

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13335 West Missouri, Litchfield, AZ 85340

Litchfield Elementary 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	Performing Plus
2003-04	N/A
2002-03	N/A

(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	N/A
2002-03	N/A

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 : Mrs. Kristena L. Vanica
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 872
 Web Address : lesd.k12.az.us
 Phone Number : (623) 547-1200
 Fax Number : (623) 547-4770
 E-mail : vanica@lesd.k12.az.us

Mission

Dreaming Summit Elementary School supports the Litchfield School District's mission of 'A Stronger Mind for a Stronger Future'

School / Academic Goals

- ü To increase student achievement in grades K-5 as measured by AIMS, Terra Nova, Dibels and IRIs.
- ü To develop a before school tutoring program that addresses the needs of struggling students.
- ü To increase the effective use of technology inside and outside the classroom through integration and technology based projects.
- ü To identify the unique academic needs of all students and develop programs to encourage higher order thinking and problem solving skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 832
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 52

Instructional Programs

- ü Gifted and Talented Program 3-5th grade
- ü Differentiated Instruction
- ü Title I Reading Program
- ü Wilson Reading Program
- ü ELL Program
- ü Special Education Program
- ü Spalding / Guided Reading 4 Block model
- ü Excel Mathematics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

At Dreaming Summit, we communicate to our parents our high academic standards, our positive school climate and our expectations for a safe learning environment. We communicate through the Student / Parent Handbook, agendas, school webpage, newsletter, grade and progress reports, conferences (initiated by our administrators, staff, or parents,) the PTSA (Parent, Teacher, Student Association,) Student Council, Ambassador of Good Will and student community service programs.

Parents

Dreaming Summit staff expects parents to send their children to school as required by Arizona State Statute. We expect parents to discuss with their children the rules and regulations in the Student/ Parent Handbook. Communication between home and school is essential in providing the best educational opportunities for your child. Dreaming Summit expects parents to work in partnership with the staff to create a climate where all children learn.

Transportation Policy

The Litchfield School District provides transportation to students living beyond a one mile radius of the school site. Children using transportation are expected to follow the rules of good bus behavior. Special education transportation is provided on a case by case basis.

