



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16701 S. Houghton Road, Corona, AZ 85641

Vail 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	Highly Performing
2003-04	N/A
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mr. Ken Graff
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 2005 Enrollment : 645
 Web Address : syc.k12.az.us
 Phone Number : (520) 762-2500
 Fax Number : (520) 762-9031
 E-mail : graffk@vail.k12.az.us

Mission

Our mission is to provide a safe and caring learning environment designed to assess and meet the individual needs of all students and properly ensure mastery of State and Vail School District standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

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 Promote growth in math through instruction aligned to the Arizona and Vail School District Academic Standards. Implement curriculum measures to monitor learning and apply appropriate interventions through tutoring, remediation, and enrichment.
- ü Promote growth in reading through instruction aligned to the Arizona and Vail School District Academic Standards. Implement curriculum measures to monitor learning and guide instruction through Balanced Literacy and Flexible Ability Grouping.
- ü Promote growth in writing through implementation of grade level writing curriculum calendars and instruction in the Six Traits of Writing. Student achievement will be monitored by Benchmark and Correct Writing Sequence assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 618
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 9

Instructional Programs

- ü Curriculum Based Measurement
- ü Standards Based Instruction
- ü Flexible Ability Reading Groups
- ü Title I Reading Support
- ü Reteach and Enrich Instruction
- ü Afterschool Math and Reading tutoring
- ü Math and Reading Intersession classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide parents with a safe learning environment where the academic and social needs of their children are met. We believe in promoting a partnership with parents and community while maintaining high character standards.

Parents

It is the parents' responsibility to ensure that their child has regular attendance, follows the established code of conduct and communicates with teachers regarding the progress of their child.

Transportation Policy

Regular school bus transportation is provided to students who live outside a one-mile radius of the school. Alternative transportation is provided for students with special needs.

School Honors

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

Award/Honor	Year
ü 1st Place Southern AZ Reg Science and Engineering Fair	2004
ü Exceptional Educator of the Year Natl Ctr Disability	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	71	513	79306	100	100	99	468	472	445	4	4	10	18	8	18	47	48	51	32	40	20
All Students (Prior Year)	72	429	75509	97	99	100	514	545	521	14	5	13	30	18	23	26	30	33	29	47	31
Female	35	261	38691	100	100	99	465	470	446	4	4	10	16	8	18	52	48	52	28	39	20
Male	36	252	40583	100	100	99	471	474	445	3	3	11	19	8	18	44	48	50	34	41	21
African American	NC	27	4041	NC	96	99	NC	469	426	NC	5	17	NC	10	23	NC	43	50	NC	43	10
Hispanic	16	112	32869	100	100	99	440	458	429	8	10	15	46	14	25	23	44	51	23	32	10
Asian/Pacific Islander	--	18	1935	--	100	99	--	487	474	--	0	3	--	18	9	--	24	48	--	59	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	54	347	36197	100	100	99	475	476	463	2	2	5	9	5	11	56	51	53	33	42	31
Students with Disabilities	NC	69	10321	NC	100	100	NC	413	389	NC	18	30	NC	14	27	NC	45	34	NC	23	9
Students without Disabilities	63	445	69060	98	100	98	470	482	454	0	2	7	18	7	17	49	48	54	33	43	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	329	406	NC	20	20	NC	25	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	70	513	39966	100	100	100	468	472	459	4	4	6	18	8	12	47	48	52	32	40	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	71	513	79395	100	0	99	471	469	446	4	4	9	12	12	25	65	62	55	19	22	11
All Students (Prior Year)	72	430	75492	97	99	100	527	535	519	7	5	12	10	11	16	56	46	47	26	38	24
Female	35	261	38743	100	0	100	472	472	451	4	3	7	8	11	24	72	63	57	16	23	12
Male	36	252	40618	100	0	99	471	467	440	3	4	11	16	14	27	59	61	53	22	20	9
African American	NC	27	4052	NC	0	100	NC	481	434	NC	5	11	NC	5	29	NC	76	54	NC	14	6
Hispanic	16	112	32915	100	0	99	445	454	426	8	7	15	23	15	35	54	65	47	15	13	4
Asian/Pacific Islander	--	18	1936	--	0	99	--	475	468	--	0	3	--	24	14	--	47	63	--	29	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	54	347	36221	100	0	99	478	473	465	2	3	4	9	11	15	70	61	63	19	25	17
Students with Disabilities	NC	69	10331	NC	0	100	NC	407	388	NC	14	25	NC	29	37	NC	49	34	NC	8	4
Students without Disabilities	63	445	69139	98	0	99	475	480	454	0	2	7	12	9	24	67	65	58	22	24	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	322	399	NC	15	21	NC	25	42	NC	60	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	70	513	39986	100	0	100	471	469	461	4	4	4	12	12	16	65	62	63	19	22	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	70	512	78869	99	100	99	449	464	442	5	3	6	18	16	21	64	62	63	13	19	10
All Students (Prior Year)	71	429	75053	96	99	99	554	607	597	15	8	7	15	9	12	64	73	72	6	11	9
Female	35	261	38536	100	100	99	477	479	458	0	2	4	12	10	15	68	63	67	20	25	14
Male	35	251	40302	97	100	99	428	449	428	10	4	8	23	21	26	61	61	60	6	13	7
African American	NC	27	4015	NC	96	99	NC	483	430	NC	0	8	NC	10	24	NC	71	61	NC	19	7
Hispanic	16	112	32606	100	100	98	438	450	426	8	5	8	15	21	27	62	58	60	15	16	5
Asian/Pacific Islander	--	18	1925	--	100	99	--	491	471	--	0	3	--	18	11	--	41	64	--	41	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	53	346	36078	98	100	99	452	466	459	5	3	4	19	14	16	64	64	66	12	19	14
Students with Disabilities	NC	69	10246	NC	100	100	NC	391	367	NC	11	18	NC	31	39	NC	51	40	NC	8	4
Students without Disabilities	62	444	68697	97	100	98	455	476	454	4	2	4	16	13	18	66	64	67	14	21	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	334	399	NC	10	11	NC	20	31	NC	55	54	NC	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	69	512	39837	100	100	100	449	464	457	5	3	4	18	16	14	64	62	67	13	19	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	101	529	78906	100	100	99	540	533	498	7	5	13	8	9	19	38	44	48	47	42	20
All Students (Prior Year)	79	420	76019	98	100	100	516	524	499	4	7	14	34	27	39	20	14	14	42	52	33
Female	46	266	38644	100	100	99	547	543	500	3	2	12	5	7	19	42	46	49	50	45	19
Male	55	263	40236	100	100	99	535	523	497	10	8	15	10	11	19	35	42	46	44	39	20
African American	NC	25	4087	NC	100	99	NC	525	481	NC	5	20	NC	5	24	NC	62	45	NC	29	11
Hispanic	17	100	31938	100	100	99	521	529	481	7	7	19	7	5	25	64	50	46	21	39	10
Asian/Pacific Islander	--	10	1805	--	100	98	--	544	536	--	0	5	--	20	8	--	40	45	--	40	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	80	391	36483	100	100	99	543	534	517	7	5	7	9	10	13	34	41	51	50	44	30
Students with Disabilities	11	75	10664	100	100	100	453	453	430	44	21	42	22	31	27	33	37	26	0	10	5
Students without Disabilities	90	454	68310	100	100	98	550	547	509	3	2	9	6	5	18	39	45	51	52	48	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	381	454	NC	22	27	NC	22	30	NC	39	38	NC	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	101	529	40295	100	100	100	540	533	513	7	5	7	8	9	13	38	44	50	47	42	30

