

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4322 E Desert Willow Parkway, Cave Creek, AZ 85331

Cave Creek 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	Highly Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Dr. Jana Miller
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 675
 Web Address : ccusd93.org
 Phone Number : (480) 575-2800
 Fax Number : (480) 419-7265
 E-mail : jmiller@ccusd93.org

Mission

"Learning for Life, Loving to Learn"

Our vision and desire at Desert Willow Elementary is that students will read at or above grade level at the end of the school year. Our educational community will prepare students to become excellent readers, writers, thinkers and problem solvers.

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 The school wide focus for Desert Willow School for the 2005-06 school year is to develop and improve age appropriate vocabulary at each grade level.
- ü The Desert Willow Elementary School staff is preparing all students to read at or above their grade level at the end of their academic school year.
- ü Our educational community will prepare students to become excellent readers, writers, thinkers and problem solvers.
- ü Desert Willow Elementary School staff is dedicated to providing excellent customer service to the community.

Enrollment

October 1, 2004 School Year Student Enrollment : 732
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Technology-based Learning
- Cooperative Learning Environment
- Community Education
- Spanish Partial Immersion
- Before and After School Programs
- Reading, Reading and More Reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Desert Willow Elementary School is a learning place where excellence is modeled and expected in every area of school. We are dedicated to providing a safe, nurturing learning environment where children are happy learners.

Parents

Desert Willow Elementary School parents are seen daily on campus working in various areas of the school, reading to children, and contributing to an environment where children are happy learners. Parents are valued members of our school culture.

Transportation Policy

Students walk, ride bikes and ride the school bus to school. Students who live on the east side of Cave Creek Road are encouraged to ride the school bus rather than walking. Transportation is provided for students with special needs.

School Honors

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

Award/Honor	Year
• Project GOAL - 1st Grade	2000
• Project GOAL - 1st Grade	2001
• Project GOAL - 1st Grade	2002
• Milken Award Recipient	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	118	480	79306	98	100	99	469	466	445	2	3	10	6	9	18	57	60	51	35	28	20
All Students (Prior Year)	109	463	75509	99	99	100	519	527	521	12	8	13	19	20	23	44	41	33	25	32	31
Female	57	224	38691	97	100	99	469	466	446	0	1	10	6	10	18	63	62	52	31	27	20
Male	61	256	40583	98	100	99	470	466	445	3	5	11	7	7	18	52	58	50	38	30	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	33	32869	NC	100	99	NC	435	429	NC	0	15	NC	39	25	NC	42	51	NC	19	10
Asian/Pacific Islander	NC	19	1935	NC	100	99	NC	475	474	NC	0	3	NC	6	9	NC	72	48	NC	22	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	105	420	36197	97	100	99	473	468	463	2	4	5	5	6	11	58	61	53	35	29	31
Students with Disabilities	10	47	10321	100	100	100	391	412	389	20	18	30	20	24	27	30	47	34	30	11	9
Students without Disabilities	108	433	69060	96	99	98	477	472	454	0	2	7	5	7	17	60	61	54	35	30	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	34	39415	NC	100	96	NC	440	431	NC	3	15	NC	32	25	NC	56	50	NC	9	10
Non-Economically Disadvantaged	111	446	39966	98	100	100	470	468	459	2	3	6	6	7	12	55	60	52	37	30	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	118	480	79395	98	0	99	474	471	446	1	2	9	6	12	25	77	70	55	16	16	11
All Students (Prior Year)	109	463	75492	99	99	100	529	530	519	6	6	12	12	10	16	59	54	47	24	30	24
Female	57	224	38743	97	0	100	482	476	451	0	1	7	4	9	24	80	74	57	17	15	12
Male	61	256	40618	98	0	99	466	467	440	2	2	11	9	14	27	74	66	53	16	17	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	33	32915	NC	0	99	NC	443	426	NC	0	15	NC	23	35	NC	74	47	NC	3	4
Asian/Pacific Islander	NC	19	1936	NC	0	99	NC	471	468	NC	0	3	NC	6	14	NC	89	63	NC	6	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	105	420	36221	97	0	99	478	474	465	1	2	4	6	11	15	75	69	63	18	18	17
Students with Disabilities	10	47	10331	100	0	100	408	420	388	10	11	25	20	33	37	50	44	34	20	11	4
Students without Disabilities	108	433	69139	96	0	99	480	477	454	0	1	7	5	10	24	79	73	58	16	17	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	34	39484	NC	0	96	NC	456	429	NC	0	14	NC	32	35	NC	62	47	NC	6	4
Non-Economically Disadvantaged	111	446	39986	98	0	100	473	472	461	1	2	4	7	10	16	75	70	63	17	17	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	118	480	78869	98	100	99	463	472	442	5	4	6	8	10	21	70	66	63	17	21	10
All Students (Prior Year)	109	462	75053	99	99	99	587	625	597	11	7	7	10	6	12	71	74	72	9	13	9
Female	57	224	38536	97	100	99	496	494	458	0	1	4	4	6	15	70	64	67	26	30	14
Male	61	256	40302	98	100	99	433	453	428	10	6	8	12	13	26	69	67	60	9	14	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	33	32606	NC	100	98	NC	448	426	NC	0	8	NC	16	27	NC	81	60	NC	3	5
Asian/Pacific Islander	NC	19	1925	NC	100	99	NC	480	471	NC	6	3	NC	11	11	NC	50	64	NC	33	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	105	420	36078	97	100	99	466	474	459	6	4	4	8	9	16	67	65	66	19	22	14
Students with Disabilities	10	47	10246	100	100	100	354	390	367	30	20	18	10	27	39	50	42	40	10	11	4
Students without Disabilities	108	433	68697	96	99	98	474	481	454	3	2	4	8	8	18	72	68	67	18	22	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	34	39106	NC	100	95	NC	460	427	NC	3	8	NC	21	28	NC	68	59	NC	9	5
Non-Economically Disadvantaged	111	446	39837	98	100	100	462	473	457	6	4	4	8	9	14	70	66	67	17	22	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	110	472	78906	100	100	99	523	531	498	3	3	13	5	7	19	59	54	48	33	36	20
All Students (Prior Year)	138	471	76019	99	100	100	530	528	499	2	4	14	22	26	39	21	15	14	55	54	33
Female	58	229	38644	100	100	99	524	527	500	4	4	12	6	6	19	56	56	49	35	34	19
Male	52	243	40236	100	100	99	523	534	497	2	2	15	4	8	19	63	52	46	31	39	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	31	31938	NC	100	99	NC	500	481	NC	4	19	NC	29	25	NC	54	46	NC	14	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	538	536	NC	0	5	NC	0	8	NC	50	45	NC	50	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	100	423	36483	100	100	99	523	532	517	3	3	7	5	5	13	56	54	51	35	37	30
Students with Disabilities	15	46	10664	100	100	100	406	462	430	23	21	42	23	14	27	54	60	26	0	5	5
Students without Disabilities	95	426	68310	96	98	98	540	538	509	0	1	9	2	6	18	60	53	51	38	40	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	31	38679	NC	94	96	NC	490	483	NC	13	20	NC	23	25	NC	55	45	NC	10	10
Non-Economically Disadvantaged	106	441	40295	100	100	100	526	534	513	1	2	7	5	6	13	60	54	50	34	38	30

