

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7690 E. Williams Dr., Scottsdale, AZ 85255

Paradise Valley Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Not Evaluated
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Sam Cianfarano
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 930
 Web Address :
 Phone Number : (480) 538-7120
 Fax Number : (480) 538-7125
 E-mail : scianfarano@pvusd.k12.az.us

Mission

Pinnacle Peak Elementary is committed to achieving high academic standards and a lifelong love of learning. Through a partnership between school, family, and community, students will maximize their potential using the Core® Knowledge sequence and state and district standards. As a diverse community of learners, we will encourage a cooperative and collaborative effort to maintain a safe, healthy and respectful environment.

School / Academic Goals

- ü Implement Core® Knowledge in all curricular areas; maximize the use of technology to enhance student learning; implement Accelerated Reader to improve student reading comprehension and to track student progress; complete Long Range Planning process.
- ü Maintain a philosophy of continuous progress and emphasize improving student achievement by analyzing disaggregated data results from AIMS and Terra Nova testing. Action plans created by grade level to address standards identified for improvement.
- ü Continue implementation of Olweus Bully Prevention. Refine strategies and procedures for dealing with bullies, victims and bystanders. Continue emphasis on Life Skills to foster respect and good citizenship. Provide positive role models for students.

Enrollment

October 1, 2004 School Year Student Enrollment : 884
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- Core® Knowledge Curriculum
- Reading Intervention Program
- Honors Program
- Integrated Curriculum/Instruction
- Accelerated Reader

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

PPES provides students with a safe, healthy environment conducive to learning, enabling students to develop their potential academically, socially, emotionally and physically. Students will become decision makers and productive members of society.

Parents

Pinnacle Peak encourages and invites parents to participate in the education of their children. Parent involvement is a key factor in the success a child attains at school. Parents are greeted as partners in our school.

Transportation Policy

Bus transportation services are provided for kindergarten students who reside more than one-half mile from the school, and for 1st through 6th grade students residing more than one mile from the school.

School Honors

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

Award/Honor	Year
• National Aeronautics Award 1st Place	2005
• Milken Foundation Award	2004
• Paradise Valley District Purchase Award	2003
• Multiple Winners AZ Duck Stamp Awards	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	125	2586	79306	100	100	99	486	467	445	1	6	10	4	11	18	52	50	51	43	34	20
All Students (Prior Year)	111	2710	75509	100	100	100	562	538	521	0	7	13	10	17	23	40	34	33	50	42	31
Female	61	1264	38691	100	100	99	487	466	446	2	6	10	2	11	18	52	49	52	44	34	20
Male	64	1321	40583	100	99	99	485	468	445	0	6	11	7	11	18	52	50	50	41	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	NC	568	32869	NC	99	99	NC	435	429	NC	16	15	NC	21	25	NC	50	51	NC	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	115	1810	36197	100	100	99	486	477	463	1	4	5	4	8	11	53	49	53	43	40	31
Students with Disabilities	NC	372	10321	NC	100	100	NC	420	389	NC	23	30	NC	20	27	NC	43	34	NC	14	9
Students without Disabilities	119	2215	69060	100	99	98	488	475	454	1	3	7	3	9	17	52	51	54	44	37	22
Limited English Proficient Students	--	301	15509	--	100	100	--	413	406	--	21	20	--	27	30	--	46	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	780	39415	NC	94	96	NC	439	431	NC	13	15	NC	21	25	NC	53	50	NC	13	10
Non-Economically Disadvantaged	124	1807	39966	100	100	100	486	479	459	1	3	6	4	6	12	52	48	52	43	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	125	2577	79395	100	0	99	496	468	446	2	6	9	4	16	25	60	58	55	34	21	11
All Students (Prior Year)	111	2702	75492	100	100	100	541	528	519	4	7	12	4	12	16	56	49	47	37	32	24
Female	61	1261	38743	100	0	100	504	473	451	2	5	7	2	14	24	52	57	57	44	24	12
Male	64	1315	40618	100	0	99	488	464	440	2	6	11	7	17	27	67	59	53	25	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	NC	563	32915	NC	0	99	NC	430	426	NC	17	15	NC	32	35	NC	44	47	NC	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	115	1805	36221	100	0	99	496	480	465	2	2	4	4	11	15	61	61	63	33	25	17
Students with Disabilities	NC	364	10331	NC	0	100	NC	419	388	NC	19	25	NC	31	37	NC	42	34	NC	8	4
Students without Disabilities	119	2214	69139	100	0	99	499	476	454	1	3	7	3	13	24	62	60	58	35	23	11
Limited English Proficient Students	--	300	15545	--	0	100	--	401	399	--	23	21	--	44	42	--	32	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	771	39484	NC	0	96	NC	436	429	NC	13	14	NC	31	35	NC	50	47	NC	6	4
Non-Economically Disadvantaged	124	1807	39986	100	0	100	496	482	461	2	2	4	4	9	16	60	61	63	35	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	123	2578	78869	98	99	99	497	467	442	0	4	6	4	12	21	71	65	63	25	19	10
All Students (Prior Year)	110	2688	75053	99	99	99	710	634	597	0	4	7	1	8	12	75	74	72	24	14	9
Female	60	1260	38536	98	100	99	509	479	458	0	4	4	2	8	15	60	63	67	38	25	14
Male	63	1318	40302	98	99	99	484	455	428	0	5	8	7	15	26	82	67	60	12	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	NC	565	32606	NC	99	98	NC	430	426	NC	10	8	NC	21	27	NC	63	60	NC	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	113	1804	36078	98	100	99	497	478	459	0	3	4	4	9	16	71	66	66	25	22	14
Students with Disabilities	NC	369	10246	NC	100	100	NC	403	367	NC	16	18	NC	29	39	NC	48	40	NC	8	4
Students without Disabilities	117	2210	68697	98	99	98	500	478	454	0	3	4	2	9	18	72	68	67	26	21	11
Limited English Proficient Students	--	298	15339	--	100	100	--	403	399	--	13	11	--	26	31	--	58	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	776	39106	NC	94	95	NC	430	427	NC	9	8	NC	22	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	122	1803	39837	98	100	100	497	482	457	0	2	4	4	7	14	71	66	67	25	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	120	2711	78906	100	100	99	550	515	498	1	8	13	5	13	19	47	50	48	47	29	20
All Students (Prior Year)	116	2756	76019	100	100	100	536	513	499	4	9	14	20	32	39	15	16	14	60	43	33
Female	60	1325	38644	98	100	99	554	517	500	2	7	12	0	13	19	47	51	49	51	29	19
Male	60	1384	40236	100	100	99	547	514	497	0	9	15	10	13	19	47	49	46	43	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	NC	565	31938	NC	100	99	NC	484	481	NC	19	19	NC	24	25	NC	46	46	NC	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	108	1938	36483	100	100	99	552	525	517	1	5	7	4	10	13	47	51	51	48	34	30
Students with Disabilities	NC	394	10664	NC	100	100	NC	451	430	NC	29	42	NC	25	27	NC	37	26	NC	9	5
Students without Disabilities	116	2317	68310	100	98	98	553	526	509	1	5	9	5	11	18	46	52	51	49	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	NC	798	38679	NC	95	96	NC	487	483	NC	19	20	NC	20	25	NC	49	45	NC	12	10
Non-Economically Disadvantaged	117	1913	40295	100	100	100	552	527	513	1	4	7	4	10	13	47	50	50	47	36	30

