

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5250 East Montgomery Road, Cave Creek, AZ 85327

Cave Creek Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Not Evaluated
2002-03	New School

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

### School Overview

Principal/Administrator : Ms. Denise Marie Horn  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 585  
 Web Address : www.ccusd93.org  
 Phone Number : (480) 437-3000  
 Fax Number : (480) 595-1312  
 E-mail : dhorn@ccusd93.org

### Mission

The Lone Mountain Community will create a safe, challenging, learning environment in which students feel free to take risks. Our supportive community will promote students to be self-directed in the choices they make about their learning and behavior, because ALL learners are capable of success, NO exceptions.

### 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 We believe that all children have the right to a challenging educational experience. Therefore, the Lone Mountain Community will establish a child-centered, challenging learning environment in which we build strengths.
- ü We believe that learners thrive in a positive, safe, respectful environment. Therefore, the Lone Mountain Community will establish a happy, safe, respectful learning environment for all.
- ü By the end of the 05-06 school year, 95% of LMES students will read at or above their grade level's expected exit reading level as measured by the Rigby Reading Assessment
- ü AIMS scores for our 3rd, 4th and 5th graders will indicate that 95% of our students met or exceeded the standards in all three subject areas - math, reading and writing.

### Enrollment

October 1, 2004 School Year Student Enrollment : 664  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Four Blocks/Everyday Math/Six Traits
- ü Art/PE/Music/Library/ Band/Chorus
- ü Kids At Hope/Character Counts
- ü On-Site Special Education
- ü After School Tutoring and Clubs
- ü Gifted Learning Opportunities
- ü Program for Academic Language Success
- ü Title I Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We believe in the power of students, parents, teachers, administrators and other community members working together to reach the same goals. We provide meaningful volunteer opportunities for our parents through our Helping Hands Program, run by our Volunteer Coordinators. We communicate with our parents through a weekly school newsletter and classroom newsletters. We provide opportunities for our parents to be involved in decision-making through our PTO and Site Council.

Parents

As a Kids At Hope school, we believe it is the responsibility of all adults to pass on their Four Aces: provide opportunities to succeed; set high expectations; surround our children with caring adults; and provide our children with an anchor parent. We expect our parents to ensure their child is prepared to attend school and focus on learning each day. We expect our parents to participate in their child's education.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