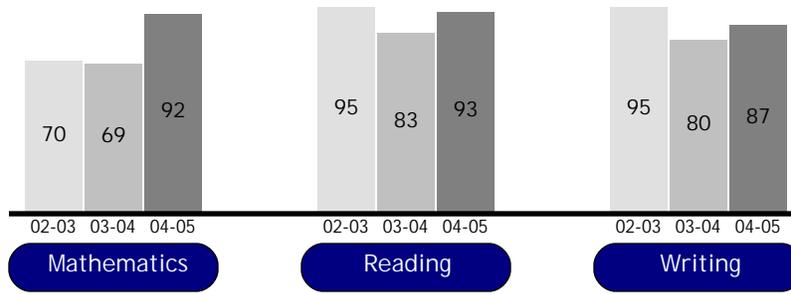
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	472	78908	100	0	99	511	515	484	0	1	10	5	9	23	78	72	58	17	17	9
All Students (Prior Year)	138	468	76020	99	99	100	519	514	503	7	10	25	13	17	23	62	57	40	19	17	12
Female	58	229	38648	100	0	99	510	516	489	0	0	8	6	8	22	78	75	61	17	17	10
Male	52	243	40233	100	0	99	513	513	479	0	2	12	4	10	25	78	70	55	18	18	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	31	31940	NC	0	99	NC	485	465	NC	14	16	NC	21	32	NC	57	49	NC	7	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	520	507	NC	0	4	NC	0	13	NC	80	65	NC	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	100	423	36502	100	0	99	512	516	502	0	0	4	5	9	14	77	74	67	18	18	15
Students with Disabilities	15	46	10665	100	0	100	404	459	423	0	2	30	38	33	36	62	60	31	0	5	2
Students without Disabilities	95	426	68312	96	0	98	527	520	493	0	1	7	0	7	21	80	74	62	20	19	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	31	38662	NC	0	96	NC	475	468	NC	13	16	NC	29	32	NC	55	49	NC	3	3
Non-Economically Disadvantaged	106	441	40315	100	0	100	513	517	498	0	0	5	3	8	15	79	74	66	18	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	110	471	78750	100	100	99	538	533	500	1	1	6	10	16	29	82	79	63	8	4	2
All Students (Prior Year)	135	467	75673	97	99	100	614	585	530	5	6	12	5	16	25	73	65	58	17	14	4
Female	58	229	38586	100	100	99	547	544	515	0	0	4	7	11	22	83	83	71	9	5	3
Male	52	242	40135	100	100	99	528	523	486	2	1	8	12	21	35	80	74	56	6	3	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	30	31841	NC	100	99	NC	509	483	NC	0	8	NC	44	36	NC	56	55	NC	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	20	16	NC	80	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	100	423	36440	100	100	99	537	535	516	1	1	3	10	14	22	81	80	71	9	5	4
Students with Disabilities	15	46	10622	100	100	100	426	460	415	8	7	21	31	45	50	62	48	28	0	0	1
Students without Disabilities	95	425	68196	96	98	98	554	541	513	0	0	3	7	13	25	84	82	69	9	5	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	30	38558	NC	91	96	NC	503	485	NC	0	8	NC	47	37	NC	53	54	NC	0	1
Non-Economically Disadvantaged	106	441	40260	100	100	100	540	535	514	1	1	3	7	14	21	84	81	72	8	5	4

