

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

21150 North Arrowhead Loop Road, Glendale, AZ 85308

Deer 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	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Carol Butler
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 673
 Web Address : legendsprings.dvUSD.org/
 Phone Number : (623) 376-4500
 Fax Number : (623) 376-4580
 E-mail : carol.butler@ls.dvUSD.org

Mission

Legend Springs School will provide a safe learning environment where every child will learn the academic, technological and social skills necessary to succeed in the classroom and society. Legends will provide an atmosphere of responsibility, cooperation, and respect through integrated and interdisciplinary experiences, which will challenge and encourage students to learn. Legend Springs encourages staff and students to set and strive to meet goals of academic excellence and personal growth.

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 To extend learning opportunities by providing choices for academic learning beyond the typical school day and setting.
- ü To strengthen the community's perception of the school by providing a safe and orderly environment for students, staff and community.
- ü To help students to become personally responsible for their studies and study skill development. To help our students grow into independent, life long learners who strive for excellence in all aspects of their lives.

Enrollment

October 1, 2004 School Year Student Enrollment : 691
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 69

Instructional Programs

- ü Gifted
- ü Resource
- ü Success in Reading/DIBELS
- ü Reading Support Groups

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 :	5/26/2006

Shared Responsibilities

School

The responsibilities of LS are implementation of site-based management and a safe school environment. We provide guidance in five goal areas: Raising Expectations; District Image; Alternatives, Options, Choices; Parent/Community Involvement; Growth.

Parents

We believe the parents' responsibilities include sending children to school everyday that school is in session. Including Early Release Staff Development Days. We expect that our parents will send students to school on time, appropriately dressed, rested, and ready to learn.

Transportation Policy

Students are bused in grades 1-6 if their residence is more than a one-mile radius from school. All KD children are transported beyond a one-half mile radius and special education students with a handicap are transported as required by their IEPs.

School Honors

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

Award/Honor	Year
ü Chess Club Governor's Cup Trophy	2002
ü PTA Membership Award	2000
ü Teacher of The Year Award	2003
ü Westside Food Bank Achievement Award	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	95	2698	79306	100	99	99	491	462	445	0	6	10	3	12	18	53	54	51	44	29	20
All Students (Prior Year)	99	2528	75509	100	99	100	530	532	521	3	7	13	18	19	23	46	38	33	33	36	31
Female	50	1299	38691	100	99	99	489	462	446	0	5	10	2	12	18	59	55	52	39	28	20
Male	45	1398	40583	100	99	99	494	462	445	0	6	11	4	12	18	47	52	50	49	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	76	2110	36197	100	99	99	490	465	463	0	5	5	4	10	11	48	53	53	48	31	31
Students with Disabilities	14	411	10321	100	100	100	452	411	389	0	24	30	17	24	27	67	39	34	17	13	9
Students without Disabilities	81	2289	69060	99	98	98	497	471	454	0	2	7	1	10	17	51	56	54	48	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	92	2443	39966	100	100	100	491	463	459	0	5	6	3	11	12	53	54	52	44	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	95	2697	79395	100	0	99	489	465	446	0	4	9	8	17	25	64	63	55	29	17	11
All Students (Prior Year)	99	2538	75492	100	100	100	532	528	519	3	7	12	9	12	16	56	52	47	31	30	24
Female	50	1298	38743	100	0	100	494	471	451	0	3	7	7	14	24	61	64	57	33	20	12
Male	45	1395	40618	100	0	99	483	459	440	0	5	11	9	19	27	67	62	53	24	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	76	2108	36221	100	0	99	488	468	465	0	3	4	10	14	15	60	64	63	30	18	17
Students with Disabilities	14	412	10331	100	0	100	449	413	388	0	16	25	33	38	37	58	37	34	8	8	4
Students without Disabilities	81	2287	69139	99	0	99	495	474	454	0	2	7	4	13	24	65	67	58	32	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	92	2441	39986	100	0	100	489	466	461	0	4	4	8	16	16	64	63	63	28	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	93	2692	78869	98	99	99	495	460	442	1	3	6	8	15	21	60	67	63	31	14	10
All Students (Prior Year)	99	2525	75053	100	99	99	643	625	597	0	4	7	7	8	12	79	76	72	14	12	9
Female	48	1299	38536	96	99	99	517	476	458	0	2	4	0	10	15	59	68	67	41	20	14
Male	45	1392	40302	100	99	99	474	445	428	2	4	8	16	20	26	60	67	60	22	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	74	2106	36078	97	99	99	489	462	459	1	3	4	10	14	16	62	68	66	27	15	14
Students with Disabilities	14	409	10246	100	100	100	425	392	367	8	12	18	42	38	39	33	46	40	17	4	4
Students without Disabilities	79	2285	68697	96	98	98	506	472	454	0	2	4	3	11	18	64	71	67	34	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	90	2439	39837	98	100	100	495	461	457	1	3	4	8	15	14	59	68	67	32	14	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	124	2877	78906	100	100	99	539	510	498	2	6	13	3	14	19	61	58	48	34	22	20
All Students (Prior Year)	116	2572	76019	100	100	100	534	517	499	1	5	14	17	33	39	19	18	14	63	44	33
Female	61	1429	38644	100	100	99	541	511	500	0	4	12	5	14	19	59	60	49	36	22	19
Male	63	1450	40236	100	100	99	537	509	497	4	7	15	2	14	19	63	56	46	32	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	106	2268	36483	100	100	99	537	513	517	1	5	7	3	12	13	65	59	51	31	24	30
Students with Disabilities	10	412	10664	100	100	100	498	442	430	10	28	42	20	27	27	60	39	26	10	6	5
Students without Disabilities	114	2467	68310	97	98	98	543	522	509	1	2	9	2	12	18	61	61	51	36	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	123	2644	40295	100	100	100	539	511	513	2	6	7	4	13	13	61	59	50	34	23	30

