

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1104 N. Madison Avenue, Douglas, AZ 85607

Douglas 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)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. J. David Williams
 Schedule : 8:00 AM to 3:00 PM
 Grades : K-8
 2004 Enrollment : 19
 Web Address : www.dusd.k12.az.us/maryvale
 Phone Number : (520) 364-8531
 Fax Number : (520) 805-4175
 E-mail : dwilliams@dusd.k12.az.us

Mission

Our commitment is to provide students who have multiple challenges many educational opportunities in an environment conducive to skill acquisition and personal growth.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü The students will improve pre-academic and academic skills in reading, math, writing.
- ü The students will improve oral and written language skills along with fine/gross motor skills.
- ü The students will improve their social skills.
- ü The students will improve their self-help independent skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 34
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Pre-Vocational
- Ü Special Education
- Ü Mainstreaming
- Ü Physical Fitness

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

To validate the significance of parental involvement and actively seek to increase new levels of participation. To keep parents abreast of their child's progress and day-to-day educational experience.

Parents

All parents are recognized as being vital partners in the educational experience of their child. Parents are strongly encouraged to participate at every level and as often as possible.

Transportation Policy

All students who require transportation as determined by the IEP team will receive this service.

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	--	304	75509	--	98	100	--	515	521	--	9	13	--	29	23	--	39	33	--	22	31
All Students (Prior Year)	NC	334	75372	NC	100	100	NC	523	523	NC	6	9	NC	21	25	NC	45	36	NC	28	30
Female	--	138	37013	--	99	100	--	520	522	--	8	12	--	31	24	--	39	33	--	22	31
Male	--	165	38430	--	97	99	--	511	521	--	10	14	--	29	22	--	38	33	--	23	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	--	293	30486	--	98	99	--	515	505	--	10	18	--	30	29	--	37	32	--	23	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	--	NC	35192	--	NC	99	--	NC	534	--	NC	8	--	NC	19	--	NC	35	--	NC	39
Students with Disabilities	--	23	9708	--	100	100	--	468	489	--	43	32	--	29	27	--	29	24	--	0	17
Students without Disabilities	--	281	65801	--	98	98	--	518	525	--	7	11	--	30	23	--	39	34	--	24	33
Limited English Proficient Students	--	196	16928	--	99	100	--	488	485	--	17	29	--	46	33	--	38	26	--	0	12
Migrant Students	--	34	750				--	512	499	--	0	21	--	25	29	--	75	30	--	0	20
Economically Disadvantaged	--	226	36411				--	511	503	--	11	19	--	33	29	--	39	32	--	18	20
Non-Economically Disadvantaged	--	78	39040				--	521	534	--	6	8	--	24	19	--	39	34	--	31	39

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	--	305	75492	--	99	100	--	508	519	--	15	12	--	23	16	--	49	47	--	12	24
All Students (Prior Year)	NC	333	75221	NC	100	100	NC	519	523	NC	8	8	NC	19	16	NC	52	56	NC	21	21
Female	--	136	37014	--	98	100	--	511	523	--	14	10	--	22	15	--	53	48	--	10	27
Male	--	167	38400	--	98	99	--	505	516	--	17	14	--	24	17	--	44	47	--	14	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	--	293	30438	--	98	99	--	506	508	--	17	17	--	23	21	--	49	47	--	11	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	--	NC	35177	--	NC	99	--	NC	528	--	NC	8	--	NC	13	--	NC	49	--	NC	31
Students with Disabilities	--	24	9707	--	100	100	--	474	495	--	50	33	--	25	21	--	25	33	--	0	13
Students without Disabilities	--	281	65785	--	98	98	--	511	522	--	13	10	--	23	16	--	51	49	--	13	26
Limited English Proficient Students	--	197	16905	--	100	100	--	482	489	--	38	34	--	42	28	--	21	32	--	0	6
Migrant Students	--	34	763				--	496	499	--	13	21	--	50	30	--	38	40	--	0	8
Economically Disadvantaged	--	223	36302				--	502	507	--	20	18	--	27	21	--	47	46	--	6	14
Non-Economically Disadvantaged	--	82	39164				--	518	528	--	8	8	--	18	13	--	53	48	--	22	31