School Honors

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

Award/Honor	Year
ü KNIX Teacher of the Week	2005
ü Pride Award Teacher of the Year	2005
ü Westside Impact Teacher of the Year	2005
ü Wells Fargo and Walmart Grants	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	134	799	79306	100	100	99	440	454	445	8	8	10	21	13	18	59	55	51	13	24	20
All Students (Prior Year)	--	680	75509	--	100	100	--	529	521	--	8	13	--	19	23	--	38	33	--	35	31
Female	70	402	38691	100	100	99	444	456	446	10	7	10	17	12	18	61	59	52	12	22	20
Male	64	397	40583	100	100	99	437	451	445	6	9	11	25	15	18	57	51	50	13	25	21
African American	16	64	4041	100	98	99	443	441	426	0	13	17	42	19	23	50	55	50	8	13	10
Hispanic	42	234	32869	100	100	99	424	438	429	13	13	15	29	17	25	53	57	51	5	13	10
Asian/Pacific Islander	NC	35	1935	NC	97	99	NC	481	474	NC	6	3	NC	3	9	NC	55	48	NC	36	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	459	419	NC	11	19	NC	11	30	NC	56	45	NC	22	6
White	69	456	36197	100	100	99	450	461	463	5	5	5	11	12	11	67	54	53	18	29	31
Students with Disabilities	16	101	10321	100	100	100	395	401	389	23	35	30	15	24	27	54	31	34	8	10	9
Students without Disabilities	118	698	69060	98	98	98	446	462	454	6	4	7	21	12	17	60	59	54	13	26	22
Limited English Proficient Students	26	83	15509	100	100	100	397	406	406	28	26	20	28	19	30	36	47	45	8	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	45	210	39415	98	98	96	429	432	431	14	15	15	30	23	25	49	52	50	8	11	10
Non-Economically Disadvantaged	89	589	39966	100	100	100	446	461	459	5	6	6	16	10	12	64	56	52	15	28	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	134	798	79395	100	0	99	443	457	446	12	8	9	14	14	25	68	66	55	6	12	11
All Students (Prior Year)	--	678	75492	--	99	100	--	525	519	--	9	12	--	12	16	--	51	47	--	29	24
Female	70	402	38743	100	0	100	450	465	451	12	6	7	14	12	24	66	69	57	8	13	12
Male	64	396	40618	100	0	99	436	450	440	11	10	11	15	16	27	70	63	53	4	11	9
African American	16	64	4052	100	0	100	451	447	434	0	11	11	25	15	29	75	68	54	0	6	6
Hispanic	42	233	32915	100	0	99	424	439	426	26	16	15	18	17	35	53	63	47	3	4	4
Asian/Pacific Islander	NC	35	1936	NC	0	99	NC	475	468	NC	12	3	NC	3	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	456	420	NC	11	15	NC	0	42	NC	78	41	NC	11	2
White	69	456	36221	100	0	99	454	467	465	4	4	4	11	13	15	77	67	63	9	16	17
Students with Disabilities	16	101	10331	100	0	100	389	398	388	23	36	25	23	26	37	54	33	34	0	5	4
Students without Disabilities	118	697	69139	98	0	99	450	467	454	10	4	7	13	12	24	70	71	58	7	13	11
Limited English Proficient Students	26	83	15545	100	0	100	388	399	399	36	30	21	28	27	42	36	41	35	0	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	45	210	39484	98	0	96	430	436	429	16	15	14	27	25	35	57	56	47	0	3	4
Non-Economically Disadvantaged	89	588	39986	100	0	100	450	464	461	9	6	4	8	10	16	73	69	63	9	15	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	133	793	78869	100	100	99	437	462	442	6	3	6	25	14	21	59	69	63	9	14	10
All Students (Prior Year)	--	678	75053	--	99	99	--	608	597	--	5	7	--	10	12	--	75	72	--	10	9
Female	70	401	38536	100	100	99	458	477	458	7	2	4	17	8	15	61	71	67	15	18	14
Male	63	392	40302	100	99	99	414	447	428	6	4	8	35	21	26	58	66	60	2	10	7
African American	16	64	4015	100	98	99	457	459	430	0	4	8	17	13	24	75	70	61	8	13	7
Hispanic	42	233	32606	100	100	98	416	447	426	13	5	8	39	18	27	39	68	60	8	8	5
Asian/Pacific Islander	NC	35	1925	NC	97	99	NC	494	471	NC	3	3	NC	3	11	NC	67	64	NC	27	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	497	423	NC	0	9	NC	0	26	NC	67	61	NC	33	4
White	68	451	36078	100	99	99	445	467	459	4	2	4	18	14	16	70	69	66	9	15	14
Students with Disabilities	16	97	10246	100	100	100	361	403	367	8	8	18	62	43	39	31	41	40	0	8	4
Students without Disabilities	117	696	68697	98	98	98	448	471	454	6	2	4	20	10	18	63	73	67	10	15	11
Limited English Proficient Students	26	83	15339	100	100	100	386	401	399	16	15	11	52	32	31	24	49	54	8	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	207	39106	96	97	95	419	441	427	14	7	8	31	18	28	47	70	59	8	5	5
Non-Economically Disadvantaged	89	586	39837	100	100	100	446	468	457	3	2	4	23	13	14	65	68	67	9	17	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	139	832	78906	100	100	99	487	509	498	14	8	13	27	16	19	55	52	48	5	24	20
All Students (Prior Year)	--	718	76019	--	100	100	--	507	499	--	9	14	--	36	39	--	16	14	--	39	33
Female	81	439	38644	100	100	99	487	508	500	16	8	12	25	15	19	54	54	49	5	23	19
Male	58	393	40236	100	99	99	486	511	497	12	8	15	29	16	19	56	51	46	4	24	20
African American	22	89	4087	100	100	99	476	479	481	19	11	20	38	29	24	43	53	45	0	7	11
Hispanic	59	275	31938	100	100	99	478	495	481	15	14	19	35	19	25	48	52	46	2	15	10
Asian/Pacific Islander	NC	30	1805	NC	97	98	NC	539	536	NC	3	5	NC	7	8	NC	38	45	NC	52	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	52	430	36483	100	99	99	502	522	517	13	5	7	10	11	13	67	54	51	10	31	30
Students with Disabilities	16	97	10664	100	100	100	428	437	430	73	44	42	20	26	27	7	21	26	0	9	5
Students without Disabilities	123	737	68310	100	98	98	495	519	509	6	4	9	27	14	18	61	56	51	5	26	22
Limited English Proficient Students	22	75	12573	100	100	100	472	448	454	25	28	27	21	15	30	54	53	38	0	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	41	227	38679	100	96	96	478	490	483	19	14	20	32	24	25	46	52	45	3	10	10
Non-Economically Disadvantaged	98	607	40295	100	100	100	491	516	513	12	6	7	24	13	13	58	52	50	5	29	30

