

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3820 E Nisbet, Phoenix, AZ 85032

Paradise 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Diane Silvestri
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 527
 Web Address : pvsud.k12.az.us
 Phone Number : (602) 493-6050
 Fax Number : (602) 493-6055
 E-mail : dsilvestri@pvsud.k12.az.us

Mission

To provide a dynamic and high quality education in which students are encouraged and supported so that they may reach their potential and be prepared for a future in our multi-cultural society.

Values: Student Achievement, High Expectations, Personal Responsibility, Student Centered Focus, Celebrations of Success, Community and Diversity

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü The create an environment where all students can be successful: Increase number of students meeting/exceeding academic standards; Flexible grouping; Additional academic assistance outside of classroom instruction; Bullying/Prevention Plan
- ü To achieve excellence in instruction with continued professional growth: Train staff in differentiated instruction; Implement Professional Learning Communities; Provide flexible scheduling for teachers to plan together frequently
- ü Develop a communication plan among staff and community which will increase and encourage community and parent partnership: Sharing of learning goals; Parent Liaison; Parent Volunteers; Opportunities for business partnerships; Build strong PTA
- ü To increase knowledge and application of skills in the use of technology for the Arrowhead Community: Staff will implement learning activities for students using technology; Develop school website to include teacher links; Classes for community

Enrollment

October 1, 2004 School Year Student Enrollment : 541
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- Ü English Language Learner
- Ü Gifted and Talented Classes
- Ü On-site Special Education
- Ü Make My Day Citizenship
- Ü Free All Day Kindergarten
- Ü Flexible Grouping
- Ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To create an environment that is safe and where all students can succeed. To encourage and cultivate partnerships with our families for the benefit of all students.

Make My Day philosophy: No one has the right to interfere with the learning, safety or well-being of others. Students are expected to do what is expected and do it the best that they can.

Parents

Responsibilities include an open line of communication between home and school; awareness of student progress; student citizenship; daily school attendance; participation in school programs/functions; participation in home-school reading programs. All parents complete a home-school compact to support student success.

Transportation Policy

Service areas: Kindergarten--one-half mile; grades one through six--one mile. Arrowhead's boundaries are north-- Bell Road; east--40th Street; south--Acoma and Hearn; west--32nd Street.