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	--	306	75053	--	99	99	--	617	597	--	3	7	--	9	12	--	79	72	--	9	9
All Students (Prior Year)	--	319	73654	--	97	99	--	535	530	--	6	9	--	16	13	--	68	70	--	10	7
Female	--	136	36872	--	98	99	--	651	621	--	4	5	--	5	9	--	75	74	--	16	12
Male	--	168	38109	--	99	99	--	587	573	--	3	10	--	13	14	--	81	69	--	3	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	--	294	30235	--	99	98	--	613	575	--	3	9	--	10	14	--	77	70	--	9	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	--	NC	35028	--	NC	99	--	NC	613	--	NC	6	--	NC	10	--	NC	73	--	NC	11
Students with Disabilities	--	23	9625	--	100	100	--	541	530	--	33	21	--	0	21	--	67	55	--	0	4
Students without Disabilities	--	283	65428	--	99	98	--	621	604	--	2	6	--	10	11	--	80	73	--	9	10
Limited English Proficient Students	--	198	16765	--	100	100	--	552	525	--	13	17	--	17	20	--	70	60	--	0	2
Migrant Students	--	34	752				--	557	562	--	13	9	--	0	18	--	88	68	--	0	5
Economically Disadvantaged	--	224	36077				--	613	566	--	3	10	--	10	16	--	78	69	--	9	5
Non-Economically Disadvantaged	--	82	38950				--	625	618	--	4	5	--	8	9	--	80	73	--	8	12

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	--	322	76019	--	98	100	--	483	499	--	17	14	--	48	39	--	13	14	--	22	33
All Students (Prior Year)	--	334	76230	--	100	100	--	499	498	--	7	12	--	42	38	--	12	12	--	39	37
Female	--	147	37207	--	97	100	--	486	499	--	10	12	--	58	41	--	12	14	--	21	33
Male	--	175	38677	--	99	100	--	481	498	--	23	15	--	40	38	--	15	13	--	23	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	--	305	29458	--	98	100	--	483	480	--	16	20	--	49	48	--	14	12	--	21	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	--	15	35880	--	94	100	--	490	515	--	27	7	--	27	32	--	7	16	--	40	45
Students with Disabilities	--	39	9786	--	100	100	--	420	457	--	81	39	--	19	40	--	0	7	--	0	13
Students without Disabilities	--	283	66233	--	97	99	--	487	503	--	12	11	--	50	39	--	14	14	--	23	35
Limited English Proficient Students	--	200	15206	--	100	100	--	476	459	--	18	31	--	53	53	--	14	7	--	15	9
Migrant Students	--	28	745				--	472	473	--	24	22	--	47	53	--	12	11	--	18	15
Economically Disadvantaged	--	248	35714				--	482	480	--	18	20	--	48	47	--	14	12	--	20	20
Non-Economically Disadvantaged	--	74	40266				--	486	513	--	14	9	--	48	33	--	11	15	--	27	43

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	--	319	76020	--	97	100	--	494	503	--	35	25	--	28	23	--	33	40	--	4	12
All Students (Prior Year)	--	333	76202	--	100	100	--	498	505	--	23	19	--	33	24	--	38	46	--	5	11
Female	--	145	37213	--	95	100	--	495	504	--	31	22	--	29	23	--	34	42	--	6	13
Male	--	174	38666	--	98	100	--	492	501	--	38	29	--	27	22	--	33	38	--	2	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	303	29442	--	97	99	--	493	494	--	35	37	--	28	26	--	33	31	--	3	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	--	14	35890	--	88	100	--	502	511	--	18	15	--	27	20	--	36	48	--	18	18
Students with Disabilities	--	37	9784	--	100	100	--	476	485	--	100	58	--	0	19	--	0	19	--	0	4
Students without Disabilities	--	282	66236	--	97	99	--	494	504	--	33	23	--	29	23	--	34	42	--	4	13
Limited English Proficient Students	--	199	15198	--	100	100	--	490	483	--	42	59	--	33	25	--	24	14	--	1	1
Migrant Students	--	28	743				--	489	488	--	44	50	--	31	28	--	25	19	--	0	3
Economically Disadvantaged	--	247	35703				--	493	494	--	36	37	--	29	26	--	32	31	--	3	6
Non-Economically Disadvantaged	--	72	40274				--	497	509	--	32	17	--	24	20	--	39	47	--	5	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	--	322	75673	--	98	100	--	498	530	--	13	12	--	38	25	--	49	58	--	1	4
All Students (Prior Year)	--	330	74692	--	100	99	--	491	502	--	22	18	--	33	27	--	41	47	--	4	8
Female	--	148	37099	--	97	100	--	517	548	--	5	8	--	38	22	--	55	64	--	3	6
Male	--	174	38441	--	98	99	--	482	513	--	19	16	--	37	29	--	43	52	--	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	--	305	29305	--	98	99	--	498	507	--	13	16	--	37	31	--	49	51	--	1	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	--	15	35760	--	94	99	--	510	550	--	8	9	--	38	21	--	54	64	--	0	6
Students with Disabilities	--	38	9706	--	100	100	--	456	462	--	50	36	--	25	32	--	25	31	--	0	1
Students without Disabilities	--	284	65967	--	97	99	--	500	536	--	11	10	--	38	25	--	50	60	--	1	5
Limited English Proficient Students	--	201	15115	--	100	100	--	477	471	--	18	26	--	40	38	--	42	35	--	1	1
Migrant Students	--	28	738				--	518	488	--	19	23	--	31	33	--	50	43	--	0	1
Economically Disadvantaged	--	247	35541				--	496	504	--	12	17	--	38	31	--	49	50	--	1	2
Non-Economically Disadvantaged	--	75	40091				--	503	550	--	13	9	--	37	21	--	49	64	--	2	6