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

Award/Honor	Year
ü Kids At Hope School	2003
ü Learn and Serve Grant	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	480	79306	100	100	99	449	466	445	8	3	10	12	9	18	65	60	51	16	28	20
All Students (Prior Year)	125	463	75509	98	99	100	519	527	521	8	8	13	21	20	23	46	41	33	25	32	31
Female	58	224	38691	100	100	99	454	466	446	6	1	10	11	10	18	66	62	52	17	27	20
Male	70	256	40583	100	100	99	446	466	445	9	5	11	12	7	18	64	58	50	15	30	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	33	32869	NC	100	99	NC	435	429	NC	0	15	NC	39	25	NC	42	51	NC	19	10
Asian/Pacific Islander	NC	19	1935	NC	100	99	NC	475	474	NC	0	3	NC	6	9	NC	72	48	NC	22	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	115	420	36197	100	100	99	450	468	463	8	4	5	8	6	11	68	61	53	15	29	31
Students with Disabilities	17	47	10321	100	100	100	400	412	389	20	18	30	27	24	27	47	47	34	7	11	9
Students without Disabilities	111	433	69060	99	99	98	457	472	454	6	2	7	10	7	17	67	61	54	17	30	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	13	34	39415	100	100	96	428	440	431	0	3	15	38	32	25	62	56	50	0	9	10
Non-Economically Disadvantaged	115	446	39966	100	100	100	452	468	459	8	3	6	8	7	12	65	60	52	18	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	128	480	79395	100	0	99	464	471	446	3	2	9	18	12	25	63	70	55	15	16	11
All Students (Prior Year)	125	463	75492	98	99	100	526	530	519	4	6	12	11	10	16	56	54	47	28	30	24
Female	58	224	38743	100	0	100	471	476	451	4	1	7	15	9	24	68	74	57	13	15	12
Male	70	256	40618	100	0	99	457	467	440	3	2	11	21	14	27	59	66	53	17	17	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	33	32915	NC	0	99	NC	443	426	NC	0	15	NC	23	35	NC	74	47	NC	3	4
Asian/Pacific Islander	NC	19	1936	NC	0	99	NC	471	468	NC	0	3	NC	6	14	NC	89	63	NC	6	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	115	420	36221	100	0	99	465	474	465	4	2	4	16	11	15	64	69	63	16	18	17
Students with Disabilities	17	47	10331	100	0	100	424	420	388	7	11	25	40	33	37	33	44	34	20	11	4
Students without Disabilities	111	433	69139	99	0	99	469	477	454	3	1	7	15	10	24	67	73	58	14	17	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	34	39484	100	0	96	450	456	429	0	0	14	46	32	35	46	62	47	8	6	4
Non-Economically Disadvantaged	115	446	39986	100	0	100	465	472	461	4	2	4	15	10	16	65	70	63	16	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	128	480	78869	100	100	99	470	472	442	6	4	6	8	10	21	63	66	63	23	21	10
All Students (Prior Year)	124	462	75053	98	99	99	631	625	597	8	7	7	3	6	12	78	74	72	10	13	9
Female	58	224	38536	100	100	99	494	494	458	4	1	4	6	6	15	55	64	67	36	30	14
Male	70	256	40302	100	100	99	451	453	428	8	6	8	11	13	26	70	67	60	12	14	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	33	32606	NC	100	98	NC	448	426	NC	0	8	NC	16	27	NC	81	60	NC	3	5
Asian/Pacific Islander	NC	19	1925	NC	100	99	NC	480	471	NC	6	3	NC	11	11	NC	50	64	NC	33	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	115	420	36078	100	100	99	471	474	459	6	4	4	8	9	16	63	65	66	23	22	14
Students with Disabilities	17	47	10246	100	100	100	368	390	367	40	20	18	13	27	39	20	42	40	27	11	4
Students without Disabilities	111	433	68697	99	99	98	485	481	454	1	2	4	8	8	18	69	68	67	22	22	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	13	34	39106	100	100	95	474	460	427	0	3	8	15	21	28	77	68	59	8	9	5
Non-Economically Disadvantaged	115	446	39837	100	100	100	470	473	457	7	4	4	8	9	14	61	66	67	25	22	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	472	78906	100	100	99	533	531	498	3	3	13	7	7	19	52	54	48	38	36	20
All Students (Prior Year)	90	471	76019	100	100	100	521	528	499	6	4	14	37	26	39	10	15	14	47	54	33
Female	42	229	38644	100	100	99	529	527	500	5	4	12	10	6	19	51	56	49	33	34	19
Male	53	243	40236	100	100	99	537	534	497	2	2	15	4	8	19	53	52	46	41	39	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	11	31	31938	100	100	99	501	500	481	10	4	19	20	29	25	40	54	46	30	14	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	538	536	NC	0	5	NC	0	8	NC	50	45	NC	50	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	83	423	36483	100	100	99	537	532	517	3	3	7	5	5	13	54	54	51	38	37	30
Students with Disabilities	NC	46	10664	NC	100	100	NC	462	430	NC	21	42	NC	14	27	NC	60	26	NC	5	5
Students without Disabilities	87	426	68310	99	98	98	537	538	509	2	1	9	6	6	18	51	53	51	40	40	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	31	38679	100	94	96	511	490	483	10	13	20	10	23	25	60	55	45	20	10	10
Non-Economically Disadvantaged	85	441	40295	100	100	100	536	534	513	3	2	7	6	6	13	51	54	50	40	38	30