School Honors

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

Award/Honor	Year
Ü NASA EXPLORER SCHOOL	2005
Ü Finalist Presidential Math Award	2002
Ü Actuarial Foundation Grant	2002
Ü Rodel Foundation Award for Teacher Excellence	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	76	2586	79306	97	100	99	447	467	445	8	6	10	22	11	18	55	50	51	16	34	20
All Students (Prior Year)	88	2710	75509	100	100	100	531	538	521	5	7	13	18	17	23	45	34	33	32	42	31
Female	34	1264	38691	100	100	99	435	466	446	14	6	10	17	11	18	59	49	52	10	34	20
Male	42	1321	40583	95	99	99	456	468	445	3	6	11	26	11	18	51	50	50	20	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	50	568	32869	100	99	99	439	435	429	12	16	15	21	21	25	56	50	51	12	13	10
Asian/Pacific Islander	--	87	1935	--	100	99	--	490	474	--	0	3	--	6	9	--	49	48	--	44	40
American Indian/Alaskan Native	--	36	4264	--	100	100	--	438	419	--	9	19	--	15	30	--	58	45	--	18	6
White	25	1810	36197	93	100	99	461	477	463	0	4	5	25	8	11	50	49	53	25	40	31
Students with Disabilities	11	372	10321	92	100	100	427	420	389	9	23	30	36	20	27	55	43	34	0	14	9
Students without Disabilities	65	2215	69060	98	99	98	451	475	454	8	3	7	19	9	17	55	51	54	19	37	22
Limited English Proficient Students	25	301	15509	100	100	100	434	413	406	8	21	20	27	27	30	62	46	45	4	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	57	780	39415	97	94	96	439	439	431	9	13	15	25	21	25	57	53	50	9	13	10
Non-Economically Disadvantaged	19	1807	39966	100	100	100	485	479	459	0	3	6	9	6	12	45	48	52	45	42	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2577	79395	96	0	99	437	468	446	14	6	9	30	16	25	51	58	55	5	21	11
All Students (Prior Year)	88	2702	75492	100	100	100	520	528	519	16	7	12	12	12	16	54	49	47	19	32	24
Female	33	1261	38743	97	0	100	433	473	451	14	5	7	39	14	24	36	57	57	11	24	12
Male	42	1315	40618	95	0	99	441	464	440	14	6	11	23	17	27	63	59	53	0	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	49	563	32915	98	0	99	429	430	426	14	17	15	38	32	35	43	44	47	5	6	4
Asian/Pacific Islander	--	87	1936	--	0	99	--	485	468	--	1	3	--	7	14	--	59	63	--	32	19
American Indian/Alaskan Native	--	36	4271	--	0	100	--	440	420	--	6	15	--	18	42	--	67	41	--	9	2
White	25	1805	36221	93	0	99	453	480	465	15	2	4	15	11	15	65	61	63	5	25	17
Students with Disabilities	10	364	10331	83	0	100	393	419	388	50	19	25	20	31	37	30	42	34	0	8	4
Students without Disabilities	65	2214	69139	98	0	99	446	476	454	8	3	7	32	13	24	55	60	58	6	23	11
Limited English Proficient Students	25	300	15545	100	0	100	424	401	399	8	23	21	46	44	42	42	32	35	4	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	56	771	39484	95	0	96	427	436	429	17	13	14	37	31	35	44	50	47	2	6	4
Non-Economically Disadvantaged	19	1807	39986	100	0	100	489	482	461	0	2	4	0	9	16	82	61	63	18	27	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	75	2578	78869	96	99	99	442	467	442	5	4	6	25	12	21	67	65	63	3	19	10
All Students (Prior Year)	87	2688	75053	99	99	99	580	634	597	2	4	7	18	8	12	78	74	72	2	14	9
Female	34	1260	38536	100	100	99	444	479	458	7	4	4	21	8	15	69	63	67	3	25	14
Male	41	1318	40302	93	99	99	440	455	428	3	5	8	29	15	26	66	67	60	3	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	49	565	32606	98	99	98	441	430	426	5	10	8	28	21	27	63	63	60	5	6	5
Asian/Pacific Islander	--	87	1925	--	100	99	--	493	471	--	1	3	--	9	11	--	56	64	--	35	22
American Indian/Alaskan Native	--	36	4245	--	100	100	--	431	423	--	9	9	--	15	26	--	67	61	--	9	4
White	25	1804	36078	93	100	99	444	478	459	5	3	4	20	9	16	75	66	66	0	22	14
Students with Disabilities	11	369	10246	92	100	100	401	403	367	18	16	18	36	29	39	45	48	40	0	8	4
Students without Disabilities	64	2210	68697	97	99	98	450	478	454	2	3	4	23	9	18	72	68	67	4	21	11
Limited English Proficient Students	24	298	15339	100	100	100	452	403	399	0	13	11	23	26	31	73	58	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	56	776	39106	95	94	95	436	430	427	6	9	8	28	22	28	64	63	59	2	5	5
Non-Economically Disadvantaged	19	1803	39837	100	100	100	469	482	457	0	2	4	9	7	14	82	66	67	9	25	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	77	2711	78906	97	100	99	507	515	498	6	8	13	24	13	19	51	50	48	19	29	20
All Students (Prior Year)	75	2756	76019	100	100	100	491	513	499	19	9	14	35	32	39	11	16	14	35	43	33
Female	40	1325	38644	100	100	99	502	517	500	3	7	12	31	13	19	44	51	49	22	29	19
Male	37	1384	40236	95	100	99	512	514	497	8	9	15	17	13	19	58	49	46	17	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	35	565	31938	97	100	99	495	484	481	3	19	19	33	24	25	52	46	46	12	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	33	1938	36483	97	100	99	516	525	517	10	5	7	16	10	13	48	51	51	26	34	30
Students with Disabilities	NC	394	10664	NC	100	100	NC	451	430	NC	29	42	NC	25	27	NC	37	26	NC	9	5
Students without Disabilities	71	2317	68310	99	98	98	512	526	509	2	5	9	23	11	18	55	52	51	21	33	22
Limited English Proficient Students	11	270	12573	92	100	100	485	448	454	0	24	27	47	29	30	47	40	38	5	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	53	798	38679	93	95	96	495	487	483	6	19	20	27	20	25	55	49	45	12	12	10
Non-Economically Disadvantaged	24	1913	40295	100	100	100	537	527	513	5	4	7	14	10	13	43	50	50	38	36	30