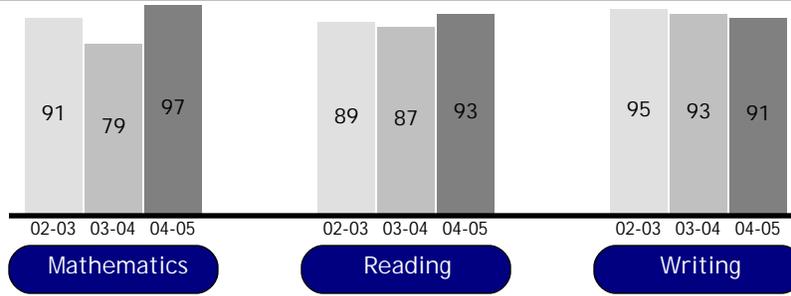
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2878	78908	100	0	99	521	497	484	0	4	10	9	16	23	73	69	58	18	11	9
All Students (Prior Year)	116	2572	76020	100	100	100	524	510	503	3	14	25	10	21	23	60	50	40	27	15	12
Female	61	1429	38648	100	0	99	529	502	489	0	3	8	3	13	22	78	71	61	19	13	10
Male	63	1451	40233	100	0	99	513	492	479	0	5	12	14	19	25	68	67	55	18	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	106	2268	36502	100	0	99	518	501	502	0	3	4	9	14	14	77	71	67	13	12	15
Students with Disabilities	10	412	10665	100	0	100	491	432	423	0	17	30	50	40	36	40	39	31	10	3	2
Students without Disabilities	114	2468	68312	97	0	98	524	508	493	0	2	7	5	12	21	76	74	62	19	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	123	2646	40315	100	0	100	521	498	498	0	4	5	9	15	15	73	69	66	18	12	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	123	2869	78750	99	100	99	544	514	500	0	3	6	15	23	29	77	70	63	8	4	2
All Students (Prior Year)	115	2565	75673	99	100	100	554	553	530	2	7	12	18	20	25	79	66	58	1	6	4
Female	61	1424	38586	100	100	99	560	530	515	0	2	4	9	14	22	79	78	71	12	6	3
Male	62	1447	40135	98	99	99	528	498	486	0	5	8	21	32	35	75	62	56	4	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	106	2261	36440	100	100	99	542	517	516	0	3	3	16	21	22	77	72	71	6	4	4
Students with Disabilities	10	408	10622	100	100	100	514	432	415	0	14	21	50	47	50	40	37	28	10	2	1
Students without Disabilities	113	2463	68196	97	98	98	547	528	513	0	2	3	12	19	25	81	75	69	8	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	122	2637	40260	99	100	100	545	516	514	0	3	3	15	22	21	77	71	72	8	4	4

