

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9181 E. Redfield Rd., Scottsdale, AZ 85260

Scottsdale Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Walter E. Chantler
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 575
 Web Address : www.zuni.susd.org
 Phone Number : (480) 484-4000
 Fax Number : (480) 484-4001
 E-mail : walter.chantler@susd.org

Mission

Our mission is to promote a caring environment where all learners meet with success. We believe that high expectations and hard work are essential to quality performance. Education is the shared responsibility of student, home, school and community.

School / Academic Goals

- Ü Language Arts: Zuni Elementary is committed to producing students who are clear and creative thinkers and excellent communicators. Zuni students will continue to show increased academic achievement in the area of reading comprehension.
- Ü Technology: Zuni Elementary is committed to ensuring that all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task. We will show increased achievement in technology competencies.
- Ü Safe Environment: Zuni Elementary is committed to providing a positive, respectful and safe learning environment. Zuni utilizes the CHARACTER COUNTS! character education program. Behavioral expectations are consistently reinforced.
- Ü Staff Development: Zuni Elementary will offer or support comprehensive professional growth programs to provide staff with skills, strategies, and resources to meet the needs of all learners.

Enrollment

October 1, 2004 School Year Student Enrollment : 528
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 58

Instructional Programs

- ü Full Day Kindergarten (free)
- ü Head Start
- ü Special Ed. - Resource & Self-Contained
- ü Gifted - Pull out and Self-Contained
- ü Accelerated Reader
- ü CHARACTER COUNTS!
- ü Comprehensive Self-Contained Gifted
- ü ABC Classes and Twice Exceptional

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a challenging academic program with a climate conducive to learning; protect the rights of all students; communicate openly and regularly; encourage parent participation; assure the safety of students; provide a highly qualified staff.

Parents

To provide a home environment conducive to study and learning; motivate their children to do their best; value education and participate in school activities; expect their children to abide by the District's Code of Conduct and the school's rules. Parents are also encouraged to join the Zuni Community Association whose sole purpose is to support the school.

Transportation Policy

Transportation is provided for K-3 students 3/4 miles from school and grades 4-5 students 1 mile from school. Mid-day transportation and special education transportation is also available. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
ü Contest Winners - Geography/Spelling/Essay/Poetry	2004
ü President's Education Awards	2004
ü Constitution Commemoration Essay Contest	2004
ü National Student Council Honor Council Excellence Award	2004