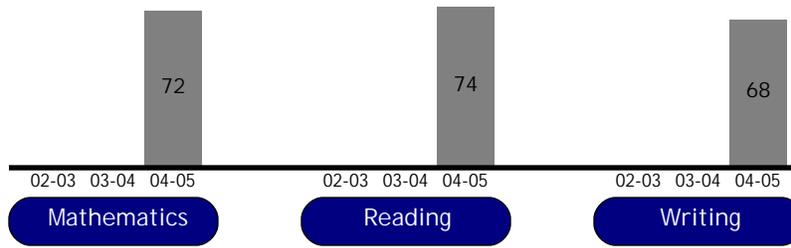
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	835	78908	100	0	99	479	498	484	14	7	10	23	18	23	57	62	58	5	13	9
All Students (Prior Year)	--	714	76020	--	99	100	--	508	503	--	17	25	--	20	23	--	46	40	--	16	12
Female	81	441	38648	100	0	99	485	501	489	13	5	8	18	15	22	59	65	61	9	15	10
Male	58	394	40233	100	0	99	470	494	479	15	8	12	31	21	25	54	59	55	0	12	8
African American	22	90	4092	100	0	99	474	474	473	14	5	12	24	29	28	62	58	54	0	8	5
Hispanic	59	276	31940	100	0	99	465	482	465	17	11	16	37	28	32	46	55	49	0	6	3
Asian/Pacific Islander	NC	30	1805	NC	0	98	NC	516	507	NC	3	4	NC	14	13	NC	62	65	NC	21	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	52	431	36502	100	0	99	500	511	502	13	4	4	4	10	14	69	68	67	15	18	15
Students with Disabilities	16	100	10665	100	0	100	408	428	423	67	37	30	27	29	36	7	30	31	0	3	2
Students without Disabilities	123	737	68312	100	0	98	489	507	493	7	3	7	23	16	21	64	66	62	6	15	10
Limited English Proficient Students	22	75	12556	100	0	100	453	435	436	29	22	24	33	36	40	38	42	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	41	228	38662	100	0	96	461	476	468	22	14	16	35	30	32	43	52	49	0	5	3
Non-Economically Disadvantaged	98	609	40315	100	0	100	487	505	498	11	4	5	19	13	15	63	66	66	8	17	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	137	829	78750	99	99	99	496	518	500	5	3	6	37	20	29	56	73	63	2	4	2
All Students (Prior Year)	--	714	75673	--	99	100	--	543	530	--	8	12	--	23	25	--	65	58	--	4	4
Female	80	440	38586	99	100	99	508	530	515	1	2	4	29	14	22	67	80	71	3	5	3
Male	57	389	40135	98	98	99	478	504	486	10	5	8	49	28	35	41	64	56	0	2	1
African American	22	89	4081	100	100	99	490	497	488	10	5	8	38	22	32	48	71	59	5	1	2
Hispanic	58	274	31841	98	100	99	489	506	483	4	4	8	45	28	36	51	66	55	0	2	1
Asian/Pacific Islander	NC	30	1802	NC	97	98	NC	552	533	NC	0	2	NC	10	16	NC	83	75	NC	7	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	51	428	36440	100	99	99	505	527	516	4	3	3	28	16	22	66	76	71	2	5	4
Students with Disabilities	16	96	10622	100	100	100	425	422	415	20	20	21	73	48	50	7	29	28	0	2	1
Students without Disabilities	121	735	68196	98	98	98	505	530	513	3	1	3	32	17	25	63	78	69	2	4	3
Limited English Proficient Students	22	75	12504	100	100	100	475	455	451	8	7	12	54	40	44	38	50	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	41	227	38558	100	96	96	475	498	485	11	7	8	41	28	37	49	64	54	0	2	1
Non-Economically Disadvantaged	96	604	40260	98	100	100	504	525	514	2	2	3	36	18	21	60	76	72	2	4	4

