

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2200 11th Street, 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	Performing
2002-03	Performing
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
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 Overview

Principal/Administrator : Mrs. Gloria A. Arzate
 Schedule : 7:30 AM to 3:30 PM
 Grades : K-5
 2004 Enrollment : 405
 Web Address : www.dusd.k12.az.us/stevenson/
 Phone Number : (520) 364-2442
 Fax Number : (520) 364-7470
 E-mail : garzate@dusd.k12.az.us

Mission

To provide a nurturing, safe learning environment with a professional/knowledgeable staff dedicated to working in partnership with responsible parents, and focused, motivated students.

School / Academic Goals

- ü Student achievement in reading, writing, and math will improve each year so that students are proficient in the state's academic standards.
- ü Reduce the number of students 'falling far below' in reading, writing, and math.
- ü Improve students skills by utilizing innovative programs and effective teaching strategies and practices.
- ü Prepare all students for academic success by meeting their needs and teaching the Arizona State Standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 419
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 26

Instructional Programs

- ü ESL
- ü Gifted
- ü On-site Special Education
- ü Integrated Curriculum/Instruction
- ü All Day Kindergarten (two classrooms)
- ü Tutorial

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

We are responsible for providing a safe, educational environment. We provide supervision on the playground/crosswalks. We are dedicated in helping students attain academic success, and making parents an integral partner in the education of the child.

Parents

Parents have a responsibility in providing a home environment that is conducive to, and supportive of, education. They must also be actively involved with their child's education by communicating with the school, and attending school functions.

Transportation Policy

Bus transportation to/from school is provided to special education students whose handicapping condition requires transportation, and to K-8 students who live more than 1 mile from school.

School Honors

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

Award/Honor	Year
ü 21st Century Grant Recipient	2000
ü Literacy Grant -Through the Evelyn Jay Fund	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	69	304	75509	97	98	100	534	515	521	5	9	13	22	29	23	38	39	33	35	22	31
All Students (Prior Year)	70	334	75372	99	100	100	551	523	523	0	6	9	13	21	25	36	45	36	51	28	30
Female	39	138	37013	100	99	100	539	520	522	11	8	12	21	31	24	32	39	33	37	22	31
Male	30	165	38430	94	97	99	529	511	521	0	10	14	22	29	22	44	38	33	33	23	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	65	293	30486	97	98	99	536	515	505	6	10	18	18	30	29	39	37	32	36	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	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	23	9708	NC	100	100	NC	468	489	NC	43	32	NC	29	27	NC	29	24	NC	0	17
Students without Disabilities	68	281	65801	99	98	98	536	518	525	3	7	11	22	30	23	39	39	34	36	24	33
Limited English Proficient Students	33	196	16928	100	99	100	453	488	485	100	17	29	0	46	33	0	38	26	0	0	12
Migrant Students	NC	34	750				NC	512	499	NC	0	21	NC	25	29	NC	75	30	NC	0	20
Economically Disadvantaged	39	226	36411				534	511	503	13	11	19	20	33	29	47	39	32	20	18	20
Non-Economically Disadvantaged	30	78	39040				534	521	534	0	6	8	23	24	19	32	39	34	45	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	69	305	75492	97	99	100	521	508	519	5	15	12	14	23	16	65	49	47	16	12	24
All Students (Prior Year)	69	333	75221	97	100	100	531	519	523	0	8	8	26	19	16	37	52	56	37	21	21
Female	39	136	37014	100	98	100	525	511	523	11	14	10	0	22	15	79	53	48	11	10	27
Male	30	167	38400	94	98	99	518	505	516	0	17	14	28	24	17	50	44	47	22	14	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	65	293	30438	97	98	99	521	506	508	6	17	17	12	23	21	67	49	47	15	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	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	24	9707	NC	100	100	NC	474	495	NC	50	33	NC	25	21	NC	25	33	NC	0	13
Students without Disabilities	68	281	65785	99	98	98	523	511	522	3	13	10	14	23	16	67	51	49	17	13	26
Limited English Proficient Students	33	197	16905	100	100	100	468	482	489	100	38	34	0	42	28	0	21	32	0	0	6
Migrant Students	NC	34	763				NC	496	499	NC	13	21	NC	50	30	NC	38	40	NC	0	8
Economically Disadvantaged	39	223	36302				514	502	507	13	20	18	13	27	21	67	47	46	7	6	14
Non-Economically Disadvantaged	30	82	39164				527	518	528	0	8	8	14	18	13	64	53	48	23	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	69	306	75053	97	99	99	650	617	597	0	3	7	14	9	12	69	79	72	17	9	9
All Students (Prior Year)	65	319	73654	92	97	99	562	535	530	0	6	9	11	16	13	66	68	70	24	10	7
Female	39	136	36872	100	98	99	690	651	621	0	4	5	6	5	9	67	75	74	28	16	12
Male	30	168	38109	94	99	99	610	587	573	0	3	10	22	13	14	72	81	69	6	3	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	65	294	30235	97	99	98	646	613	575	0	3	9	16	10	14	66	77	70	19	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	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	23	9625	NC	100	100	NC	541	530	NC	33	21	NC	0	21	NC	67	55	NC	0	4
Students without Disabilities	68	283	65428	99	99	98	650	621	604	0	2	6	14	10	11	69	80	73	17	9	10
Limited English Proficient Students	33	198	16765	100	100	100	NA	552	525	NA	13	17	NA	17	20	NA	70	60	NA	0	2
Migrant Students	NC	34	752				NC	557	562	NC	13	9	NC	0	18	NC	88	68	NC	0	5
Economically Disadvantaged	39	224	36077				671	613	566	0	3	10	14	10	16	57	78	69	29	9	5
Non-Economically Disadvantaged	30	82	38950				637	625	618	0	4	5	14	8	9	77	80	73	9	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	76	322	76019	100	98	100	490	483	499	7	17	14	55	48	39	10	13	14	27	22	33
All Students (Prior Year)	80	334	76230	100	100	100	510	499	498	6	7	12	29	42	38	15	12	12	49	39	37
Female	43	147	37207	100	97	100	488	486	499	8	10	12	62	58	41	8	12	14	22	21	33
Male	33	175	38677	100	99	100	492	481	498	7	23	15	47	40	38	13	15	13	33	23	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	68	305	29458	100	98	100	489	483	480	7	16	20	58	49	48	10	14	12	25	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	NC	15	35880	NC	94	100	NC	490	515	NC	27	7	NC	27	32	NC	7	16	NC	40	45
Students with Disabilities	NC	39	9786	NC	100	100	NC	420	457	NC	81	39	NC	19	40	NC	0	7	NC	0	13
Students without Disabilities	71	283	66233	100	97	99	495	487	503	3	12	11	56	50	39	11	14	14	29	23	35
Limited English Proficient Students	34	200	15206	100	100	100	481	476	459	4	18	31	72	53	53	4	14	7	20	15	9
Migrant Students	NC	28	745				NC	472	473	NC	24	22	NC	47	53	NC	12	11	NC	18	15
Economically Disadvantaged	40	248	35714				495	482	480	6	18	20	50	48	47	15	14	12	29	20	20
Non-Economically Disadvantaged	36	74	40266				485	486	513	9	14	9	61	48	33	6	11	15	24	27	43