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

8th 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	--	316	75001	--	99	99	--	469	468	--	30	37	--	46	36	--	17	16	--	6	10
All Students (Prior Year)	--	323	71167	--	100	99	--	466	463	--	30	38	--	52	41	--	11	14	--	6	7
Female	--	149	36846	--	98	99	--	470	468	--	27	36	--	50	38	--	17	16	--	6	10
Male	--	166	37974	--	99	99	--	468	467	--	33	39	--	43	34	--	18	16	--	7	11
African American	--	NC	3720	--	NC	98	--	NC	446	--	NC	53	--	NC	33	--	NC	9	--	NC	4
Hispanic	--	300	26675	--	98	98	--	468	448	--	30	52	--	48	34	--	16	10	--	6	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	--	12	37785	--	86	99	--	491	482	--	30	25	--	10	39	--	40	21	--	20	15
Students with Disabilities	--	47	8802	--	98	100	--	422	418	--	88	79	--	13	16	--	0	3	--	0	1
Students without Disabilities	--	269	66199	--	99	99	--	470	472	--	28	34	--	47	38	--	18	17	--	7	11
Limited English Proficient Students	--	166	11710	--	95	100	--	451	429	--	40	70	--	53	25	--	6	4	--	1	1
Migrant Students	--	25	709				--	472	442	--	33	57	--	39	34	--	22	7	--	6	2
Economically Disadvantaged	--	173	29814				--	460	448	--	37	53	--	45	33	--	15	10	--	3	4
Non-Economically Disadvantaged	--	143	45170				--	478	479	--	23	28	--	47	38	--	20	20	--	10	14

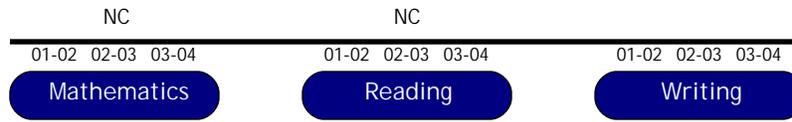
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	318	74918	--	99	99	--	486	497	--	39	32	--	26	19	--	28	35	--	7	15
All Students (Prior Year)	--	322	71100	--	100	99	--	497	502	--	24	25	--	26	21	--	46	40	--	4	15
Female	--	151	36805	--	99	99	--	486	501	--	38	28	--	30	19	--	26	37	--	7	16
Male	--	166	37936	--	99	99	--	485	493	--	40	35	--	22	18	--	30	33	--	8	14
African American	--	NC	3719	--	NC	98	--	NC	481	--	NC	43	--	NC	21	--	NC	29	--	NC	7
Hispanic	--	302	26645	--	99	98	--	485	478	--	40	46	--	25	20	--	28	27	--	7	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	--	12	37773	--	86	99	--	501	511	--	18	20	--	27	18	--	45	41	--	9	21
Students with Disabilities	--	47	8801	--	98	100	--	437	448	--	91	75	--	9	13	--	0	10	--	0	2
Students without Disabilities	--	271	66117	--	100	99	--	488	501	--	36	28	--	26	19	--	30	37	--	8	16
Limited English Proficient Students	--	166	11706	--	95	100	--	466	454	--	58	71	--	29	16	--	10	12	--	3	1
Migrant Students	--	25	706				--	480	467	--	33	55	--	56	22	--	11	20	--	0	4
Economically Disadvantaged	--	173	29785				--	474	477	--	53	47	--	19	20	--	25	26	--	3	6
Non-Economically Disadvantaged	--	145	45115				--	499	508	--	22	23	--	33	18	--	33	39	--	12	20

