

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7525 E. Grayhawk Dr., Scottsdale, AZ 85255

Paradise 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Don Hiemstra
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 705
 Web Address : www.pvUSD.k12.az.us/static/schools/grayhawk.htm
 Phone Number : (480) 419-5620
 Fax Number : (480) 419-5625
 E-mail : dhiemstra@pvUSD.k12.az.us

Mission

The Grayhawk Elementary team dedicates itself to the education of our children. The uniqueness of each child is respected, shared and valued. Our aim is to instill within each student the love of learning with an enriched and integrated core of basic knowledge. As a keystone of our mission, we believe in the partnership of school, family & community. Together, we will develop students who possess the skills to solve problems and adapt to the changes and challenges of the future.

School / Academic Goals

- ü To maintain a positive learning environment to support students' academic, technological and social growth.
- ü To maintain Grayhawk Elementary school's Excelling Label.
- ü To continue improving AIMS DPA and 2nd grade Terra Nova Tests.
- ü Successful implementation of the Project Read Program.

Enrollment

October 1, 2004 School Year Student Enrollment : 684
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 203

Instructional Programs

- Honors Classes
- Special Education Resources
- Computer Classes
- All Day Kindergarten
- Special Reading Assistance

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe a well-rounded education for our students mandates Grayhawk's staff to work cooperatively with parents. It is this staff and parent team, working together, that will maximize their academic, social and emotional potential. We continue to provide students with a safe, healthy environment where learning will occur. Our pledge to parents is to keep all communication lines open to foster this teamwork and become even more student centered.

Parents

Grayhawk challenges parents to participate in the education of their children. Academic excellence can only be achieved with the support of parents. We strongly endorse parents supporting the educational process by visiting the school on a regular basis, serving on the school council and other school committees, reinforcing student adherence to school rules and guidelines and monitoring their student's academic program including homework.

Transportation Policy

Bus transportation services are provided for kindergarten students who reside farther than one-half mile and students in grades one through six who reside farther than one mile from the school.