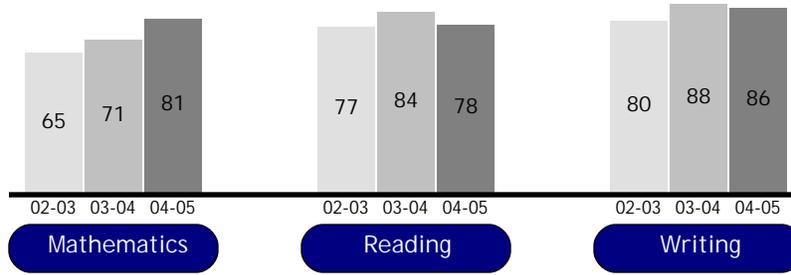
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	472	78908	100	0	99	504	515	484	1	1	10	14	9	23	78	72	58	7	17	9
All Students (Prior Year)	89	468	76020	99	99	100	511	514	503	16	10	25	20	17	23	53	57	40	11	17	12
Female	42	229	38648	100	0	99	504	516	489	3	0	8	13	8	22	79	75	61	5	17	10
Male	53	243	40233	100	0	99	504	513	479	0	2	12	16	10	25	76	70	55	8	18	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	11	31	31940	100	0	99	482	485	465	10	14	16	30	21	32	60	57	49	0	7	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	520	507	NC	0	4	NC	0	13	NC	80	65	NC	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	83	423	36502	100	0	99	507	516	502	0	0	4	13	9	14	80	74	67	8	18	15
Students with Disabilities	NC	46	10665	NC	0	100	NC	459	423	NC	2	30	NC	33	36	NC	60	31	NC	5	2
Students without Disabilities	87	426	68312	99	0	98	505	520	493	1	1	7	13	7	21	78	74	62	7	19	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	31	38662	100	0	96	478	475	468	10	13	16	30	29	32	60	55	49	0	3	3
Non-Economically Disadvantaged	85	441	40315	100	0	100	507	517	498	0	0	5	13	8	15	80	74	66	8	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	95	471	78750	100	100	99	524	533	500	0	1	6	26	16	29	72	79	63	2	4	2
All Students (Prior Year)	90	467	75673	100	99	100	558	585	530	10	6	12	21	16	25	58	65	58	10	14	4
Female	42	229	38586	100	100	99	534	544	515	0	0	4	18	11	22	79	83	71	3	5	3
Male	53	242	40135	100	100	99	517	523	486	0	1	8	31	21	35	67	74	56	2	3	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	11	30	31841	100	100	99	496	509	483	0	0	8	60	44	36	40	56	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	531	533	NC	0	2	NC	20	16	NC	80	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	83	423	36440	100	100	99	528	535	516	0	1	3	22	14	22	76	80	71	3	5	4
Students with Disabilities	NC	46	10622	NC	100	100	NC	460	415	NC	7	21	NC	45	50	NC	48	28	NC	0	1
Students without Disabilities	87	425	68196	99	98	98	531	541	513	0	0	3	21	13	25	77	82	69	2	5	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	30	38558	100	91	96	508	503	485	0	0	8	50	47	37	50	53	54	0	0	1
Non-Economically Disadvantaged	85	441	40260	100	100	100	526	535	514	0	1	3	23	14	21	75	81	72	3	5	4

