

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10101 E. Thompson Peak Parkway, Scottsdale, AZ 85255

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Sheila Ann Burnham
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-5
 2005 Enrollment : 519
 Web Address : susd.org
 Phone Number : (480) 484-1400
 Fax Number : (480) 484-1501
 E-mail : sburnham@susd.org

Mission

Our mission is to ensure that every student demonstrates measurable gains towards AZ State Standards, develops personal expression through academics, the arts and physical education, and displays personal integrity through life skills.

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 increase student achievement in math as measured by AIMS. The percentage of third and/or fifth grade students who meet or exceed the standards will increase by two percent from the 2005 AIMS scores for total math.
- ü To increase student safety, 90 percent of our grade 3 - 5 students will be trained in peer mediation. Ninety percent of the staff will apply to procedures for fire drills and lock downs and be trained for evacuation.
- ü One-hundred percent of full-time teachers will create and update a web page to communicate with parents. Ninety percent of the K-5 students will produce a grade appropriate product using technology.
- ü Ninety percent of full and part-time staff will participate in six hours of professional development that relates to our school improvement goals.

Enrollment

October 1, 2004 School Year Student Enrollment : 440
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 115

Instructional Programs

- ü Gifted and Special Needs Services
- ü Music , Art and Physical Education
- ü All Day Kindergarten Option
- ü Technology

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are dedicated to holding high expectations for student achievement and behavior; maintaining open, timely, and regular communication with parents; ensuring the safety of students; effectively using school time; and ensuring that students succeed.

Parents

Copper Ridge Elementary enjoys a high level of parent involvement and cooperation. We ask that parents be involved in school, support school and District policies, reinforce learning at home, and maintain open and regular communication with teachers.

Transportation Policy

The safety of riders is the first priority. SUSD vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted by all students and staff. Our transportation policy is the one used by all Scottsdale Schools.

School Honors

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

Award/Honor	Year
ü Charros Teacher Award	2004
ü SUSD Student Poetry Winners	2004
ü Silver Apple Teacher Award	2003
ü Student Constitution Commemoration Essay Winners	2002