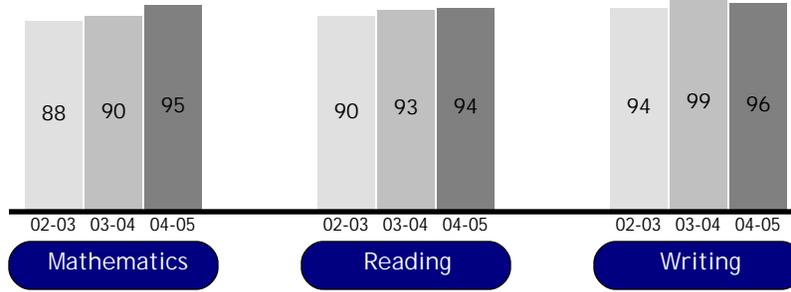
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2712	78908	100	0	99	520	499	484	1	6	10	6	15	23	78	65	58	15	14	9
All Students (Prior Year)	116	2754	76020	100	100	100	517	510	503	12	17	25	17	18	23	49	47	40	22	18	12
Female	60	1327	38648	98	0	99	524	504	489	0	5	8	9	14	22	74	65	61	18	16	10
Male	60	1383	40233	100	0	99	516	494	479	2	7	12	3	17	25	83	66	55	12	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	NC	564	31940	NC	0	99	NC	467	465	NC	15	16	NC	33	32	NC	48	49	NC	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	108	1940	36502	100	0	99	520	508	502	0	3	4	6	11	14	81	69	67	13	17	15
Students with Disabilities	NC	394	10665	NC	0	100	NC	442	423	NC	19	30	NC	31	36	NC	48	31	NC	2	2
Students without Disabilities	116	2318	68312	100	0	98	522	508	493	0	4	7	6	13	21	78	68	62	15	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	NC	798	38662	NC	0	96	NC	474	468	NC	14	16	NC	29	32	NC	54	49	NC	4	3
Non-Economically Disadvantaged	117	1914	40315	100	0	100	521	509	498	1	2	5	4	10	15	79	70	66	15	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	120	2708	78750	100	100	99	553	516	500	0	4	6	6	21	29	88	71	63	6	3	2
All Students (Prior Year)	116	2748	75673	100	99	100	577	558	530	3	7	12	15	18	25	76	68	58	6	7	4
Female	60	1324	38586	98	100	99	561	531	515	0	2	4	4	13	22	88	79	71	9	5	3
Male	60	1382	40135	100	100	99	546	501	486	0	5	8	9	29	35	88	64	56	3	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	NC	562	31841	NC	100	99	NC	485	483	NC	9	8	NC	36	36	NC	54	55	NC	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	108	1939	36440	100	100	99	554	524	516	0	2	3	6	18	22	88	76	71	6	4	4
Students with Disabilities	NC	395	10622	NC	100	100	NC	441	415	NC	13	21	NC	47	50	NC	40	28	NC	1	1
Students without Disabilities	116	2313	68196	100	98	98	556	528	513	0	2	3	4	17	25	90	77	69	6	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	NC	797	38558	NC	94	96	NC	487	485	NC	9	8	NC	35	37	NC	55	54	NC	1	1
Non-Economically Disadvantaged	117	1911	40260	100	100	100	554	527	514	0	2	3	5	16	21	88	78	72	6	5	4

