counseling
- Ü School Nurse
- Ü Health and Fitness programming

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ongoing partnership with PTO to provide funding gifts for tutorial reading and math programs for the students of the school.

- ü Partnerships with numerous educators and other Valley professionals to work with our staff and students in many areas of educational and professional development. A partner school with the Scottsdale Community College student teacher program.

- ü Partnership with local sister schools to provide and share professional development opportunities. Trainer of trainers within the school to provide leadership and training opportunities within the staff.

- ü Technology Committee provide training and expertise for staff to attain student and staff excellence with technology goal. Curriculum Committee provide training and expertise for writing, language, reading, and math instruction.

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	5	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	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

Life skills program that promotes positive behaviors/exemplary citizenship. Uphold the Student Code of Conduct to create/maintain a very safe and orderly climate for learning. Recognition program for positive behaviors both individuals/classes.

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	Site Improvement Team	(480) 484-7300
Transportation Policy	Director of Transportation	(480) 484-8550
Community Resources	School Secretary	(480) 484-7300
School Nutrition Programs	Director of Food Services	(480) 484-6234
Parent Organization	Anasazi PTO	(480) 484-7300
Student Health/Nurse	School Nurse	(480) 484-7311

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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** Due to booklet size printing, print copies are produced in multiples of 4.