



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2727 E Siesta Lane, Phoenix, AZ 85050

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 LEARNS<sup>1</sup>

#### 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 : Mr. Jerry Voll  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 607  
 Web Address : epage.pvUSD.k12.az.us/sces/  
 Phone Number : (602) 493-6430  
 Fax Number : (602) 493-6435  
 E-mail : jvoll@pvUSD.k12.az.us

### Mission

Provide an environment that fosters learning, so that all students can reach high levels of academic achievement; grounded in a philosophy of respect for people, places and property - with all involved working toward personal success for everyone.

### 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 Literacy (Reading): To deliver a comprehensive reading program with direct systematic teaching of phonics and all other reading strategies utilizing the CORE Knowledge Sequence, the Arizona Academic Standards and PVUSD Scope and Sequence.
- ü Literacy (Writing): To establish reading and writing as complementary procedures in which the writing process, discussion of ideas, rough draft, revision, editing, and publishing of final draft are evidenced in the classroom & are vital to learning.
- ü Literacy(Reading)to implement Foundations,a Reading System, in primary through a systematic, sequential multisensory method of instruction. This strategy correlates to the AAS and PVUSD Scope and Sequence and will be used with the basal reader.

### Enrollment

October 1, 2004 School Year Student Enrollment : 657  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 128

Instructional Programs

- Ü Core Knowledge Sequence of Skills
- Ü Arizona Academic Standards
- Ü NRP Guidelines for Reading Instruction
- Ü Project Read
- Ü Band and Strings Programs Offered
- Ü Computer Lab with Instruction
- Ü Elementary Music and Art Offered
- Ü Comprehensive Physical Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

SCE staff is committed to providing a safe and healthy learning environment. We will utilize our abundance of resources, so that students will reach their full potential and become responsible, trustworthy adults.

Parents

Parental involvement is encouraged through attendance at school functions, support of attendance & learning, awareness of school/district goals, policies and procedures, and ongoing communication with the staff regarding questions, concerns & ideas.

Transportation Policy

Grades one through six living more than one mile from the school may ride the school bus. Kindergarten students living more than a half mile from school may also ride the bus. Parent-signed permission slips are required for student participation on field trips.

School Honors

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

Award/Honor	Year
Ü National Board Certification	2004
Ü Wells Fargo Grant	2004
Ü Mobil On The Run Grant Award Winner	2004
Ü Mobil/Exxon National Workshop Award Winner	2005