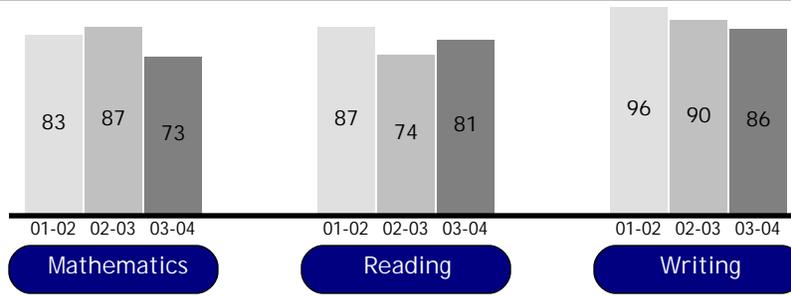
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	319	76020	99	97	100	499	494	503	25	35	25	24	28	23	41	33	40	10	4	12
All Students (Prior Year)	80	333	76202	100	100	100	502	498	505	22	23	19	14	33	24	55	38	46	9	5	11
Female	43	145	37213	100	95	100	501	495	504	19	31	22	24	29	23	43	34	42	14	6	13
Male	32	174	38666	97	98	100	496	492	501	35	38	29	23	27	22	38	33	38	4	2	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	67	303	29442	99	97	99	499	493	494	27	35	37	21	28	26	45	33	31	7	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	NC	14	35890	NC	88	100	NC	502	511	NC	18	15	NC	27	20	NC	36	48	NC	18	18
Students with Disabilities	NC	37	9784	NC	100	100	NC	476	485	NC	100	58	NC	0	19	NC	0	19	NC	0	4
Students without Disabilities	70	282	66236	99	97	99	500	494	504	23	33	23	25	29	23	43	34	42	10	4	13
Limited English Proficient Students	34	199	15198	100	100	100	491	490	483	42	42	59	29	33	25	29	24	14	0	1	1
Migrant Students	NC	28	743				NC	489	488	NC	44	50	NC	31	28	NC	25	19	NC	0	3
Economically Disadvantaged	39	247	35703				499	493	494	24	36	37	21	29	26	45	32	31	9	3	6
Non-Economically Disadvantaged	36	72	40274				499	497	509	27	32	17	27	24	20	37	39	47	10	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	75	322	75673	99	98	100	524	498	530	6	13	12	27	38	25	63	49	58	3	1	4
All Students (Prior Year)	79	330	74692	100	100	99	497	491	502	20	22	18	27	33	27	47	41	47	6	4	8
Female	43	148	37099	100	97	100	531	517	548	5	5	8	22	38	22	68	55	64	5	3	6
Male	32	174	38441	97	98	99	513	482	513	8	19	16	35	37	29	58	43	52	0	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	67	305	29305	99	98	99	521	498	507	7	13	16	27	37	31	63	49	51	4	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	NC	15	35760	NC	94	99	NC	510	550	NC	8	9	NC	38	21	NC	54	64	NC	0	6
Students with Disabilities	NC	38	9706	NC	100	100	NC	456	462	NC	50	36	NC	25	32	NC	25	31	NC	0	1
Students without Disabilities	70	284	65967	99	97	99	523	500	536	7	11	10	28	38	25	62	50	60	3	1	5
Limited English Proficient Students	34	201	15115	100	100	100	485	477	471	13	18	26	33	40	38	50	42	35	4	1	1
Migrant Students	NC	28	738				NC	518	488	NC	19	23	NC	31	33	NC	50	43	NC	0	1
Economically Disadvantaged	39	247	35541				519	496	504	6	12	17	27	38	31	64	49	50	3	1	2
Non-Economically Disadvantaged	36	75	40091				529	503	550	7	13	9	27	37	21	63	49	64	3	2	6