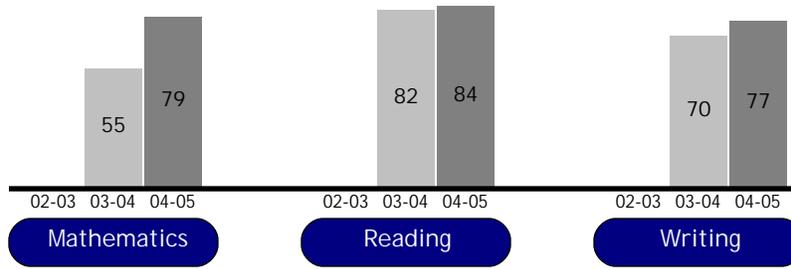
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	528	78908	100	0	99	510	504	484	7	4	10	7	13	23	70	67	58	16	16	9
All Students (Prior Year)	78	420	76020	96	100	100	512	511	503	7	10	25	25	23	23	51	50	40	16	17	12
Female	46	265	38648	100	0	99	515	515	489	3	2	8	8	10	22	71	71	61	18	18	10
Male	55	263	40233	100	0	99	505	493	479	10	6	12	6	17	25	69	63	55	15	14	8
African American	NC	25	4092	NC	0	99	NC	498	473	NC	5	12	NC	14	28	NC	67	54	NC	14	5
Hispanic	17	100	31940	100	0	99	498	497	465	7	3	16	14	17	32	71	68	49	7	11	3
Asian/Pacific Islander	--	10	1805	--	0	98	--	509	507	--	0	4	--	20	13	--	60	65	--	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	80	390	36502	100	0	99	512	507	502	7	4	4	6	12	14	69	68	67	19	17	15
Students with Disabilities	11	75	10665	100	0	100	443	436	423	44	21	30	22	34	36	33	39	31	0	6	2
Students without Disabilities	90	453	68312	100	0	98	517	516	493	3	1	7	5	10	21	74	72	62	18	17	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	357	436	NC	17	24	NC	33	40	NC	44	35	NC	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	101	528	40315	100	0	100	510	504	498	7	4	5	7	13	15	70	67	66	16	16	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	101	528	78750	100	100	99	518	517	500	5	4	6	20	19	29	72	74	63	3	3	2
All Students (Prior Year)	78	421	75673	96	100	100	524	545	530	10	6	12	28	23	25	60	68	58	1	3	4
Female	46	265	38586	100	100	99	548	542	515	0	2	4	5	10	22	89	83	71	5	5	3
Male	55	263	40135	100	100	99	494	491	486	8	7	8	31	28	35	58	64	56	2	1	1
African American	NC	25	4081	NC	100	99	NC	512	488	NC	5	8	NC	24	32	NC	71	59	NC	0	2
Hispanic	17	100	31841	100	100	99	492	515	483	7	5	8	29	16	36	64	75	55	0	5	1
Asian/Pacific Islander	--	10	1802	--	100	98	--	531	533	--	0	2	--	10	16	--	90	75	--	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	80	390	36440	100	100	99	523	517	516	4	4	3	17	19	22	74	73	71	4	3	4
Students with Disabilities	11	75	10622	100	100	100	395	411	415	33	24	21	56	50	50	11	26	28	0	0	1
Students without Disabilities	90	453	68196	100	100	98	532	535	513	1	1	3	16	13	25	79	82	69	4	4	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	356	451	NC	11	12	NC	44	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	101	528	40260	100	100	100	518	517	514	5	4	3	20	19	21	72	74	72	3	3	4