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	81	2586	79306	100	100	99	465	467	445	5	6	10	16	11	18	45	50	51	33	34	20
All Students (Prior Year)	86	2710	75509	100	100	100	524	538	521	11	7	13	21	17	23	29	34	33	39	42	31
Female	36	1264	38691	100	100	99	455	466	446	6	6	10	28	11	18	34	49	52	31	34	20
Male	45	1321	40583	100	99	99	473	468	445	5	6	11	7	11	18	53	50	50	35	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	16	568	32869	100	99	99	456	435	429	20	16	15	7	21	25	40	50	51	33	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	57	1810	36197	100	100	99	465	477	463	2	4	5	19	8	11	46	49	53	33	40	31
Students with Disabilities	12	372	10321	100	100	100	439	420	389	17	23	30	25	20	27	33	43	34	25	14	9
Students without Disabilities	69	2215	69060	97	99	98	470	475	454	3	3	7	14	9	17	48	51	54	35	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	30	780	39415	100	94	96	466	439	431	0	13	15	15	21	25	52	53	50	33	13	10
Non-Economically Disadvantaged	51	1807	39966	100	100	100	464	479	459	8	3	6	17	6	12	42	48	52	33	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	81	2577	79395	100	0	99	462	468	446	5	6	9	19	16	25	61	58	55	15	21	11
All Students (Prior Year)	86	2702	75492	100	100	100	527	528	519	8	7	12	15	12	16	44	49	47	32	32	24
Female	36	1261	38743	100	0	100	461	473	451	3	5	7	25	14	24	59	57	57	13	24	12
Male	45	1315	40618	100	0	99	463	464	440	7	6	11	14	17	27	63	59	53	16	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	16	563	32915	100	0	99	448	430	426	20	17	15	27	32	35	40	44	47	13	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	57	1805	36221	100	0	99	467	480	465	2	2	4	15	11	15	65	61	63	17	25	17
Students with Disabilities	12	364	10331	100	0	100	443	419	388	8	19	25	25	31	37	67	42	34	0	8	4
Students without Disabilities	69	2214	69139	97	0	99	466	476	454	5	3	7	17	13	24	60	60	58	17	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	30	771	39484	100	0	96	462	436	429	4	13	14	26	31	35	48	50	47	22	6	4
Non-Economically Disadvantaged	51	1807	39986	100	0	100	462	482	461	6	2	4	15	9	16	69	61	63	10	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	81	2578	78869	100	99	99	486	467	442	1	4	6	7	12	21	64	65	63	28	19	10
All Students (Prior Year)	86	2688	75053	100	99	99	653	634	597	1	4	7	4	8	12	80	74	72	14	14	9
Female	36	1260	38536	100	100	99	485	479	458	3	4	4	6	8	15	53	63	67	38	25	14
Male	45	1318	40302	100	99	99	487	455	428	0	5	8	7	15	26	72	67	60	21	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	16	565	32606	100	99	98	457	430	426	7	10	8	7	21	27	80	63	60	7	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	57	1804	36078	100	100	99	492	478	459	0	3	4	8	9	16	60	66	66	33	22	14
Students with Disabilities	12	369	10246	100	100	100	428	403	367	8	16	18	25	29	39	50	48	40	17	8	4
Students without Disabilities	69	2210	68697	97	99	98	498	478	454	0	3	4	3	9	18	67	68	67	30	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	30	776	39106	100	94	95	482	430	427	0	9	8	4	22	28	78	63	59	19	5	5
Non-Economically Disadvantaged	51	1803	39837	100	100	100	489	482	457	2	2	4	8	7	14	56	66	67	33	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	90	2711	78906	97	100	99	497	515	498	13	8	13	20	13	19	51	50	48	16	29	20
All Students (Prior Year)	88	2756	76019	100	100	100	504	513	499	7	9	14	46	32	39	13	16	14	34	43	33
Female	40	1325	38644	98	100	99	499	517	500	8	7	12	22	13	19	50	51	49	19	29	19
Male	50	1384	40236	96	100	99	496	514	497	16	9	15	18	13	19	52	49	46	14	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	21	565	31938	100	100	99	465	484	481	39	19	19	22	24	25	39	46	46	0	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	61	1938	36483	95	100	99	506	525	517	5	5	7	20	10	13	53	51	51	22	34	30
Students with Disabilities	15	394	10664	100	100	100	455	451	430	43	29	42	21	25	27	36	37	26	0	9	5
Students without Disabilities	75	2317	68310	93	98	98	506	526	509	6	5	9	20	11	18	55	52	51	20	33	22
Limited English Proficient Students	NC	270	12573	NC	100	100	NC	448	454	NC	24	27	NC	29	30	NC	40	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	798	38679	97	95	96	478	487	483	24	19	20	27	20	25	45	49	45	3	12	10
Non-Economically Disadvantaged	56	1913	40295	97	100	100	510	527	513	4	4	7	15	10	13	55	50	50	26	36	30

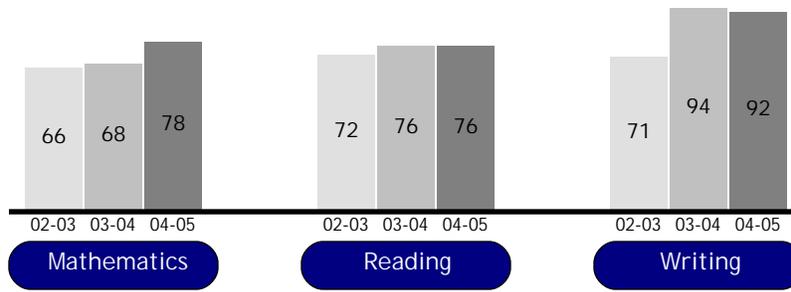
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2712	78908	97	0	99	480	499	484	9	6	10	29	15	23	60	65	58	3	14	9
All Students (Prior Year)	88	2754	76020	100	100	100	508	510	503	19	17	25	26	18	23	38	47	40	17	18	12
Female	40	1327	38648	98	0	99	485	504	489	6	5	8	22	14	22	72	65	61	0	16	10
Male	50	1383	40233	96	0	99	475	494	479	11	7	12	34	17	25	50	66	55	5	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	21	564	31940	100	0	99	457	467	465	22	15	16	33	33	32	44	48	49	0	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	61	1940	36502	95	0	99	487	508	502	5	3	4	27	11	14	64	69	67	4	17	15
Students with Disabilities	15	394	10665	100	0	100	442	442	423	29	19	30	57	31	36	14	48	31	0	2	2
Students without Disabilities	75	2318	68312	93	0	98	488	508	493	5	4	7	23	13	21	70	68	62	3	16	10
Limited English Proficient Students	NC	269	12556	NC	0	100	NC	431	436	NC	20	24	NC	40	40	NC	39	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	798	38662	97	0	96	467	474	468	15	14	16	33	29	32	52	54	49	0	4	3
Non-Economically Disadvantaged	56	1914	40315	97	0	100	488	509	498	4	2	5	26	10	15	66	70	66	4	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	89	2708	78750	96	100	99	489	516	500	5	4	6	40	21	29	55	71	63	0	3	2
All Students (Prior Year)	88	2748	75673	100	99	100	587	558	530	4	7	12	15	18	25	71	68	58	10	7	4
Female	39	1324	38586	95	100	99	510	531	515	3	2	4	19	13	22	78	79	71	0	5	3
Male	50	1382	40135	96	100	99	473	501	486	7	5	8	57	29	35	36	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	20	562	31841	95	100	99	468	485	483	6	9	8	53	36	36	41	54	55	0	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	62	1939	36440	97	100	99	496	524	516	4	2	3	39	18	22	57	76	71	0	4	4
Students with Disabilities	15	395	10622	100	100	100	448	441	415	7	13	21	79	47	50	14	40	28	0	1	1
Students without Disabilities	74	2313	68196	91	98	98	498	528	513	5	2	3	32	17	25	64	77	69	0	4	3
Limited English Proficient Students	NC	269	12504	NC	100	100	NC	444	451	NC	13	12	NC	41	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	33	797	38558	94	94	96	471	487	485	9	9	8	47	35	37	44	55	54	0	1	1
Non-Economically Disadvantaged	56	1911	40260	97	100	100	502	527	514	2	2	3	35	16	21	63	78	72	0	5	4