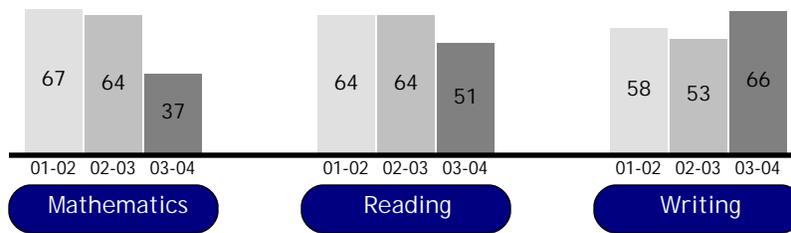
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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	99	52	41	44	98	60	46	50	97	66	NA	58
	Language	99	42	30	39	97	54	32	43	100	45	38	50
	Mathematics	100	54	51	52	98	70	50	57	100	62	60	64
3	Reading	100	48	31	43	100	52	40	47	96	56	NA	55
	Language	100	61	43	50	100	66	53	54	96	63	54	61
	Mathematics	100	76	54	50	100	78	64	54	96	76	65	61
4	Reading	97	42	29	47	100	55	41	52	100	53	NA	56
	Language	97	48	37	45	97	59	43	48	100	52	43	52
	Mathematics	99	57	50	52	97	71	55	57	100	66	57	61
5	Reading	100	41	35	46	96	44	38	50	99	50	NA	55
	Language	100	45	41	43	100	52	43	46	99	55	45	49
	Mathematics	100	65	58	54	99	60	56	57	99	62	57	63

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)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety Issues/Playground Modifications
- Ü Funding Issues
- Ü Parent/Educator Relations
- Ü Health Issues Advisory on Various Issues
- Ü School Improvement
- Ü Advisory on Various Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.33	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	1	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 16
 Core academic classes taught by Highly Qualified (NCLB) teachers. 16
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Classroom Computers
- Ü Library with Computer Center
- Ü Multi-Purpose Building

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council

Social Services

- Ü Peer Mediation
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Breakfast /Lunch Programs
- Ü Off Campus Counseling Services (SEABHS)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Elementary Achievement Profile for Stevenson was labled as a 'Performing' school, and adademic progress was made for the 2003-2004 academic year.

- ü 2003-2004 Presidential Educational Excellence Award:(based on their grade point average and standardized achievement scores)
 - H.Long
 - S.Gallardo
 - M.Ayala
 - A.Almaguer
 - K.Tapia
 - T.Young
 - C.Gallardo
 - C.Hoyack
 - J.Arvalo

- ü 2003-2004 Spelling Bee winner-A.LaMadrid, runner Up-K.Tapia

Mr. Jensen's fourth grader was selected as one of the 50 semifinalist in the 2004 SunWise Poster Contest.

- ü Fourth and Fifth grade students participated in a pilot program known as 'PLAY' through Cochise County Health Services. The program promoted a 'healthy life style.' The program was successful and 100 students were recognized at the end of the year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	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	54	76
Grades 3-4	75	56
Grades 4-5	53	53

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

We have a Safety Committee comprised of certified and classified staff. The committee meets monthly and is responsible for reporting and mediating safety issues. Parents are informed via the site council and PTSO group. Surveys are also distributed to students, parents, and staff at the end of the school year to assess the needs of the school and make modifications if necessary. The school has a bullying committee comprised of certified staff. Students are informed on bullying and reporting.

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) :

1

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	Gloria Arzate	(520) 364-2442
Transportation Policy	Gilbert Gutierrez	(520) 364-8476
Community Resources	Gloria Arzate	(520) 364-2442
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Alvina Hoyack	(520) 364-5417
Student Health/Nurse	Yolanda Caruso	(520) 364-3462

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.

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.