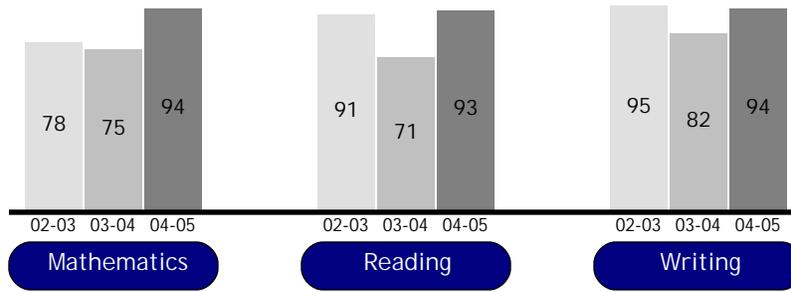
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	75	65	61	50	100	75	NA	58	99	69	55	47
	Language	100	64	54	43	100	79	59	50	99	71	55	47
	Mathematics	99	72	67	57	99	83	68	64	100	71	56	50
3	Reading	100	70	60	47	98	77	NA	55	100	74	56	44
	Language	99	79	64	54	99	84	69	61	100	70	55	44
	Mathematics	100	80	66	54	98	83	69	61	100	72	60	51
4	Reading	99	75	65	52	93	75	NA	56	100	71	58	48
	Language	100	74	60	48	93	71	63	52	100	68	57	49
	Mathematics	99	78	69	57	93	79	72	61	100	73	61	53
5	Reading	100	82	64	50	99	74	NA	55	100	69	58	50
	Language	100	78	58	46	99	68	60	49	100	72	59	50
	Mathematics	100	78	69	57	99	83	72	63	100	70	57	49
6	Reading	100	75	67	53	98	83	NA	56	99	72	61	51
	Language	99	66	60	45	97	77	61	48	99	68	57	47
	Mathematics	100	82	74	62	98	88	76	66	99	73	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Curriculum Planning
- Ü School Report Card
- Ü Community Survey
- Ü District Resource Allocation
- Ü Implementation of Bully Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	5	0	0
10 or more years	3	21	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
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 Computer Lab
- Ü Climbing Wall
- Ü Fantastic Media Center

Extracurricular Activities

- Ü Foreign Language Program
- Ü Chess Club
- Ü Homework Clubs
- Ü After School Sports
- Ü Drama
- Ü Gymnastics
- Ü Keyboarding (music)
- Ü Art Club

Social Services

- Ü Boys & Girls Clubs of Scottsdale
- Ü Full Day Kindergarten
- Ü Clothing/Food Banks
- Ü Breakfast/Lunch Programs

ü District Purchase Award for art.

ü Wal-Mart Teacher of the Year.

ü 2004-2005 Art Educator of the Year.

ü Multiple Wells Fargo Teacher's Partner Program Grant winners.

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	4	12	12	17
Transfers In Rate ⁶	5	28	28	37
Stability Rate ⁷	95	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 have established a safety committee composed of staff, parents, teachers and principal to collaborate on any and all safety issues. We also have a Crisis Intervention Team to implement the District Crisis Plan, when necessary. Following exhaustive research by our School Council, Pinnacle Peak will implement the Olweus Bully Prevention Program schoolwide in 2004-2005 as a component of our schoolwide discipline plan.

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	Dr. Sam Cianfarano	(480) 538-7120
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Cassie Perkins	(480) 538-7120
Student Health/Nurse	Terri Howe	(480) 538-7120

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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