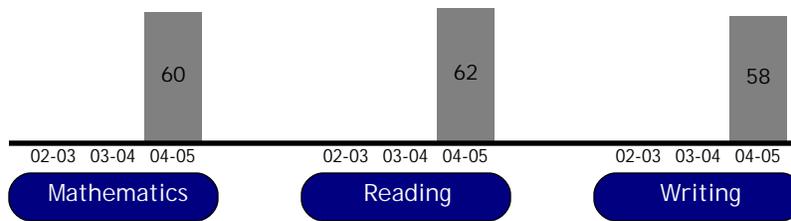
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	--	--	62	50	--	--	NA	58	99	47	53	47
	Language	--	--	52	43	--	--	56	50	99	45	52	47
	Mathematics	--	--	62	57	--	--	66	64	99	52	57	50
3	Reading	--	--	57	47	--	--	NA	55	100	46	52	44
	Language	--	--	62	54	--	--	66	61	100	44	49	44
	Mathematics	--	--	60	54	--	--	64	61	100	48	54	51
4	Reading	--	--	63	52	--	--	NA	56	99	58	58	48
	Language	--	--	58	48	--	--	56	52	99	55	57	49
	Mathematics	--	--	65	57	--	--	63	61	99	60	63	53
5	Reading	--	--	58	50	--	--	NA	55	100	46	56	50
	Language	--	--	53	46	--	--	58	49	100	48	57	50
	Mathematics	--	--	61	57	--	--	71	63	100	48	56	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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	1.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	10	3	0	0
7 to 9 years	4	3	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certificaton.	13
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Media Center	Ü Gymnasium
Ü Computer Lab	Ü Pre-School Center

Extracurricular Activities

Ü Student Ambassadors	Ü Computer Club
Ü Chorus Club	
Ü Honor Choir	
Ü Homework Club	

Social Services

Ü After School Clubs	Ü RTI Team for Special Education Support
Ü Entended Day Care Program	Ü School Psychologist
Ü Safari Health Screenings	
Ü Breakfast Program	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Dreaming Summit opened August, 2004. Litchfield District's new school #9 started the year with over 700 enrolled students. Our goal was to build a community committed to excellence in education.
- ü PTSA was formed before the first shovel of dirt had been moved! Dreaming Summit is proud of its commitment to partnership with parents and the community to support the educational needs of all student.
- ü PTSA fund raising provided additional support to the students and staff in the form of field trips, award assemblies and a donation to the school to purchase a shade cover on the playground.
- ü Book fair family nights raised money to provide our Media Center with more books and Accelerated Reader tests.

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	7	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	92	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

Dreaming Summit has a Schoolwide Discipline Plan. Our students are responsible for creating and maintaining a classroom environment conducive to learning. We expect students to conduct themselves in a manner bringing credit to themselves, their parents, and our school. Teachers have a positive reward system. Sexual Harassment is not tolerated. We conduct regular fire and crisis safety drills. Staff members are trained to respond to a variety of crisis situations.

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) :

8

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	K. Vanica, Principal	(623) 547-1200
Transportation Policy	D. Gourlay, Director of Transportation	(623) 535-6070
Community Resources	K. Vanica, Principal	(623) 547-1200
School Nutrition Programs	D. Schwake, Director of Food Service	(623) 535-6000
Parent Organization	C. Bishop, PTSA President	
Student Health/Nurse	G. Spear, Nurse	(623) 547-1200

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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