



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10203 E McDowell Mountain Ranch Road, Scottsdale, AZ 85255

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 : Ms. Sally Norton
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 717
 Web Address : www.susd.org
 Phone Number : (480) 484-1700
 Fax Number : (480) 484-4601
 E-mail : snorton@susd.org

Mission

DCES will support the Scottsdale School District Mission to set the standard in Arizona for world-class education, guaranteeing learning for one student at a time. DCES will focus on 100% of our students demonstrating measurable gains every year.

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 Desert Canyon Elementary School will increase the percentage of students who attain the meets and/or exceeds performance levels on the Arizona's Instrument to Measure Standards (AIMS).
- ü Desert Canyon Elementary School will continue to demonstrate improving student achievement results on the District Assessment Benchmarks (DAP).

Enrollment

October 1, 2004 School Year Student Enrollment : 718
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 54

Instructional Programs

- ü Academically Gifted
- ü Special Education: Speech and Language
- ü Language Acquisition Services
- ü Computer Instruction Grades 3-5
- ü Reading Tutoring
- ü Full Day Kindergarten
- ü Fine Arts Programs

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

DCES supports SUSD beliefs: All Children must have equal access to education, skills and knowledge and the right to succeed. We are responsible for creating a nurturing and caring environment. The DCES school community inspires all students to be passionate learners and empowers them to fulfill their dreams. DCES works with parents as partners in the education process. The DCES learning community includes: students, parents, teachers, staff, administration and business partnerships.

Parents

We encourage parents to take an active role in their child(ren)'s school life and become a member of the Parent Teacher Organization. PTO members work as volunteers and perform many valuable tasks in classrooms and at school events.

Transportation Policy

See district policy.

School Honors

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

Award/Honor	Year
ü Masonic Grand Lodge Teacher of the Year	2003
ü Masonic Grand Lodge Essay Contest Winners	2003
ü Battle of the Book City Champions	2003
ü Charros Volunteer of the Year	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	98	1876	79306	99	100	99	490	472	445	2	6	10	5	10	18	45	46	51	47	39	20
All Students (Prior Year)	130	1952	75509	100	99	100	576	548	521	1	6	13	5	13	23	26	31	33	69	49	31
Female	52	912	38691	98	100	99	500	472	446	2	6	10	4	10	18	39	46	52	55	38	20
Male	46	964	40583	100	100	99	479	472	445	2	5	11	7	10	18	52	46	50	39	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	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	89	1420	36197	99	100	99	491	480	463	2	4	5	6	7	11	45	45	53	47	44	31
Students with Disabilities	15	279	10321	100	100	100	454	421	389	7	22	30	13	21	27	67	35	34	13	22	9
Students without Disabilities	83	1598	69060	99	98	98	497	481	454	1	3	7	4	8	17	41	48	54	54	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	--	395	39415	--	95	96	--	437	431	--	17	15	--	22	25	--	45	50	--	16	10
Non-Economically Disadvantaged	98	1482	39966	99	100	100	490	481	459	2	3	6	5	7	12	45	46	52	47	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	98	1876	79395	99	0	99	486	469	446	1	5	9	10	14	25	66	61	55	24	20	11
All Students (Prior Year)	130	1954	75492	100	99	100	550	537	519	2	4	12	7	9	16	39	47	47	52	40	24
Female	52	913	38743	98	0	100	494	474	451	2	4	7	2	13	24	69	59	57	27	24	12
Male	46	963	40618	100	0	99	476	465	440	0	5	11	18	15	27	61	63	53	20	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	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	89	1421	36221	99	0	99	486	477	465	1	3	4	11	10	15	62	64	63	26	23	17
Students with Disabilities	15	278	10331	100	0	100	452	417	388	7	16	25	27	30	37	47	44	34	20	9	4
Students without Disabilities	83	1599	69139	99	0	99	492	479	454	0	3	7	6	11	24	69	64	58	24	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	--	394	39484	--	0	96	--	435	429	--	14	14	--	32	35	--	47	47	--	7	4
Non-Economically Disadvantaged	98	1483	39986	99	0	100	486	478	461	1	2	4	10	9	16	66	65	63	24	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	98	1845	78869	99	98	99	501	475	442	3	3	6	3	9	21	62	69	63	31	20	10
All Students (Prior Year)	130	1952	75053	100	99	99	666	649	597	2	3	7	6	6	12	76	72	72	16	18	9
Female	52	898	38536	98	98	99	519	486	458	2	4	4	2	6	15	53	64	67	43	26	14
Male	46	947	40302	100	98	99	481	465	428	5	2	8	5	11	26	73	73	60	18	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	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	89	1395	36078	99	98	99	500	483	459	4	2	4	4	6	16	60	70	66	33	22	14
Students with Disabilities	15	277	10246	100	100	100	446	413	367	13	12	18	20	21	39	53	58	40	13	8	4
Students without Disabilities	83	1569	68697	99	97	98	512	486	454	1	1	4	0	6	18	64	71	67	35	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	--	390	39106	--	94	95	--	437	427	--	6	8	--	23	28	--	67	59	--	4	5
Non-Economically Disadvantaged	98	1456	39837	99	99	100	501	484	457	3	2	4	3	5	14	62	69	67	31	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	141	2119	78906	99	100	99	535	534	498	3	4	13	10	10	19	49	45	48	39	41	20
All Students (Prior Year)	137	2037	76019	100	99	100	539	535	499	1	4	14	19	22	39	17	15	14	63	60	33
Female	78	1005	38644	99	100	99	524	532	500	4	4	12	12	10	19	55	47	49	29	39	19
Male	63	1115	40236	100	100	99	548	536	497	2	5	15	7	9	19	42	43	46	50	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	--	30	4593	--	100	100	--	505	467	--	4	26	--	25	29	--	46	39	--	25	6
White	128	1643	36483	100	100	99	533	541	517	3	3	7	10	8	13	50	44	51	37	46	30
Students with Disabilities	NC	284	10664	NC	100	100	NC	474	430	NC	18	42	NC	27	27	NC	41	26	NC	15	5
Students without Disabilities	137	1836	68310	99	98	98	535	543	509	3	2	9	9	7	18	50	46	51	38	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	140	1676	40295	99	100	100	535	542	513	3	2	7	10	7	13	49	44	50	39	47	30