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	85	1876	79306	98	100	99	457	472	445	5	6	10	14	10	18	46	46	51	34	39	20
All Students (Prior Year)	105	1952	75509	100	99	100	535	548	521	8	6	13	18	13	23	33	31	33	41	49	31
Female	43	912	38691	98	100	99	467	472	446	5	6	10	19	10	18	38	46	52	38	38	20
Male	42	964	40583	98	100	99	447	472	445	5	5	11	10	10	18	54	46	50	31	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	12	297	32869	92	100	99	453	438	429	0	13	15	40	21	25	40	50	51	20	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	65	1420	36197	98	100	99	456	480	463	7	4	5	9	7	11	48	45	53	36	44	31
Students with Disabilities	17	279	10321	100	100	100	375	421	389	25	22	30	13	21	27	63	35	34	0	22	9
Students without Disabilities	68	1598	69060	96	98	98	479	481	454	0	3	7	15	8	17	42	48	54	43	42	22
Limited English Proficient Students	NC	196	15509	NC	100	100	NC	412	406	NC	19	20	NC	22	30	NC	44	45	NC	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	395	39415	82	95	96	423	437	431	27	17	15	36	22	25	27	45	50	9	16	10
Non-Economically Disadvantaged	71	1482	39966	100	100	100	463	481	459	2	3	6	11	7	12	49	46	52	38	45	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	84	1876	79395	97	0	99	455	469	446	7	5	9	12	14	25	71	61	55	11	20	11
All Students (Prior Year)	105	1954	75492	100	99	100	530	537	519	5	4	12	11	9	16	55	47	47	29	40	24
Female	42	913	38743	95	0	100	467	474	451	6	4	7	11	13	24	72	59	57	11	24	12
Male	42	963	40618	98	0	99	443	465	440	8	5	11	13	15	27	69	63	53	10	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	11	296	32915	85	0	99	451	436	426	0	12	15	33	31	35	67	49	47	0	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	65	1421	36221	98	0	99	453	477	465	9	3	4	9	10	15	71	64	63	12	23	17
Students with Disabilities	17	278	10331	100	0	100	371	417	388	19	16	25	19	30	37	63	44	34	0	9	4
Students without Disabilities	67	1599	69139	94	0	99	477	479	454	3	3	7	10	11	24	73	64	58	14	22	11
Limited English Proficient Students	NC	196	15545	NC	0	100	NC	406	399	NC	19	21	NC	32	42	NC	43	35	NC	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	394	39484	76	0	96	425	435	429	30	14	14	20	32	35	40	47	47	10	7	4
Non-Economically Disadvantaged	71	1483	39986	100	0	100	459	478	461	3	2	4	11	9	16	75	65	63	11	23	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	85	1845	78869	98	98	99	465	475	442	0	3	6	12	9	21	76	69	63	12	20	10
All Students (Prior Year)	105	1952	75053	100	99	99	645	649	597	1	3	7	6	6	12	76	72	72	16	18	9
Female	43	898	38536	98	98	99	492	486	458	0	4	4	5	6	15	81	64	67	14	26	14
Male	42	947	40302	98	98	99	440	465	428	0	2	8	18	11	26	72	73	60	10	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	12	295	32606	92	100	98	488	437	426	0	6	8	0	21	27	80	66	60	20	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	65	1395	36078	98	98	99	457	483	459	0	2	4	16	6	16	78	70	66	7	22	14
Students with Disabilities	17	277	10246	100	100	100	369	413	367	0	12	18	44	21	39	50	58	40	6	8	4
Students without Disabilities	68	1569	68697	96	97	98	491	486	454	0	1	4	3	6	18	83	71	67	13	22	11
Limited English Proficient Students	NC	195	15339	NC	100	100	NC	412	399	NC	8	11	NC	26	31	NC	58	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	390	39106	82	94	95	457	437	427	0	6	8	27	23	28	64	67	59	9	4	5
Non-Economically Disadvantaged	71	1456	39837	100	99	100	467	484	457	0	2	4	9	5	14	78	69	67	12	23	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	102	2119	78906	100	100	99	536	534	498	2	4	13	3	10	19	60	45	48	35	41	20
All Students (Prior Year)	117	2037	76019	100	99	100	535	535	499	1	4	14	26	22	39	18	15	14	55	60	33
Female	42	1005	38644	100	100	99	548	532	500	0	4	12	0	10	19	60	47	49	40	39	19
Male	60	1115	40236	100	100	99	528	536	497	4	5	15	6	9	19	59	43	46	31	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	15	320	31938	100	100	99	529	499	481	7	12	19	14	19	25	57	51	46	21	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	--	30	4593	--	100	100	--	505	467	--	4	26	--	25	29	--	46	39	--	25	6
White	77	1643	36483	100	100	99	540	541	517	1	3	7	1	8	13	59	44	51	38	46	30
Students with Disabilities	NC	284	10664	NC	100	100	NC	474	430	NC	18	42	NC	27	27	NC	41	26	NC	15	5
Students without Disabilities	95	1836	68310	100	98	98	539	543	509	1	2	9	2	7	18	60	46	51	36	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	16	444	38679	100	97	96	528	500	483	7	12	20	0	21	25	73	48	45	20	19	10
Non-Economically Disadvantaged	86	1676	40295	100	100	100	538	542	513	1	2	7	4	7	13	57	44	50	38	47	30

