

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

26716 N. High Desert Dr., Peoria, AZ 85383

Deer Valley Unified District

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

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

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Linda Price-Barry  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-7  
 2005 Enrollment : 339  
 Web Address : dvusd.org  
 Phone Number : (623) 376-5000  
 Fax Number : (623) 376-5080  
 E-mail : linda.price-barry@ww.dvusd.org

### Mission

Our Mission at West Wing is to provide a safe, nurturing, and enriching environment where students, as well as staff, are continually challenged to look within for the strength and desire to meet and surpass academic expectations. With the support of the entire West Wing staff, our students will achieve high academic success, build strong character, and develop respect and acceptance of the diversity of others.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	N/A
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 / Academic Goals

- ü Community Building: West Wing is new school this year, and we will be working hard to create a learning environment that involves students, teachers, parents, as well as other members of our community.
- ü Raising Expectations: Student expectations for success will be supported by school programs that meet the diverse academic needs of all students in reading, writing, and math.

### Enrollment

October 1, 2004 School Year Student Enrollment : N/A  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- Ü Gifted Program (SAGE)
- Ü Reading Intervention Program
- Ü Onsite SPED Program (K-7)
- Ü English Language Learner Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

West Wing teachers will provide a safe and enriching learning environment for their students. West Wing teachers will have high expectations for student growth and achievement. Classroom instruction will be differentiated to provide learning opportunities for ALL students.

Parents

We at West Wing see our students' parents as partners. We understand that parents are their child's first and most important teacher. We encourage parents to be involved in their child's education, and we encourage parents to send their children to school ready to learn.

Transportation Policy

Bus transportation is provided based on specific guidelines. Bus drivers are expected to provide safe and orderly transportation to and from school.