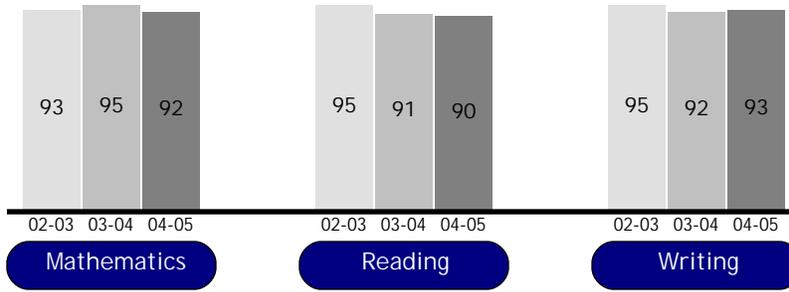
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2113	78908	99	0	99	520	513	484	2	3	10	5	11	23	71	65	58	21	20	9
All Students (Prior Year)	136	2037	76020	100	99	100	511	519	503	5	9	25	19	14	23	60	52	40	16	26	12
Female	78	1002	38648	99	0	99	519	516	489	4	2	8	5	10	22	71	65	61	20	22	10
Male	63	1112	40233	100	0	99	521	510	479	0	3	12	5	12	25	72	65	55	23	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	--	30	4569	--	0	100	--	490	457	--	4	18	--	25	39	--	63	41	--	8	2
White	128	1638	36502	100	0	99	519	519	502	2	2	4	5	7	14	72	68	67	21	23	15
Students with Disabilities	NC	279	10665	NC	0	100	NC	461	423	NC	11	30	NC	32	36	NC	51	31	NC	5	2
Students without Disabilities	137	1835	68312	99	0	98	520	521	493	2	2	7	4	8	21	73	68	62	21	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	140	1673	40315	99	0	100	520	520	498	2	1	5	4	7	15	72	69	66	22	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	141	2114	78750	99	100	99	552	536	500	1	2	6	7	13	29	81	79	63	10	7	2
All Students (Prior Year)	137	2034	75673	100	99	100	578	577	530	4	5	12	16	16	25	68	69	58	11	10	4
Female	78	1004	38586	99	100	99	562	549	515	0	1	4	8	8	22	76	80	71	16	11	3
Male	63	1111	40135	100	100	99	539	525	486	3	3	8	7	17	35	88	77	56	2	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	--	30	4586	--	100	100	--	505	481	--	13	8	--	13	37	--	71	54	--	4	1
White	128	1641	36440	100	100	99	554	543	516	1	1	3	8	10	22	81	81	71	10	8	4
Students with Disabilities	NC	282	10622	NC	100	100	NC	478	415	NC	7	21	NC	33	50	NC	58	28	NC	1	1
Students without Disabilities	137	1833	68196	99	98	98	553	546	513	1	1	3	8	10	25	82	82	69	10	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	140	1671	40260	99	100	100	554	545	514	1	1	3	7	9	21	82	82	72	10	8	4