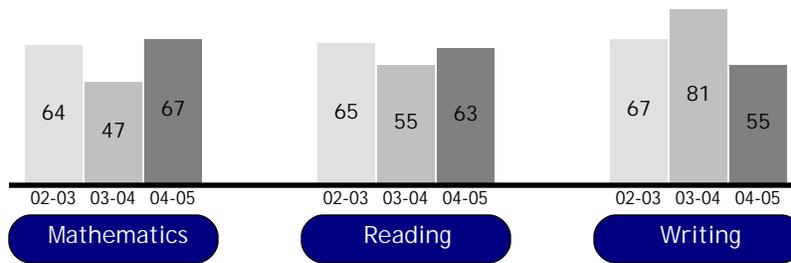
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	90	58	61	50	77	56	NA	58	99	45	55	47
	Language	100	48	54	43	100	48	59	50	99	46	55	47
	Mathematics	99	57	67	57	99	50	68	64	100	45	56	50
3	Reading	94	47	60	47	98	57	NA	55	100	53	56	44
	Language	100	49	64	54	98	62	69	61	100	49	55	44
	Mathematics	97	57	66	54	98	66	69	61	100	58	60	51
4	Reading	96	60	65	52	100	58	NA	56	99	56	58	48
	Language	97	55	60	48	100	52	63	52	99	56	57	49
	Mathematics	100	54	69	57	100	50	72	61	99	59	61	53
5	Reading	97	60	64	50	98	62	NA	55	97	46	58	50
	Language	97	58	58	46	100	57	60	49	97	43	59	50
	Mathematics	97	65	69	57	100	62	72	63	97	47	57	49
6	Reading	98	65	67	53	100	63	NA	56	100	56	61	51
	Language	100	57	60	45	100	61	61	48	100	50	57	47
	Mathematics	98	74	74	62	100	76	76	66	100	55	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/](http://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 School Safety
- Ü Communication Between School & Community
- Ü Publishing Lab
- Ü Tax Credit Program Ideas
- Ü Leadership Management Team

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

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 Math/Science Lab
- Ü Library
- Ü Computer Learning Center
- Ü Multipurpose/Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü Writing/Tutoring activities w/ TaxCredit
- Ü Band
- Ü Math Tutoring Program
- Ü Chorus
- Ü High School Helpers Program
- Ü Strings
- Ü Community Service Work

Social Services

- Ü B/A Mascot Club School Child Care
- Ü Holiday Shop Activities
- Ü Breakfast/Lunch Programs
- Ü Summer/Holiday Child Care
- Ü .5 Social Worker

School Achievements/Accomplishments 2004-05

SEI: to deliver a comprehensive, literacy based vocabulary development program utilizing explicit instruction in phonics, phonemic awareness, the writing process and reading. Both AZ State and ESL Standards are used to accomplish literacy goals.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Work constantly with staff and students to promote safe practices. Student-to-student harassment policy is in place for all students. Our citizenship program assists in maintaining and promoting a safe and orderly environment for all.

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	Susan Hughes/Cheryl Cipriano	(602) 493-6430
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Marianne Krivan	(602) 493-6436
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Jacqui Perrone	(602) 493-6430
Student Health/Nurse	Linda Keller	(602) 493-6433

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](http://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](http://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](http://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.