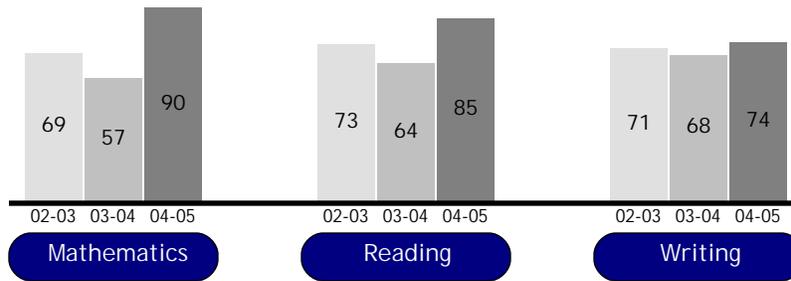
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	64	68	50	96	64	NA	58	99	59	61	47
	Language	95	54	61	43	98	60	63	50	99	56	59	47
	Mathematics	95	72	73	57	99	75	75	64	99	65	66	50
3	Reading	95	60	67	47	98	67	NA	55	100	59	62	44
	Language	94	66	70	54	95	73	74	61	100	52	57	44
	Mathematics	95	58	64	54	98	63	68	61	100	60	65	51
4	Reading	91	71	73	52	93	65	NA	56	99	65	64	48
	Language	92	62	67	48	94	59	69	52	99	67	65	49
	Mathematics	92	66	72	57	96	66	73	61	99	67	64	53
5	Reading	98	74	73	50	95	71	NA	55	100	61	68	50
	Language	98	65	63	46	97	57	67	49	100	59	68	50
	Mathematics	98	78	76	57	97	71	80	63	100	65	67	49

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

Council Duties

- Ü Curriculum and Instruction
- Ü Learning Environment
- Ü Evaluation, Assessment, Data Analysis
- Ü Strategic Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	1.75	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	1	7	0	0
7 to 9 years	2	3	0	0
10 or more years	3	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
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	3%

Resources Available at School Site

Special Facilities

- Ü 30-Station Computer Lab/Library
- Ü Band Room/Stage
- Ü Baseball/Soccer Field
- Ü Access to District Fine Arts Center

Extracurricular Activities

- Ü Student Council
- Ü Instrumental Band/Strings
- Ü Eagle Chorus
- Ü Baseball/Basketball Clinics
- Ü Sing, America, Sing
- Ü Math Olympiads
- Ü Odyssey of the Mind
- Ü After School Tutoring

Social Services

- Ü Part-time Counselor
- Ü Second Step Prevention Program
- Ü Comprehensive Counseling Program
- Ü Before/After School Care
- Ü Character Counts
- Ü Vision/Hearing Screening
- Ü Community Ed. Classes
- Ü Health Clinic Aide

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety-one percent of our 3rd graders met or exceeded the writing standards on the AIMS. This was the highest percentage of third graders to meet or exceed the writing standards in our district.
  
- ü Lone Mountain 4th graders posted the highest percentage of 4th graders in our district meeting or exceeding the standards on the AIMS in all three subject areas:  
 Math, 94% met/exceeded.  
 Reading, 91% met/exceeded.  
 Writing, 84% met/exceeded.
  
- ü When comparing this year's 5th graders AIMS results to last year's results, our 5th graders showed improvement:  
 Math, 32% more met/exceeded the standard.  
 Reading, 20% more met/exceeded the standard.  
 Writing, 7% more met/exceeded the standard.
  
- ü Our Site Council survey created for our parents indicated that almost 100% of our parents feel welcome and comfortable speaking to their child's teacher and that their child felt safe and happy at Lone Mountain.

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 Rate <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

Make Your Day . . . Character Counts is our school wide citizenship program where students become self-motivated in their learning by making choices about their behavior that affects the safety and well-being of themselves and others. Each month we focus on one of the Six Pillars of Character. Our Eagle Pride Program recognizes students for displaying these Six Pillars of Character. Our first graders participate in the Second Step Bullying Prevention Program.

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	Denise Horn	(480) 437-3001
Transportation Policy	Cathy Erwin	(480) 575-2080
Community Resources	Evelyn Holbrook	(480) 575-2075
School Nutrition Programs	Jeff Stemprek	(480) 575-2437
Parent Organization	Kelly Snider	(480) 437-3000
Student Health/Nurse	Jennifer Gandy	(480) 437-3000

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.