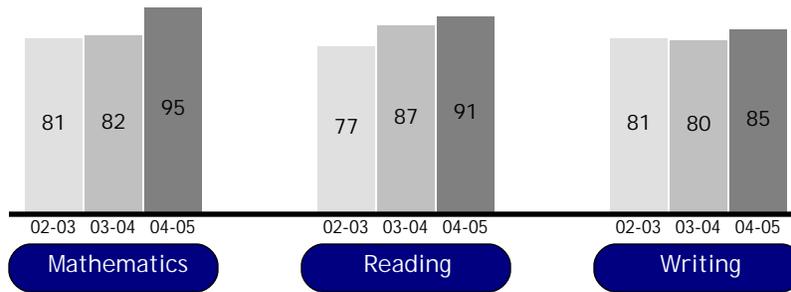
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	74	63	50	100	76	NA	58	100	66	57	47
	Language	99	67	58	43	100	74	61	50	100	67	58	47
	Mathematics	98	85	70	57	100	80	72	64	100	71	62	50
3	Reading	97	71	61	47	99	72	NA	55	100	66	55	44
	Language	98	79	67	54	100	80	70	61	100	62	53	44
	Mathematics	100	74	66	54	100	77	69	61	100	72	60	51
4	Reading	99	76	66	52	96	78	NA	56	99	70	57	48
	Language	96	75	61	48	99	75	63	52	99	71	59	49
	Mathematics	98	88	73	57	98	89	74	61	99	74	63	53
5	Reading	95	70	62	50	99	77	NA	55	100	67	60	50
	Language	96	68	57	46	99	75	60	49	100	69	59	50
	Mathematics	97	85	73	57	98	89	75	63	100	72	58	49
6	Reading	97	75	66	53	98	72	NA	56	100	69	61	51
	Language	97	71	60	45	98	71	60	48	100	65	58	47
	Mathematics	95	90	79	62	97	89	79	66	100	76	66	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)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Provide Stewardship for Council Funds
- Ü Oversight Committee/Contin. Improvement
- Ü Evaluate Data/Provide Direction

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Media Center

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chess Club
- Ü Intramurals and Sports
- Ü Chorus
- Ü Pom and Cheer Class
- Ü Boy and Girl Scouts of America
- Ü Hip Hop Dance Class

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü Community Classes
- Ü Breakfast Program
- Ü KD Enrichment Program
- Ü Before and After School Program (YMCA)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Legend Springs is continually recognized for its contributions to the community. In 2005 we were honored by the American Red Cross for our generous fund raising effort which raised over \$20,000. to aid the Tsunami victims.

- ü Each Friday morning, Legend Springs students and staff participate in a Flagpole Ceremony to honor the flag and receive special announcements and recognitions.

- ü Legend Springs 4th grade class had the honor of having the 2nd highest AIMS scores in the State in the area of Reading during the 04-05 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	3	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	96	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

LS has an Emergency Preparedness Plan which is exercised on a regular basis. We have initiated a Safe School Action Plan. Fire drills, lock-down drills, and evacuation drills are practiced regularly to ensure safety for all of students and staff. The City of Glendale Fire Marshall makes an annual visit to our school making sure we are in accordance with all the city rules, regulations, and codes. Our cafeteria is regularly inspected by the health department.

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	Carol Butler	(623) 376-4500
Transportation Policy	Tamara Teague	(623) 467-5090
Community Resources	Sandy Dressman	(623) 376-4504
School Nutrition Programs	Bobbie Jo Sandy	(623) 376-4514
Parent Organization	Carol Ayotte	(623) 376-4500
Student Health/Nurse	Michele Hart	(623) 376-4510

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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