School Honors

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

Award/Honor

Year

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	--	2698	79306	--	99	99	--	462	445	--	6	10	--	12	18	--	54	51	--	29	20
All Students (Prior Year)	--	2528	75509	--	99	100	--	532	521	--	7	13	--	19	23	--	38	33	--	36	31
Female	--	1299	38691	--	99	99	--	462	446	--	5	10	--	12	18	--	55	52	--	28	20
Male	--	1398	40583	--	99	99	--	462	445	--	6	11	--	12	18	--	52	50	--	30	21
African American	--	85	4041	--	98	99	--	449	426	--	7	17	--	16	23	--	57	50	--	20	10
Hispanic	--	374	32869	--	100	99	--	442	429	--	11	15	--	21	25	--	55	51	--	13	10
Asian/Pacific Islander	--	110	1935	--	100	99	--	477	474	--	2	3	--	6	9	--	53	48	--	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	--	2110	36197	--	99	99	--	465	463	--	5	5	--	10	11	--	53	53	--	31	31
Students with Disabilities	--	411	10321	--	100	100	--	411	389	--	24	30	--	24	27	--	39	34	--	13	9
Students without Disabilities	--	2289	69060	--	98	98	--	471	454	--	2	7	--	10	17	--	56	54	--	31	22
Limited English Proficient Students	--	157	15509	--	100	100	--	396	406	--	18	20	--	28	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	21	--	--	50	--	--	--	3
Economically Disadvantaged	--	257	39415	--	88	96	--	445	431	--	9	15	--	22	25	--	54	50	--	16	10
Non-Economically Disadvantaged	--	2443	39966	--	100	100	--	463	459	--	5	6	--	11	12	--	54	52	--	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	--	2697	79395	--	0	99	--	465	446	--	4	9	--	17	25	--	63	55	--	17	11
All Students (Prior Year)	--	2538	75492	--	100	100	--	528	519	--	7	12	--	12	16	--	52	47	--	30	24
Female	--	1298	38743	--	0	100	--	471	451	--	3	7	--	14	24	--	64	57	--	20	12
Male	--	1395	40618	--	0	99	--	459	440	--	5	11	--	19	27	--	62	53	--	14	9
African American	--	85	4052	--	0	100	--	454	434	--	4	11	--	33	29	--	54	54	--	9	6
Hispanic	--	375	32915	--	0	99	--	447	426	--	7	15	--	28	35	--	57	47	--	8	4
Asian/Pacific Islander	--	110	1936	--	0	99	--	473	468	--	1	3	--	11	14	--	68	63	--	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	--	2108	36221	--	0	99	--	468	465	--	3	4	--	14	15	--	64	63	--	18	17
Students with Disabilities	--	412	10331	--	0	100	--	413	388	--	16	25	--	38	37	--	37	34	--	8	4
Students without Disabilities	--	2287	69139	--	0	99	--	474	454	--	2	7	--	13	24	--	67	58	--	18	11
Limited English Proficient Students	--	157	15545	--	0	100	--	392	399	--	16	21	--	38	42	--	44	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	45	--	--	35	--	--	--	0
Economically Disadvantaged	--	258	39484	--	0	96	--	445	429	--	8	14	--	28	35	--	57	47	--	7	4
Non-Economically Disadvantaged	--	2441	39986	--	0	100	--	466	461	--	4	4	--	16	16	--	63	63	--	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	--	2692	78869	--	99	99	--	460	442	--	3	6	--	15	21	--	67	63	--	14	10
All Students (Prior Year)	--	2525	75053	--	99	99	--	625	597	--	4	7	--	8	12	--	76	72	--	12	9
Female	--	1299	38536	--	99	99	--	476	458	--	2	4	--	10	15	--	68	67	--	20	14
Male	--	1392	40302	--	99	99	--	445	428	--	4	8	--	20	26	--	67	60	--	8	7
African American	--	85	4015	--	98	99	--	455	430	--	4	8	--	20	24	--	63	61	--	13	7
Hispanic	--	372	32606	--	99	98	--	441	426	--	6	8	--	23	27	--	63	60	--	8	5
Asian/Pacific Islander	--	110	1925	--	100	99	--	477	471	--	2	3	--	8	11	--	69	64	--	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	--	2106	36078	--	99	99	--	462	459	--	3	4	--	14	16	--	68	66	--	15	14
Students with Disabilities	--	409	10246	--	100	100	--	392	367	--	12	18	--	38	39	--	46	40	--	4	4
Students without Disabilities	--	2285	68697	--	98	98	--	472	454	--	2	4	--	11	18	--	71	67	--	16	11
Limited English Proficient Students	--	156	15339	--	100	100	--	385	399	--	11	11	--	35	31	--	47	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	30	--	--	53	--	--	--	1
Economically Disadvantaged	--	255	39106	--	88	95	--	438	427	--	8	8	--	24	28	--	59	59	--	10	5
Non-Economically Disadvantaged	--	2439	39837	--	100	100	--	461	457	--	3	4	--	15	14	--	68	67	--	14	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	--	2877	78906	--	100	99	--	510	498	--	6	13	--	14	19	--	58	48	--	22	20
All Students (Prior Year)	--	2572	76019	--	100	100	--	517	499	--	5	14	--	33	39	--	18	14	--	44	33
Female	--	1429	38644	--	100	99	--	511	500	--	4	12	--	14	19	--	60	49	--	22	19
Male	--	1450	40236	--	100	99	--	509	497	--	7	15	--	14	19	--	56	46	--	23	20
African American	--	97	4087	--	100	99	--	500	481	--	11	20	--	19	24	--	56	45	--	14	11
Hispanic	--	402	31938	--	99	99	--	492	481	--	10	19	--	22	25	--	56	46	--	13	10
Asian/Pacific Islander	--	84	1805	--	100	98	--	542	536	--	3	5	--	9	8	--	43	45	--	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	--	2268	36483	--	100	99	--	513	517	--	5	7	--	12	13	--	59	51	--	24	30
Students with Disabilities	--	412	10664	--	100	100	--	442	430	--	28	42	--	27	27	--	39	26	--	6	5
Students without Disabilities	--	2467	68310	--	98	98	--	522	509	--	2	9	--	12	18	--	61	51	--	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	235	38679	--	90	96	--	496	483	--	8	20	--	27	25	--	51	45	--	14	10
Non-Economically Disadvantaged	--	2644	40295	--	100	100	--	511	513	--	6	7	--	13	13	--	59	50	--	23	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	--	2878	78908	--	0	99	--	497	484	--	4	10	--	16	23	--	69	58	--	11	9
All Students (Prior Year)	--	2572	76020	--	100	100	--	510	503	--	14	25	--	21	23	--	50	40	--	15	12
Female	--	1429	38648	--	0	99	--	502	489	--	3	8	--	13	22	--	71	61	--	13	10
Male	--	1451	40233	--	0	99	--	492	479	--	5	12	--	19	25	--	67	55	--	9	8
African American	--	97	4092	--	0	99	--	486	473	--	4	12	--	29	28	--	58	54	--	10	5
Hispanic	--	403	31940	--	0	99	--	478	465	--	9	16	--	25	32	--	61	49	--	4	3
Asian/Pacific Islander	--	84	1805	--	0	98	--	513	507	--	4	4	--	9	13	--	69	65	--	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	--	2268	36502	--	0	99	--	501	502	--	3	4	--	14	14	--	71	67	--	12	15
Students with Disabilities	--	412	10665	--	0	100	--	432	423	--	17	30	--	40	36	--	39	31	--	3	2
Students without Disabilities	--	2468	68312	--	0	98	--	508	493	--	2	7	--	12	21	--	74	62	--	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	234	38662	--	0	96	--	484	468	--	9	16	--	26	32	--	59	49	--	5	3
Non-Economically Disadvantaged	--	2646	40315	--	0	100	--	498	498	--	4	5	--	15	15	--	69	66	--	12	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	--	2869	78750	--	100	99	--	514	500	--	3	6	--	23	29	--	70	63	--	4	2
All Students (Prior Year)	--	2565	75673	--	100	100	--	553	530	--	7	12	--	20	25	--	66	58	--	6	4
Female	--	1424	38586	--	100	99	--	530	515	--	2	4	--	14	22	--	78	71	--	6	3
Male	--	1447	40135	--	99	99	--	498	486	--	5	8	--	32	35	--	62	56	--	2	1
African American	--	96	4081	--	99	99	--	506	488	--	4	8	--	28	32	--	66	59	--	3	2
Hispanic	--	402	31841	--	99	99	--	493	483	--	8	8	--	34	36	--	55	55	--	3	1
Asian/Pacific Islander	--	84	1802	--	100	98	--	551	533	--	0	2	--	11	16	--	78	75	--	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	--	2261	36440	--	100	99	--	517	516	--	3	3	--	21	22	--	72	71	--	4	4
Students with Disabilities	--	408	10622	--	100	100	--	432	415	--	14	21	--	47	50	--	37	28	--	2	1
Students without Disabilities	--	2463	68196	--	98	98	--	528	513	--	2	3	--	19	25	--	75	69	--	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	234	38558	--	90	96	--	493	485	--	7	8	--	34	37	--	58	54	--	1	1
Non-Economically Disadvantaged	--	2637	40260	--	100	100	--	516	514	--	3	3	--	22	21	--	71	72	--	4	4