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	83	1876	79306	100	100	99	480	472	445	3	6	10	8	10	18	45	46	51	45	39	20
All Students (Prior Year)	61	1952	75509	98	99	100	560	548	521	2	6	13	18	13	23	30	31	33	51	49	31
Female	35	912	38691	100	100	99	481	472	446	3	6	10	9	10	18	47	46	52	41	38	20
Male	47	964	40583	100	100	99	482	472	445	2	5	11	5	10	18	44	46	50	49	40	21
African American	--	49	4041	--	100	99	--	436	426	--	13	17	--	28	23	--	50	50	--	10	10
Hispanic	--	297	32869	--	100	99	--	438	429	--	13	15	--	21	25	--	50	51	--	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	--	39	4264	--	98	100	--	418	419	--	20	19	--	17	30	--	46	45	--	17	6
White	79	1420	36197	100	100	99	480	480	463	3	4	5	8	7	11	44	45	53	44	44	31
Students with Disabilities	NC	279	10321	NC	100	100	NC	421	389	NC	22	30	NC	21	27	NC	35	34	NC	22	9
Students without Disabilities	79	1598	69060	100	98	98	483	481	454	1	3	7	7	8	17	47	48	54	44	42	22
Limited English Proficient Students	--	196	15509	--	100	100	--	412	406	--	19	20	--	22	30	--	44	45	--	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	395	39415	--	95	96	--	437	431	--	17	15	--	22	25	--	45	50	--	16	10
Non-Economically Disadvantaged	83	1482	39966	100	100	100	480	481	459	3	3	6	8	7	12	45	46	52	45	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1876	79395	100	0	99	478	469	446	0	5	9	11	14	25	74	61	55	16	20	11
All Students (Prior Year)	61	1954	75492	98	99	100	532	537	519	3	4	12	10	9	16	55	47	47	32	40	24
Female	35	913	38743	100	0	100	483	474	451	0	4	7	12	13	24	65	59	57	24	24	12
Male	47	963	40618	100	0	99	474	465	440	0	5	11	7	15	27	83	63	53	10	17	9
African American	--	49	4052	--	0	100	--	443	434	--	10	11	--	28	29	--	55	54	--	8	6
Hispanic	--	296	32915	--	0	99	--	436	426	--	12	15	--	31	35	--	49	47	--	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	--	39	4271	--	0	100	--	420	420	--	14	15	--	20	42	--	57	41	--	9	2
White	79	1421	36221	100	0	99	476	477	465	0	3	4	11	10	15	75	64	63	14	23	17
Students with Disabilities	NC	278	10331	NC	0	100	NC	417	388	NC	16	25	NC	30	37	NC	44	34	NC	9	4
Students without Disabilities	79	1599	69139	100	0	99	479	479	454	0	3	7	10	11	24	75	64	58	15	22	11
Limited English Proficient Students	--	196	15545	--	0	100	--	406	399	--	19	21	--	32	42	--	43	35	--	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	394	39484	--	0	96	--	435	429	--	14	14	--	32	35	--	47	47	--	7	4
Non-Economically Disadvantaged	83	1483	39986	100	0	100	478	478	461	0	2	4	11	9	16	74	65	63	16	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1845	78869	100	98	99	483	475	442	0	3	6	8	9	21	76	69	63	16	20	10
All Students (Prior Year)	61	1952	75053	98	99	99	671	649	597	0	3	7	5	6	12	75	72	72	20	18	9
Female	35	898	38536	100	98	99	499	486	458	0	4	4	3	6	15	71	64	67	26	26	14
Male	47	947	40302	100	98	99	469	465	428	0	2	8	12	11	26	80	73	60	7	13	7
African American	--	48	4015	--	100	99	--	463	430	--	3	8	--	21	24	--	64	61	--	13	7
Hispanic	--	295	32606	--	100	98	--	437	426	--	6	8	--	21	27	--	66	60	--	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	--	38	4245	--	95	100	--	423	423	--	12	9	--	15	26	--	65	61	--	9	4
White	79	1395	36078	100	98	99	482	483	459	0	2	4	7	6	16	79	70	66	14	22	14
Students with Disabilities	NC	277	10246	NC	100	100	NC	413	367	NC	12	18	NC	21	39	NC	58	40	NC	8	4
Students without Disabilities	79	1569	68697	100	97	98	483	486	454	0	1	4	8	6	18	75	71	67	17	22	11
Limited English Proficient Students	--	195	15339	--	100	100	--	412	399	--	8	11	--	26	31	--	58	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	390	39106	--	94	95	--	437	427	--	6	8	--	23	28	--	67	59	--	4	5
Non-Economically Disadvantaged	83	1456	39837	100	99	100	483	484	457	0	2	4	8	5	14	76	69	67	16	23	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2119	78906	100	100	99	548	534	498	0	4	13	9	10	19	33	45	48	58	41	20
All Students (Prior Year)	42	2037	76019	98	99	100	537	535	499	2	4	14	17	22	39	24	15	14	57	60	33
Female	41	1005	38644	100	100	99	544	532	500	0	4	12	13	10	19	23	47	49	65	39	19
Male	49	1115	40236	100	100	99	551	536	497	0	5	15	7	9	19	42	43	46	51	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	NC	320	31938	NC	100	99	NC	499	481	NC	12	19	NC	19	25	NC	51	46	NC	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	--	30	4593	--	100	100	--	505	467	--	4	26	--	25	29	--	46	39	--	25	6
White	85	1643	36483	100	100	99	546	541	517	0	3	7	10	8	13	34	44	51	56	46	30
Students with Disabilities	NC	284	10664	NC	100	100	NC	474	430	NC	18	42	NC	27	27	NC	41	26	NC	15	5
Students without Disabilities	84	1836	68310	100	98	98	559	543	509	0	2	9	5	7	18	33	46	51	62	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	444	38679	--	97	96	--	500	483	--	12	20	--	21	25	--	48	45	--	19	10
Non-Economically Disadvantaged	90	1676	40295	100	100	100	548	542	513	0	2	7	9	7	13	33	44	50	58	47	30