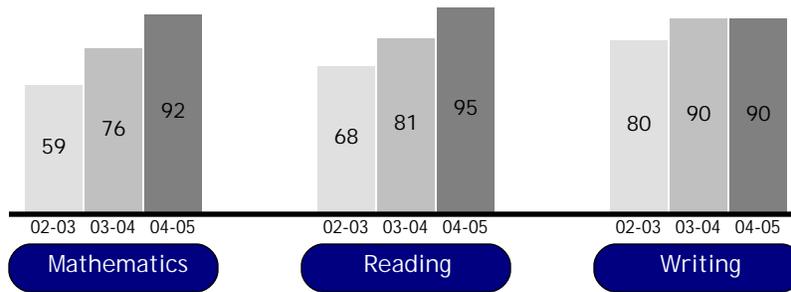
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	72	68	50	98	76	NA	58	100	65	61	47
	Language	97	66	61	43	99	69	63	50	100	63	59	47
	Mathematics	98	73	73	57	99	76	75	64	100	66	66	50
3	Reading	98	69	67	47	97	65	NA	55	97	69	62	44
	Language	100	70	70	54	100	71	74	61	97	64	57	44
	Mathematics	98	69	64	54	100	65	68	61	97	69	65	51
4	Reading	99	72	73	52	100	78	NA	56	100	65	64	48
	Language	99	68	67	48	100	70	69	52	100	66	65	49
	Mathematics	98	74	72	57	100	75	73	61	100	64	64	53
5	Reading	100	70	73	50	98	74	NA	55	100	69	68	50
	Language	100	60	63	46	98	69	67	49	100	72	68	50
	Mathematics	100	75	76	57	98	82	80	63	100	67	67	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."

Desert Willow Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Technology
- Ü Curriculum
- Ü Instruction
- Ü School Safety
- Ü Community Involvement
- Ü Strategic Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	11.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	2	0	0
10 or more years	1	12	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
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	1%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Indoor/Outdoor Performing Arts Facility
- Ü Indoor PE Area
- Ü Awesome Library

Extracurricular Activities

- Ü Birthday Book Club
- Ü Mini-museum
- Ü Girl Scouts
- Ü Musical Performances
- Ü Kickball After School
- Ü Basketball After School
- Ü Boy Scouts
- Ü Chess Club

Social Services

- Ü Kids Count
- Ü Phoenix Police Partnership
- Ü Enrichment Classes
- Ü Summer School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Over 93% of Desert Willow 3rd graders met and exceeded the Arizona Academic Standards in Math and Reading as measured by the AIMS Test.
- ü Over 92% of Desert Willow 5th graders met and exceeded the Arizona Academic Standards in Math and Reading as measured by the AIMS Test.
- ü Students at Desert Willow Elementary have shown continuous improvement in student achievement each year since the opening of our school in 1999 in reading, writing and math.
- ü Desert Willow prides itself in excellent teaching. Superior teaching was celebrated through the Milken Award during the 2002-03 school year. Teachers continually work to achieve national board certification as well as higher education degrees.

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	7	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	92	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

Desert Willow Elementary works closely with the community to provide a safe environment. The Tatum Ranch Association and Desert Willow PTO partnered with the Phoenix Police Department. Site Council has been actively involved in addressing safety each year. The Scottsdale Police Department recognized Desert Willow as an extremely safe campus in comparison to other schools in Maricopa County.

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	Jana Woodward	(480) 575-2800
Transportation Policy	Cathy Erwin	(480) 575-2080
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Rhonda Harkin	(480) 575-2877
Student Health/Nurse	Nicki Raimondi	(480) 575-2802

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.