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

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

**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	--	--	63	50	--	--	NA	58	--	--	57	47
	Language	--	--	58	43	--	--	61	50	--	--	58	47
	Mathematics	--	--	70	57	--	--	72	64	--	--	62	50
3	Reading	--	--	61	47	--	--	NA	55	--	--	55	44
	Language	--	--	67	54	--	--	70	61	--	--	53	44
	Mathematics	--	--	66	54	--	--	69	61	--	--	60	51
4	Reading	--	--	66	52	--	--	NA	56	--	--	57	48
	Language	--	--	61	48	--	--	63	52	--	--	59	49
	Mathematics	--	--	73	57	--	--	74	61	--	--	63	53
5	Reading	--	--	62	50	--	--	NA	55	--	--	60	50
	Language	--	--	57	46	--	--	60	49	--	--	59	50
	Mathematics	--	--	73	57	--	--	75	63	--	--	58	49
6	Reading	--	--	66	53	--	--	NA	56	--	--	61	51
	Language	--	--	60	45	--	--	60	48	--	--	58	47
	Mathematics	--	--	79	62	--	--	79	66	--	--	66	52
7	Reading	--	--	62	51	--	--	NA	54	--	--	59	50
	Language	--	--	66	54	--	--	69	58	--	--	61	52
	Mathematics	--	--	71	58	--	--	76	62	--	--	60	50

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

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	25.00
Other Professional Staff	1.40	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multipurpose Room

Extracurricular Activities

- Ü girls volleyball
- Ü boys volleyball
- Ü girls basketball
- Ü boys basketball

Social Services

- |                          |  |
|--------------------------|--|
| Ü Reading Task Force     | Ü Special Education resource available |
| Ü Full-time nurse        | Ü AIMS Intervention Committee          |
| Ü Part-time counselor    | Ü General Education Intervention Team  |
| Ü Part-time psychologist |  |

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	NA	95	94	95
Transfers Out Rates <sup>5</sup>	NA	12	12	17
Transfers In Rate <sup>6</sup>	NA	28	28	37
Stability Rate <sup>7</sup>	NA	87	87	82
Promotion Rate <sup>8</sup>	NA	96	95	81
Retention Rate <sup>9</sup>	NA	1	1	3
Dropout Rate <sup>10</sup>	NA	0	1	6
Status Unknown <sup>11</sup>	NA	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

West Wing is a new school. As such, we are working hard to create a safe and healthy learning environment for all. Teachers have been trained on school and playground safety. The Character Counts Program is implemented to teach students responsibility, trustworthiness, kindness, caring, sharing and citizenship.

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		
Transportation Policy	Tamara Teague	(602) 467-5096
Community Resources	Kenna Hough	(623) 445-5017
School Nutrition Programs	Valerie Matteson	(623) 445-5014
Parent Organization	Nancy Whitt	(623) 376-5000
Student Health/Nurse	Yvonne Gravatt	(623) 445-5010

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.