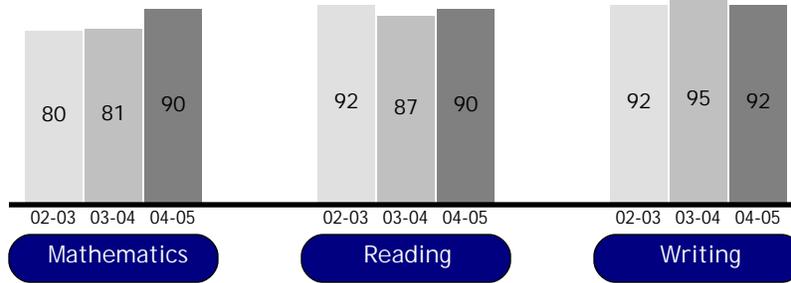
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2113	78908	100	0	99	523	513	484	0	3	10	6	11	23	62	65	58	32	20	9
All Students (Prior Year)	42	2037	76020	98	99	100	534	519	503	2	9	25	12	14	23	38	52	40	48	26	12
Female	41	1002	38648	100	0	99	519	516	489	0	2	8	5	10	22	65	65	61	30	22	10
Male	49	1112	40233	100	0	99	526	510	479	0	3	12	7	12	25	60	65	55	33	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	NC	319	31940	NC	0	99	NC	480	465	NC	9	16	NC	28	32	NC	55	49	NC	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	--	30	4569	--	0	100	--	490	457	--	4	18	--	25	39	--	63	41	--	8	2
White	85	1638	36502	100	0	99	522	519	502	0	2	4	5	7	14	65	68	67	30	23	15
Students with Disabilities	NC	279	10665	NC	0	100	NC	461	423	NC	11	30	NC	32	36	NC	51	31	NC	5	2
Students without Disabilities	84	1835	68312	100	0	98	533	521	493	0	2	7	5	8	21	61	68	62	34	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	441	38662	--	0	96	--	482	468	--	9	16	--	29	32	--	53	49	--	9	3
Non-Economically Disadvantaged	90	1673	40315	100	0	100	523	520	498	0	1	5	6	7	15	62	69	66	32	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2114	78750	100	100	99	551	536	500	0	2	6	4	13	29	89	79	63	7	7	2
All Students (Prior Year)	42	2034	75673	98	99	100	602	577	530	0	5	12	18	16	25	63	69	58	20	10	4
Female	41	1004	38586	100	100	99	555	549	515	0	1	4	0	8	22	88	80	71	13	11	3
Male	49	1111	40135	100	100	99	548	525	486	0	3	8	7	17	35	91	77	56	2	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	NC	319	31841	NC	100	99	NC	507	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	--	30	4586	--	100	100	--	505	481	--	13	8	--	13	37	--	71	54	--	4	1
White	85	1641	36440	100	100	99	551	543	516	0	1	3	4	10	22	89	81	71	8	8	4
Students with Disabilities	NC	282	10622	NC	100	100	NC	478	415	NC	7	21	NC	33	50	NC	58	28	NC	1	1
Students without Disabilities	84	1833	68196	100	98	98	559	546	513	0	1	3	4	10	25	89	82	69	8	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	444	38558	--	97	96	--	503	485	--	5	8	--	28	37	--	65	54	--	2	1
Non-Economically Disadvantaged	90	1671	40260	100	100	100	551	545	514	0	1	3	4	9	21	89	82	72	7	8	4

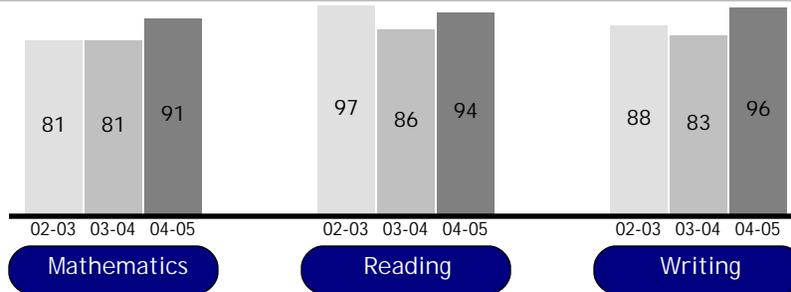
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	71	66	50	97	65	NA	58	99	70	62	47
	Language	100	73	61	43	99	62	68	50	99	66	64	47
	Mathematics	100	81	72	57	99	69	79	64	100	74	67	50
3	Reading	100	76	70	47	100	70	NA	55	100	63	57	44
	Language	100	80	75	54	100	80	77	61	100	66	57	44
	Mathematics	100	71	73	54	100	73	76	61	100	70	65	51
4	Reading	100	79	75	52	97	87	NA	56	100	69	61	48
	Language	97	70	68	48	99	74	69	52	100	72	64	49
	Mathematics	100	83	78	57	99	84	79	61	100	79	66	53
5	Reading	100	80	70	50	98	77	NA	55	100	71	64	50
	Language	100	75	65	46	98	69	69	49	100	74	65	50
	Mathematics	98	88	77	57	98	84	83	63	100	74	65	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Provide Input on the School Mission
- Ü Oversight of Other Committees
- Ü Monitor School Improvement Plan
- Ü Provide Input on Family Handbook

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.40
Other Professional Staff	9.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
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 Media Center
- Ü Computer Lab
- Ü Band and Strings Rooms
- Ü Art Room

Extracurricular Activities

- Ü Spelling Bee
- Ü Word Masters/Math Olympiads
- Ü Art Masterpiece/Music Memory
- Ü Student Council
- Ü Battle of the Books
- Ü Geography Bee

Social Services

- Ü Scottsdale Prevention Institute
- Ü On Site Liaison Officer
- Ü Health Services
- Ü Outstanding Parent Teacher Organization

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü On the 2004 AIMS for fifth graders 93% percent of the students met or exceeded standards in math, 97% percent met or exceeded standards in writing, and 94% percent met or exceeded standards in reading.

- ü On the 2005 Parent Survey, 90.1 percent of the parents agreed that CRES is a safe and orderly school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	94	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

We focus on student use of life skills and teach students how to resolve conflict. Specific safety procedures are in place and practiced regularly. Safety rules are clear and implemented. Visitors sign in and wear badges. A crisis plan is in place.

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	Sheila Burnham	(480) 484-1400
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Keith Sterling	(480) 484-6111
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Cheryl Crone	(480) 513-6954
Student Health/Nurse	Victoria Trahan	(480) 484-6209

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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