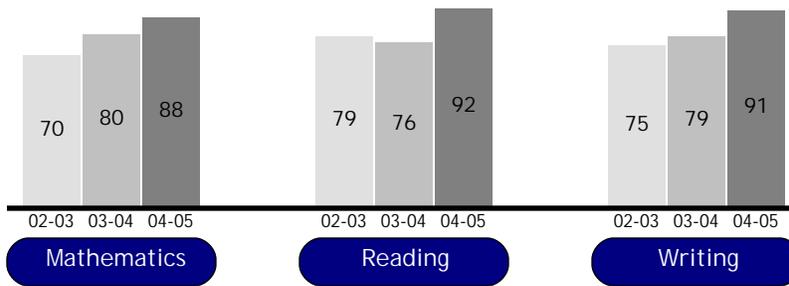
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	100	76	66	50	89	83	NA	58	99	77	62	47
	Language	100	76	61	43	95	84	68	50	99	86	64	47
	Mathematics	100	83	72	57	93	93	79	64	99	85	67	50
3	Reading	99	84	70	47	99	82	NA	55	99	63	57	44
	Language	99	88	75	54	99	85	77	61	99	66	57	44
	Mathematics	99	89	73	54	98	89	76	61	99	71	65	51
4	Reading	100	78	75	52	100	81	NA	56	99	68	61	48
	Language	100	69	68	48	100	74	69	52	99	66	64	49
	Mathematics	100	82	78	57	100	84	79	61	100	74	66	53
5	Reading	100	77	70	50	100	75	NA	55	99	68	64	50
	Language	100	69	65	46	100	65	69	49	99	70	65	50
	Mathematics	100	82	77	57	100	84	83	63	99	68	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

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

Council Duties

- Ü Develop School Improvement Plan
- Ü Monitor Academic Achievement
- Ü Develop and Oversee School Committees
- Ü Recognize Outstanding Teachers/Students
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	125
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 Public Library On-site
- Ü Computer Labs
- Ü Art Studio
- Ü Athletic Fields

Extracurricular Activities

- Ü Student Government
- Ü Afterschool Sports Programs
- Ü Tutoring and Homework Clubs
- Ü Chess Club
- Ü TV Studio/Announcements Club
- Ü Music Enrichment

Social Services

- Ü Public Library
- Ü Citizens Service Center
- Ü Parks and Recreation Programs
- Ü School Community Liaison

School Achievements/Accomplishments 2004-05

- ü DCES' students received outstanding marks on the Arizona's Instrument to Measure Standards (AIMS) testing.

- ü During the 2004-2005 school year, Arizona Learns identified Desert Canyon Elementary School as an excelling achievement profile label.

- ü Desert Canyon Elementary School attained the four goals (academic, safety, technology and professional development) established in the Site Improvement Plan developed for SUSD.

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	11	28	28	37
Stability Rate ⁷	95	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

The Desert Canyon/Scottsdale School Resource Officer reviews and updates all crisis plan procedures. DCES participates in monthly fire drills and inspections. Emergency evacuation and lock-down procedures are reviewed and practiced.

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	Sally Norton	(480) 484-1700
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Clif McKenzie	(480) 484-6102
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Sonia Cleverly	(480) 484-1700
Student Health/Nurse	Jeananne Larson	(480) 484-1711

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 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.