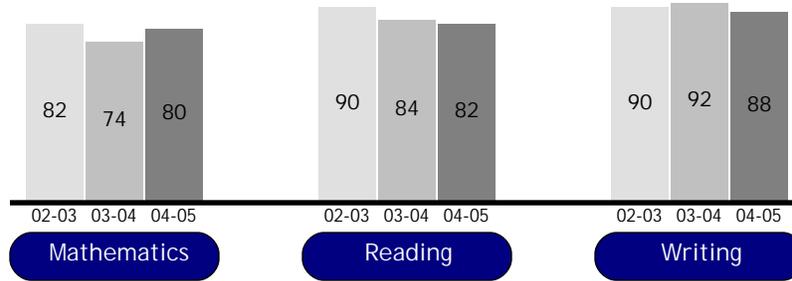
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2113	78908	100	0	99	513	513	484	1	3	10	7	11	23	77	65	58	15	20	9
All Students (Prior Year)	117	2037	76020	100	99	100	517	519	503	7	9	25	14	14	23	52	52	40	27	26	12
Female	42	1002	38648	100	0	99	522	516	489	0	2	8	3	10	22	78	65	61	20	22	10
Male	60	1112	40233	100	0	99	507	510	479	2	3	12	11	12	25	76	65	55	11	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	15	319	31940	100	0	99	498	480	465	0	9	16	21	28	32	64	55	49	14	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	--	30	4569	--	0	100	--	490	457	--	4	18	--	25	39	--	63	41	--	8	2
White	77	1638	36502	100	0	99	518	519	502	1	2	4	3	7	14	80	68	67	15	23	15
Students with Disabilities	NC	279	10665	NC	0	100	NC	461	423	NC	11	30	NC	32	36	NC	51	31	NC	5	2
Students without Disabilities	95	1835	68312	100	0	98	517	521	493	0	2	7	7	8	21	77	68	62	16	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	16	441	38662	100	0	96	506	482	468	0	9	16	20	29	32	67	53	49	13	9	3
Non-Economically Disadvantaged	86	1673	40315	100	0	100	515	520	498	1	1	5	5	7	15	78	69	66	15	23	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	102	2114	78750	100	100	99	528	536	500	3	2	6	11	13	29	86	79	63	0	7	2
All Students (Prior Year)	116	2034	75673	100	99	100	542	577	530	7	5	12	19	16	25	72	69	58	3	10	4
Female	42	1004	38586	100	100	99	542	549	515	3	1	4	8	8	22	90	80	71	0	11	3
Male	60	1111	40135	100	100	99	517	525	486	4	3	8	13	17	35	83	77	56	0	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	15	319	31841	100	100	99	521	507	483	0	4	8	21	29	36	79	65	55	0	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	--	30	4586	--	100	100	--	505	481	--	13	8	--	13	37	--	71	54	--	4	1
White	77	1641	36440	100	100	99	528	543	516	4	1	3	8	10	22	87	81	71	0	8	4
Students with Disabilities	NC	282	10622	NC	100	100	NC	478	415	NC	7	21	NC	33	50	NC	58	28	NC	1	1
Students without Disabilities	95	1833	68196	100	98	98	529	546	513	3	1	3	10	10	25	86	82	69	0	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	16	444	38558	100	97	96	507	503	485	7	5	8	13	28	37	80	65	54	0	2	1
Non-Economically Disadvantaged	86	1671	40260	100	100	100	531	545	514	3	1	3	10	9	21	87	82	72	0	8	4