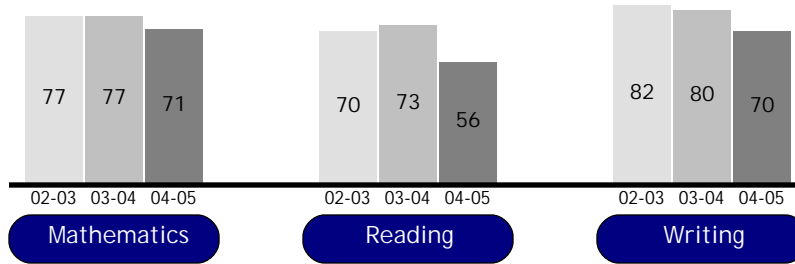
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2712	78908	97	0	99	484	499	484	4	6	10	29	15	23	61	65	58	6	14	9
All Students (Prior Year)	75	2754	76020	100	100	100	491	510	503	36	17	25	31	18	23	29	47	40	4	18	12
Female	40	1327	38648	100	0	99	483	504	489	0	5	8	36	14	22	61	65	61	3	16	10
Male	37	1383	40233	95	0	99	485	494	479	8	7	12	22	17	25	61	66	55	8	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	35	564	31940	97	0	99	469	467	465	3	15	16	45	33	32	52	48	49	0	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	33	1940	36502	97	0	99	491	508	502	6	3	4	19	11	14	65	69	67	10	17	15
Students with Disabilities	NC	394	10665	NC	0	100	NC	442	423	NC	19	30	NC	31	36	NC	48	31	NC	2	2
Students without Disabilities	71	2318	68312	99	0	98	489	508	493	0	4	7	27	13	21	67	68	62	6	16	10
Limited English Proficient Students	11	269	12556	92	0	100	458	431	436	5	20	24	58	40	40	37	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	53	798	38662	93	0	96	472	474	468	6	14	16	37	29	32	57	54	49	0	4	3
Non-Economically Disadvantaged	24	1914	40315	100	0	100	513	509	498	0	2	5	10	10	15	71	70	66	19	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2708	78750	99	100	99	502	516	500	3	4	6	37	21	29	60	71	63	0	3	2
All Students (Prior Year)	74	2748	75673	100	99	100	519	558	530	6	7	12	39	18	25	53	68	58	2	7	4
Female	40	1324	38586	100	100	99	518	531	515	0	2	4	31	13	22	69	79	71	0	5	3
Male	38	1382	40135	97	100	99	487	501	486	5	5	8	43	29	35	51	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	36	562	31841	100	100	99	488	485	483	6	9	8	41	36	36	53	54	55	0	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	33	1939	36440	97	100	99	513	524	516	0	2	3	32	18	22	68	76	71	0	4	4
Students with Disabilities	NC	395	10622	NC	100	100	NC	441	415	NC	13	21	NC	47	50	NC	40	28	NC	1	1
Students without Disabilities	71	2313	68196	99	98	98	511	528	513	2	2	3	33	17	25	65	77	69	0	4	3
Limited English Proficient Students	12	269	12504	100	100	100	463	444	451	10	13	12	50	41	44	40	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	54	797	38558	95	94	96	491	487	485	4	9	8	42	35	37	54	55	54	0	1	1
Non-Economically Disadvantaged	24	1911	40260	100	100	100	529	527	514	0	2	3	24	16	21	76	78	72	0	5	4