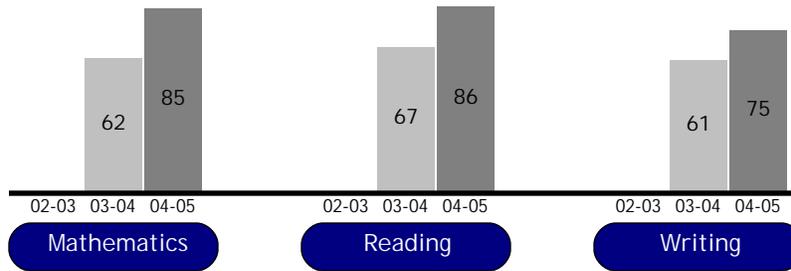
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	67	50	100	56	NA	58	96	50	59	47
	Language	--	--	60	43	100	47	60	50	96	44	60	47
	Mathematics	--	--	76	57	100	68	80	64	94	55	62	50
3	Reading	--	--	64	47	97	57	NA	55	100	54	58	44
	Language	--	--	67	54	97	55	71	61	100	49	55	44
	Mathematics	--	--	72	54	97	59	76	61	100	58	64	51
4	Reading	--	--	69	52	98	63	NA	56	96	56	62	48
	Language	--	--	61	48	99	52	59	52	96	55	60	49
	Mathematics	--	--	70	57	99	69	75	61	97	55	66	53
5	Reading	--	--	65	50	100	73	NA	55	100	63	61	50
	Language	--	--	58	46	100	60	59	49	100	61	61	50
	Mathematics	--	--	70	57	100	69	75	63	100	61	63	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Approve Annual School Goals and Budget
- Ü Approve Student and Parent Handbooks
- Ü Approve Educational Enrichment Plans
- Ü Approve Field Trips and Fundraisers
- Ü Approve School Mission Statement
- Ü Approve Dress Code and Code of Conduct

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	4.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	6	0	0
10 or more years	4	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Broadcast Studio
- Ü Math and Science Lab

Extracurricular Activities

- Ü Peer Mediation
- Ü Band and Choir
- Ü Student Council
- Ü Science Fair
- Ü Junior Optimists Club
- Ü Higher Level Thinking Club
- Ü Character Education Writing Club
- Ü Family Math, Science, and Reading Nights

Social Services

- Ü Day Care/After School Program
- Ü Student Services Specialist
- Ü Tutoring/Intersession Courses
- Ü Breakfast/Lunch Programs
- Ü Parent Education Evenings
- Ü Food and Clothing Assistance
- Ü Extended Library Hours
- Ü Family Reading Nights

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Maintain high academic standards across the curriculum through the attainment of all school goals in the areas of reading, writing, math, and parent communication.

- ü Implemented curriculum based measures to monitor student growth in the areas of reading, writing, and math.

- ü Developed and organized SUMS (Students Understanding Math and Science) class to reinforce math and science instruction in the regular classroom.

- ü Faculty data teams meet to review student performance on grade level standards. Information is analyzed to guide instruction and focus on individual learning needs of students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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

Students are expected to be respectful of each other and follow established rules and procedures. Our goal is for each student to learn to be responsible for his or her own actions. Monthly award assemblies recognize outstanding student attendance, character, citizenship, and achievement. Individual students from each grade level are recognized weekly for their outstanding citizenship and academic performance.

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	Ken Graff	(520) 762-2504
Transportation Policy	Al Flores	(520) 762-2435
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Lisa Kempton	(520) 762-2500
Student Health/Nurse	Chris Conte	(520) 762-2270

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.