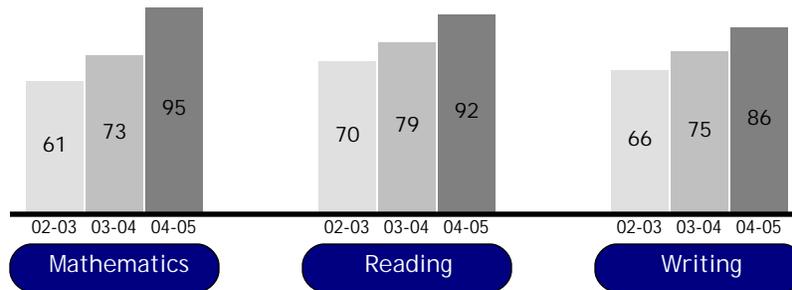
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	72	66	50	94	74	NA	58	100	58	62	47
	Language	99	61	61	43	96	62	68	50	100	56	64	47
	Mathematics	100	78	72	57	94	71	79	64	100	65	67	50
3	Reading	99	69	70	47	100	65	NA	55	94	53	57	44
	Language	100	67	75	54	100	66	77	61	94	54	57	44
	Mathematics	100	71	73	54	100	62	76	61	95	60	65	51
4	Reading	97	76	75	52	100	74	NA	56	100	57	61	48
	Language	99	69	68	48	100	66	69	52	100	61	64	49
	Mathematics	97	82	78	57	100	77	79	61	100	65	66	53
5	Reading	99	70	70	50	99	72	NA	55	100	61	64	50
	Language	100	64	65	46	100	70	69	49	100	64	65	50
	Mathematics	100	77	77	57	100	82	83	63	100	65	65	49
6	Reading	--	--	72	53	--	--	NA	56	--	--	64	51
	Language	--	--	67	45	--	--	64	48	--	--	63	47
	Mathematics	--	--	78	62	--	--	78	66	--	--	66	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Site Improvement Plan Development
- Ü Data Gathering and Reporting
- Ü Instructional Programs/Strategies
- Ü Communications
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	32.40
Other Professional Staff	1.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	19	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	76
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 2 Computer Labs
- Ü Media Center / Library
- Ü Indoor P.E. Facility
- Ü Performance Stage

Extracurricular Activities

- Ü Student Council
- Ü WordMasters
- Ü Math Olympiads
- Ü Continental Math
- Ü Intramurals
- Ü Journalism/Yearbook
- Ü Music Memory
- Ü Art Masterpiece

Social Services

- Ü After School / Before School Care
- Ü Head Start
- Ü Afterschool Tutoring
- Ü Parent Resource Room
- Ü Counseling / S.P.I.
- Ü Annual Health Screening
- Ü Parent Liaison / Community Specialist
- Ü Free/Reduced Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Target Area: Provide a positive, safe, and respectful learning environment, conducive to teaching and learning as measured by students. Ninety percent of Zuni students exemplified at least one Pillar of Character from the Character Counts! program.
- ü Target Area: Reading Comprehension~ Strategies included: AR, AIMS Blueprint, Curriculum Mapping, Differentiated Instruction, Standards-Based Instruction, Data Analysis, Test Prep Materials, Grade-Level Planning, Tutoring and Rdg./EIS Specialists.
- ü Target Area: Technology ~ To ensure all students and staff are proficient in the use of technology. Ninety percent of 4th graders created a multi-media presentation. The other students achieved grade-level technology competencies.
- ü Professional Development ~ 90% of full-time certified teachers received at least 5 staff development hours that supported Zuni goals. Some prof. development opportunities included Reading Comprehension strategies, data analysis, and technology.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our procedures to support safety and security: buddy system, hall passes, visitor check-in with identification badges, staff badges, Emergency/Crisis Plan, daily attendance calls, student sign-out procedure, personal safety/Stranger Danger curriculum, emergency medical cards, full-time certified nurse, two-way radios (between duty teachers, admin., and office), and administration visibility before, during, and after school.

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) :

5

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	Walter E. Chantler	(480) 484-4000
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Eloina Meade	(480) 484-4614
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
Parent Organization	Corena Benjamin	(480) 484-4000
Student Health/Nurse	Cynthia Worrell	(480) 484-4011

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.