School Honors

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

Award/Honor	Year
• Excelling School Label	2005
• Four Staff members are National Core Knowledge Trainers	2005
• Milken National Educator of Arizona	2004
• Two Fulton Homes Teacher of the Month	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	120	2586	79306	100	100	99	488	467	445	1	6	10	2	11	18	48	50	51	49	34	20
All Students (Prior Year)	92	2710	75509	100	100	100	553	538	521	3	7	13	7	17	23	36	34	33	54	42	31
Female	61	1264	38691	100	100	99	486	466	446	0	6	10	3	11	18	51	49	52	46	34	20
Male	59	1321	40583	100	99	99	491	468	445	2	6	11	0	11	18	45	50	50	53	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	12	568	32869	100	99	99	469	435	429	0	16	15	0	21	25	73	50	51	27	13	10
Asian/Pacific Islander	NC	87	1935	NC	100	99	NC	490	474	NC	0	3	NC	6	9	NC	49	48	NC	44	40
American Indian/Alaskan Native	--	36	4264	--	100	100	--	438	419	--	9	19	--	15	30	--	58	45	--	18	6
White	99	1810	36197	100	100	99	491	477	463	1	4	5	2	8	11	46	49	53	51	40	31
Students with Disabilities	13	372	10321	100	100	100	472	420	389	8	23	30	0	20	27	62	43	34	31	14	9
Students without Disabilities	107	2215	69060	99	99	98	491	475	454	0	3	7	2	9	17	47	51	54	51	37	22
Limited English Proficient Students	NC	301	15509	NC	100	100	NC	413	406	NC	21	20	NC	27	30	NC	46	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	780	39415	NC	94	96	NC	439	431	NC	13	15	NC	21	25	NC	53	50	NC	13	10
Non-Economically Disadvantaged	114	1807	39966	100	100	100	490	479	459	1	3	6	2	6	12	45	48	52	52	42	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	119	2577	79395	99	0	99	497	468	446	0	6	9	2	16	25	68	58	55	30	21	11
All Students (Prior Year)	92	2702	75492	100	100	100	534	528	519	4	7	12	8	12	16	52	49	47	36	32	24
Female	61	1261	38743	100	0	100	498	473	451	0	5	7	2	14	24	64	57	57	34	24	12
Male	58	1315	40618	98	0	99	496	464	440	0	6	11	2	17	27	72	59	53	26	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	12	563	32915	100	0	99	478	430	426	0	17	15	9	32	35	64	44	47	27	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	32	19
American Indian/Alaskan Native	--	36	4271	--	0	100	--	440	420	--	6	15	--	18	42	--	67	41	--	9	2
White	98	1805	36221	99	0	99	499	480	465	0	2	4	1	11	15	68	61	63	31	25	17
Students with Disabilities	12	364	10331	100	0	100	488	419	388	0	19	25	0	31	37	83	42	34	17	8	4
Students without Disabilities	107	2214	69139	99	0	99	498	476	454	0	3	7	2	13	24	66	60	58	32	23	11
Limited English Proficient Students	NC	300	15545	NC	0	100	NC	401	399	NC	23	21	NC	44	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	771	39484	NC	0	96	NC	436	429	NC	13	14	NC	31	35	NC	50	47	NC	6	4
Non-Economically Disadvantaged	113	1807	39986	99	0	100	499	482	461	0	2	4	2	9	16	67	61	63	31	27	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	119	2578	78869	99	99	99	505	467	442	2	4	6	4	12	21	50	65	63	43	19	10
All Students (Prior Year)	92	2688	75053	100	99	99	673	634	597	2	4	7	2	8	12	74	74	72	21	14	9
Female	60	1260	38536	98	100	99	525	479	458	0	4	4	2	8	15	47	63	67	52	25	14
Male	59	1318	40302	100	99	99	484	455	428	4	5	8	7	15	26	55	67	60	35	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	12	565	32606	100	99	98	474	430	426	9	10	8	0	21	27	64	63	60	27	6	5
Asian/Pacific Islander	NC	87	1925	NC	100	99	NC	493	471	NC	1	3	NC	9	11	NC	56	64	NC	35	22
American Indian/Alaskan Native	--	36	4245	--	100	100	--	431	423	--	9	9	--	15	26	--	67	61	--	9	4
White	98	1804	36078	99	100	99	508	478	459	1	3	4	5	9	16	49	66	66	44	22	14
Students with Disabilities	12	369	10246	100	100	100	508	403	367	0	16	18	8	29	39	42	48	40	50	8	4
Students without Disabilities	107	2210	68697	99	99	98	505	478	454	2	3	4	4	9	18	51	68	67	43	21	11
Limited English Proficient Students	NC	298	15339	NC	100	100	NC	403	399	NC	13	11	NC	26	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	776	39106	NC	94	95	NC	430	427	NC	9	8	NC	22	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	113	1803	39837	99	100	100	506	482	457	2	2	4	5	7	14	49	66	67	45	25	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	74	2711	78906	100	100	99	553	515	498	1	8	13	6	13	19	45	50	48	48	29	20
All Students (Prior Year)	75	2756	76019	99	100	100	551	513	499	0	9	14	15	32	39	11	16	14	74	43	33
Female	43	1325	38644	100	100	99	561	517	500	2	7	12	5	13	19	44	51	49	49	29	19
Male	31	1384	40236	100	100	99	542	514	497	0	9	15	7	13	19	46	49	46	46	29	20
African American	--	94	4087	--	99	99	--	486	481	--	11	20	--	20	24	--	53	45	--	15	11
Hispanic	NC	565	31938	NC	100	99	NC	484	481	NC	19	19	NC	24	25	NC	46	46	NC	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	65	1938	36483	100	100	99	549	525	517	2	5	7	6	10	13	46	51	51	46	34	30
Students with Disabilities	12	394	10664	100	100	100	509	451	430	8	29	42	25	25	27	33	37	26	33	9	5
Students without Disabilities	62	2317	68310	97	98	98	562	526	509	0	5	9	2	11	18	47	52	51	51	33	22
Limited English Proficient Students	--	270	12573	--	100	100	--	448	454	--	24	27	--	29	30	--	40	38	--	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	798	38679	NC	95	96	NC	487	483	NC	19	20	NC	20	25	NC	49	45	NC	12	10
Non-Economically Disadvantaged	71	1913	40295	100	100	100	554	527	513	2	4	7	6	10	13	44	50	50	48	36	30