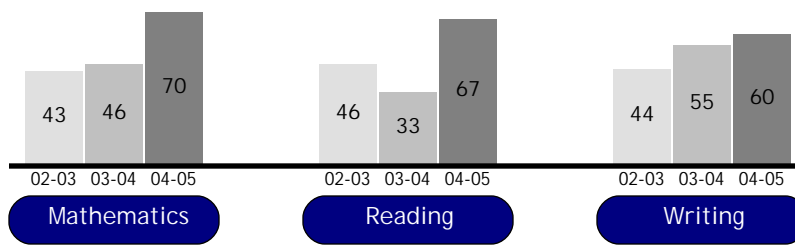
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	63	61	50	99	70	NA	58	100	43	55	47
	Language	95	59	54	43	99	54	59	50	100	45	55	47
	Mathematics	97	81	67	57	99	73	68	64	100	48	56	50
3	Reading	100	35	60	47	99	56	NA	55	96	38	56	44
	Language	100	48	64	54	99	63	69	61	96	39	55	44
	Mathematics	100	51	66	54	99	66	69	61	97	48	60	51
4	Reading	96	51	65	52	100	51	NA	56	98	47	58	48
	Language	100	49	60	48	100	52	63	52	98	49	57	49
	Mathematics	99	64	69	57	100	57	72	61	99	59	61	53
5	Reading	100	38	64	50	100	41	NA	55	97	46	58	50
	Language	100	38	58	46	100	43	60	49	97	49	59	50
	Mathematics	100	53	69	57	100	54	72	63	97	47	57	49
6	Reading	98	53	67	53	100	45	NA	56	100	46	61	51
	Language	100	40	60	45	100	37	61	48	100	41	57	47
	Mathematics	100	69	74	62	100	51	76	66	100	43	62	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

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

Council Duties

- Ü School Vision-Mission-Values
- Ü Student Achievement
- Ü School Safety Issues
- Ü Technology
- Ü Surveys
- Ü Business Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.60
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Center Pod Area Common to Grade Levels

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Geology Club
- Ü Homework Club
- Ü Phoenix Activity City (PAC)
- Ü Black Stallion Reading Club
- Ü Strings (Instrument) Club
- Ü Math Academy

Social Services

- Ü After School Program
- Ü Dental Care
- Ü Counseling Services/Support Groups
- Ü Parent Liason

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü NASA Explorer School-Arrowhead was selected as one of the 2005 NASA Explorer schools. This is a very prestigious honor as only 50 schools in the country are picked every year. This partnership will give our students opportunities to explore!
- ü Offering English as a Second Language for adult members of the community. (Adult Literacy) Classes are offered twice a week.
- ü Exchange City (Junior Achievement for Grade 6)
Exchange City is a program where each 6th grade student experiences the responsibilities and opportunities of citizenship and entrepreneurship in a free enterprise system.

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	12	12	12	17
Transfers In Rate ⁶	26	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

Make My Day schoolwide citizenship program; student support groups; increased time for school social worker on campus; Block Watch; traffic monitors around school; specific crisis plan/team; lock-down and evacuation drills; fencing built to insure greater safety around school perimeter.

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	Mrs. Diane Silvestri	(602) 493-6054
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Hillary Kaminsky	(602) 493-6050
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Mari Fernandez	(602) 493-6051
Student Health/Nurse	Virginia Sakas	(602) 493-6053

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.