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	--	314	74503	--	98	99	--	483	491	--	9	9	--	35	32	--	51	51	--	5	8
All Students (Prior Year)	--	320	69001	--	99	96	--	489	490	--	11	17	--	47	37	--	42	45	--	0	1
Female	--	150	36686	--	99	99	--	484	506	--	7	5	--	35	29	--	57	57	--	2	9
Male	--	163	37644	--	97	98	--	480	476	--	12	13	--	36	36	--	44	45	--	8	6
African American	--	NC	3677	--	NC	97	--	NC	475	--	NC	12	--	NC	36	--	NC	46	--	NC	5
Hispanic	--	298	26500	--	98	97	--	484	467	--	9	13	--	35	39	--	51	44	--	5	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	--	12	37606	--	86	99	--	455	508	--	20	6	--	30	28	--	50	56	--	0	10
Students with Disabilities	--	45	8662	--	94	100	--	426	409	--	30	37	--	40	42	--	30	20	--	0	1
Students without Disabilities	--	269	65841	--	99	98	--	485	499	--	8	7	--	35	32	--	52	53	--	5	8
Limited English Proficient Students	--	164	11608	--	94	100	--	448	430	--	14	23	--	51	47	--	34	28	--	1	1
Migrant Students	--	25	701				--	482	449	--	6	17	--	44	43	--	50	38	--	0	1
Economically Disadvantaged	--	172	29587				--	466	465	--	12	14	--	42	40	--	45	43	--	2	4
Non-Economically Disadvantaged	--	142	44898				--	502	507	--	6	7	--	28	28	--	57	55	--	8	10

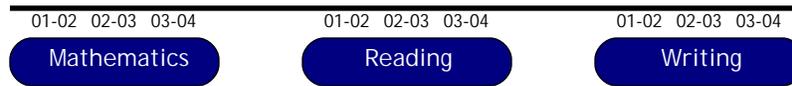
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

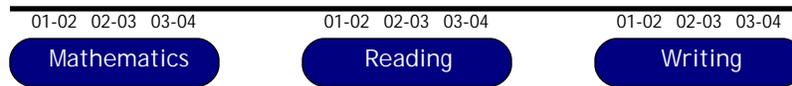
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	41	44	--	--	46	50	--	--	NA	58
	Language	--	--	30	39	--	--	32	43	--	--	38	50
	Mathematics	--	--	51	52	--	--	50	57	--	--	60	64
3	Reading	--	--	31	43	--	--	40	47	--	--	NA	55
	Language	--	--	43	50	--	--	53	54	--	--	54	61
	Mathematics	--	--	54	50	--	--	64	54	--	--	65	61
4	Reading	--	--	29	47	--	--	41	52	--	--	NA	56
	Language	--	--	37	45	--	--	43	48	--	--	43	52
	Mathematics	--	--	50	52	--	--	55	57	--	--	57	61
5	Reading	--	--	35	46	--	--	38	50	--	--	NA	55
	Language	--	--	41	43	--	--	43	46	--	--	45	49
	Mathematics	--	--	58	54	--	--	56	57	--	--	57	63
6	Reading	--	--	37	49	--	--	35	53	--	--	NA	56
	Language	--	--	34	42	--	--	36	45	--	--	37	48
	Mathematics	--	--	61	58	--	--	57	62	--	--	53	66
7	Reading	--	--	37	48	--	--	45	51	--	--	NA	54
	Language	--	--	43	51	--	--	55	54	--	--	51	58
	Mathematics	--	--	50	54	--	--	64	58	--	--	60	62
8	Reading	--	--	37	49	--	--	48	53	--	--	NA	55
	Language	--	--	33	46	--	--	49	49	--	--	52	52
	Mathematics	--	--	48	54	--	--	64	58	--	--	61	61

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)
- 1 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/School Relations
- Ü Assist Staff in Recognizing Student
- Ü Plan School Functions
- Ü Playground Equipment

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	.15	Teacher	1.00
Other Professional Staff	.80	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 1
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Physical and Sensory Therapy Room
- Ü Academic Rooms
- Ü Full Kitchen/Full Dining Room
- Ü Computer Lab

Extracurricular Activities

- Ü Special Olympics
- Ü Special School /Community Events

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Progress was indicated in pre-academic skills in reading, writing, and math.

ü Progress was noted in oral/written language and fine/gross motor skills.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	90	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	--	--
Grades 3-4	--	--
Grades 4-5	--	--
Grades 5-6	--	--
Grades 6-7	--	--
Grades 7-8	--	--

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Maryvale provides a secure facility, close working relationships with parents, appropriate behavioral intervention and a high ratio of staff to students. The school day is well organized and the staff is extremely vigilant and protective of students.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	J. David Williams	(520) 364-4416
Transportation Policy	J. David Williams	(520) 364-4416
Community Resources	J. David Williams	(520) 364-4416
School Nutrition Programs	Beverly Jackson	(520) 364-5641
Parent Organization	J. David Williams	(623) 364-4416
Student Health/Nurse	Joan Melendez	(520) 364-8531

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.