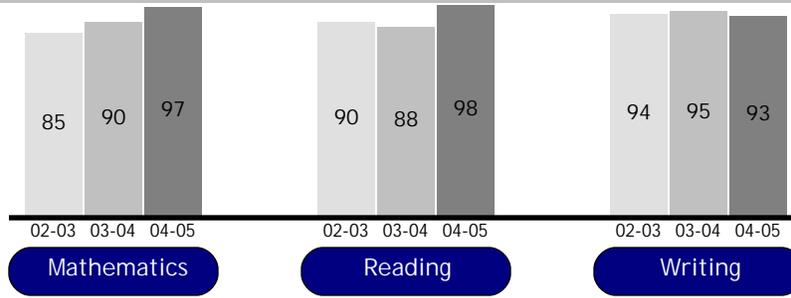
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2712	78908	100	0	99	528	499	484	0	6	10	12	15	23	59	65	58	29	14	9
All Students (Prior Year)	75	2754	76020	99	100	100	521	510	503	5	17	25	14	18	23	58	47	40	23	18	12
Female	43	1327	38648	100	0	99	539	504	489	0	5	8	7	14	22	54	65	61	39	16	10
Male	31	1383	40233	100	0	99	511	494	479	0	7	12	18	17	25	68	66	55	14	11	8
African American	--	94	4092	--	0	99	--	481	473	--	5	12	--	19	28	--	65	54	--	11	5
Hispanic	NC	564	31940	NC	0	99	NC	467	465	NC	15	16	NC	33	32	NC	48	49	NC	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	65	1940	36502	100	0	99	527	508	502	0	3	4	11	11	14	62	69	67	27	17	15
Students with Disabilities	12	394	10665	100	0	100	481	442	423	0	19	30	50	31	36	50	48	31	0	2	2
Students without Disabilities	62	2318	68312	97	0	98	538	508	493	0	4	7	4	13	21	61	68	62	35	16	10
Limited English Proficient Students	--	269	12556	--	0	100	--	431	436	--	20	24	--	40	40	--	39	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	798	38662	NC	0	96	NC	474	468	NC	14	16	NC	29	32	NC	54	49	NC	4	3
Non-Economically Disadvantaged	71	1914	40315	100	0	100	528	509	498	0	2	5	12	10	15	58	70	66	30	18	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	74	2708	78750	100	100	99	567	516	500	0	4	6	6	21	29	84	71	63	10	3	2
All Students (Prior Year)	75	2748	75673	99	99	100	596	558	530	1	7	12	7	18	25	86	68	58	5	7	4
Female	43	1324	38586	100	100	99	581	531	515	0	2	4	2	13	22	80	79	71	17	5	3
Male	31	1382	40135	100	100	99	545	501	486	0	5	8	11	29	35	89	64	56	0	2	1
African American	--	94	4081	--	99	99	--	495	488	--	5	8	--	20	32	--	72	59	--	3	2
Hispanic	NC	562	31841	NC	100	99	NC	485	483	NC	9	8	NC	36	36	NC	54	55	NC	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	65	1939	36440	100	100	99	564	524	516	0	2	3	6	18	22	84	76	71	10	4	4
Students with Disabilities	12	395	10622	100	100	100	519	441	415	0	13	21	25	47	50	67	40	28	8	1	1
Students without Disabilities	62	2313	68196	97	98	98	577	528	513	0	2	3	2	17	25	88	77	69	11	4	3
Limited English Proficient Students	--	269	12504	--	100	100	--	444	451	--	13	12	--	41	44	--	45	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	797	38558	NC	94	96	NC	487	485	NC	9	8	NC	35	37	NC	55	54	NC	1	1
Non-Economically Disadvantaged	71	1911	40260	100	100	100	566	527	514	0	2	3	6	16	21	83	78	72	11	5	4

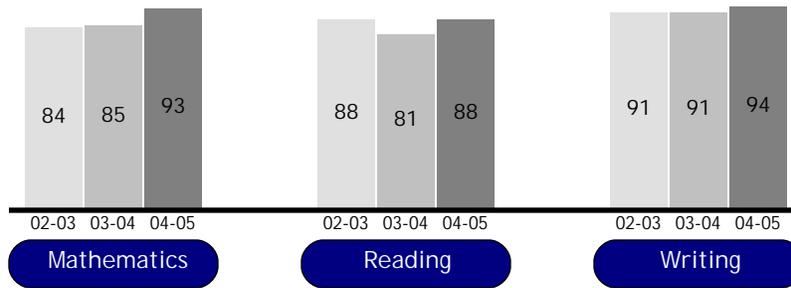
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	79	61	50	99	76	NA	58	99	73	55	47
	Language	100	73	54	43	100	74	59	50	99	71	55	47
	Mathematics	100	88	67	57	100	84	68	64	99	70	56	50
3	Reading	100	74	60	47	100	74	NA	55	99	75	56	44
	Language	100	76	64	54	100	82	69	61	99	72	55	44
	Mathematics	100	83	66	54	100	80	69	61	100	74	60	51
4	Reading	100	82	65	52	100	79	NA	56	98	74	58	48
	Language	100	81	60	48	100	79	63	52	98	76	57	49
	Mathematics	100	88	69	57	100	83	72	61	98	76	61	53
5	Reading	100	82	64	50	100	86	NA	55	100	72	58	50
	Language	99	79	58	46	100	79	60	49	100	77	59	50
	Mathematics	100	87	69	57	100	90	72	63	100	71	57	49
6	Reading	99	80	67	53	100	83	NA	56	100	78	61	51
	Language	100	80	60	45	100	80	61	48	100	77	57	47
	Mathematics	99	91	74	62	100	91	76	66	100	82	62	52

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of School Philosophy
- Ü Development of School Goals
- Ü Evaluation of Goal Progress
- Ü Parent/Educator Relations
- Ü Safety Issues
- Ü Implementing Core Knowledge

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	8	0	0
10 or more years	2	17	0	1

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 Computer Lab
- Ü Science Lab/Math Lab
- Ü Library
- Ü Cultural Arts Center

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Band (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Strings (Grades 4-6)

Social Services

- Ü Lunch Program
- Ü Community Classes
- Ü Clothing/Food Banks
- Ü Veterans Recognition Program
- Ü Habitat for Humanity

ü Grayhawk is a National Core Knowledge Visitation Site.

ü Maintained Excelling School Label.

ü Milken National Educator of Arizona

ü 4 National Core Knowledge trainers

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	3	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	97	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

Have established a safety committee to collaborate on any/all safety issues. Including a Crisis Intervention Team to implement District Crisis Plan. Staff training in mock crisis situation. Ten fire drills per year.

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	Don Hiemstra	(480) 419-5620
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lori Munn	(480) 419-5620
Student Health/Nurse	Brenda Keutzer	(480) 419-5623

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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** 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.