

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

801 N. Lenzner, Sierra Vista, AZ 85635

Sierra Vista Unified District

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

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

#### Elementary Achievement Profile (a)

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

(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	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 Overview

Principal/Administrator : Ms. Kelly Segal  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 390  
 Web Address : sierravistapublicschools.com  
 Phone Number : (520) 515-2940  
 Fax Number : (520) 515-2948  
 E-mail : kelly.segal@svps.k12.az.us

### Mission

It is the mission of Bella Vista Elementary School, through excellence in teaching and learning, to educate all students to become responsible positive contributing citizens of a multicultural society.

### School / Academic Goals

- ü To implement the use of Power Standards to ensure all students will be successful at the next level of learning.
- ü To support student achievement by increasing the quantity and quality of parent involvement and communication.
- ü To increase student achievement in writing by using the 6-Trait Writing Program.
- ü To encourage appropriate behavior through the use of our MODEL Kid Program.

### Enrollment

October 1, 2003 School Year Student Enrollment : 349  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- Ü Standards Based
- Ü Technology
- Ü Title One
- Ü Special Education
- Ü Data Driven
- Ü Zoo Phonics
- Ü Six Trait Writing
- Ü Accelerated Reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Bella Vista's responsibility is to provide a safe learning environment where students are provided a quality education; to encourage parent participation in school activities; and to extend the learning day at home.

Parents

Parents should ensure that students attend school regularly, be properly rested and ready to learn. Parents should be involved in the child's education for optimal learning.

Transportation Policy

Transportation is provided for students who reside one mile or more away from their home school. The bus routes are scheduled by the director of transportation and approved by the superintendent.

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	63	416	75509	98	100	100	507	516	521	16	14	13	27	26	23	41	34	33	16	26	31
All Students (Prior Year)	--	459	75372	--	100	100	--	515	523	--	10	9	--	30	25	--	36	36	--	24	30
Female	31	217	37013	94	99	100	503	514	522	12	11	12	31	30	24	46	34	33	12	24	31
Male	32	199	38430	100	100	99	509	517	521	20	18	14	23	21	22	37	33	33	20	28	31
African American	10	43	3660	100	100	99	492	486	496	22	29	24	33	37	31	44	27	28	0	7	18
Hispanic	14	121	30486	100	99	99	512	503	505	0	15	18	30	29	29	60	38	32	10	18	21
Asian/Pacific Islander	NC	14	1780	NC	88	98	NC	520	549	NC	17	5	NC	25	13	NC	8	33	NC	50	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	35	232	35192	97	100	99	515	527	534	15	10	8	21	22	19	39	35	35	24	33	39
Students with Disabilities	NC	61	9708	NC	100	100	NC	489	489	NC	34	32	NC	25	27	NC	22	24	NC	19	17
Students without Disabilities	55	355	65801	98	97	98	509	518	525	15	13	11	25	26	23	42	35	34	17	27	33
Limited English Proficient Students	NC	34	16928	NC	100	100	NC	472	485	NC	0	29	NC	100	33	NC	0	26	NC	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	28	185	36411				485	501	503	27	23	19	32	30	29	36	27	32	5	20	20
Non-Economically Disadvantaged	35	231	39040				521	525	534	9	9	8	24	23	19	44	38	34	24	30	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	63	417	75492	98	100	100	519	521	519	7	9	12	16	20	16	59	47	47	18	25	24
All Students (Prior Year)	--	448	75221	--	99	100	--	526	523	--	5	8	--	14	16	--	61	56	--	20	21
Female	31	217	37014	94	99	100	518	522	523	8	8	10	12	19	15	65	47	48	15	26	27
Male	32	200	38400	100	100	99	520	520	516	7	10	14	20	20	17	53	47	47	20	23	21
African American	10	43	3665	100	100	99	513	508	505	0	15	20	11	24	22	78	51	43	11	10	14
Hispanic	14	121	30438	100	99	99	522	516	508	0	8	17	10	21	21	80	53	47	10	17	15
Asian/Pacific Islander	NC	14	1773	NC	88	98	NC	527	534	NC	8	4	NC	17	10	NC	42	50	NC	33	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	35	233	35177	97	100	99	524	526	528	9	7	8	15	18	13	52	45	49	24	30	31
Students with Disabilities	NC	62	9707	NC	100	100	NC	498	495	NC	31	33	NC	31	21	NC	31	33	NC	8	13
Students without Disabilities	55	355	65785	98	97	98	521	523	522	6	6	10	15	19	16	60	49	49	19	26	26
Limited English Proficient Students	NC	34	16905	NC	100	100	NC	497	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	28	185	36302				509	512	507	18	14	18	18	25	21	50	44	46	14	17	14
Non-Economically Disadvantaged	35	232	39164				526	527	528	0	5	8	15	16	13	65	49	48	21	30	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	63	411	75053	98	100	99	574	589	597	9	7	7	7	11	12	81	76	72	4	6	9
All Students (Prior Year)	--	438	73654	--	97	99	--	528	530	--	7	9	--	17	13	--	70	70	--	7	7
Female	31	214	36872	94	97	99	594	606	621	0	2	5	4	7	9	96	85	74	0	6	12
Male	32	197	38109	100	100	99	556	570	573	17	13	10	10	16	14	67	66	69	7	5	6
African American	10	41	3636	100	98	99	557	557	568	0	13	12	30	18	16	70	68	67	0	3	6
Hispanic	14	120	30235	100	98	98	598	573	575	10	8	9	0	12	14	90	79	70	0	1	6
Asian/Pacific Islander	NC	14	1768	NC	88	98	NC	659	651	NC	0	3	NC	0	5	NC	75	72	NC	25	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	35	230	35028	97	100	99	565	600	613	9	6	6	3	9	10	85	78	73	3	7	11
Students with Disabilities	NC	61	9625	NC	100	100	NC	547	530	NC	17	21	NC	23	21	NC	57	55	NC	3	4
Students without Disabilities	55	350	65428	98	96	98	580	593	604	8	6	6	6	10	11	83	78	73	4	6	10
Limited English Proficient Students	NC	34	16765	NC	100	100	NC	539	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	28	185	36077				555	568	566	9	11	10	9	14	16	83	69	69	0	6	5
Non-Economically Disadvantaged	35	226	38950				587	603	618	9	5	5	6	9	9	79	81	73	6	5	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	56	426	76019	98	100	100	490	504	499	10	9	14	54	40	39	16	16	14	20	35	33
All Students (Prior Year)	--	523	76230	--	100	100	--	497	498	--	8	12	--	44	38	--	17	12	--	30	37
Female	32	205	37207	97	100	100	487	504	499	6	6	12	61	45	41	19	18	14	13	31	33
Male	23	219	38677	96	98	100	499	505	498	11	11	15	44	36	38	11	14	13	33	39	34
African American	11	55	3817	100	100	100	487	488	475	10	16	23	50	45	47	20	8	11	20	31	18
Hispanic	17	114	29458	100	100	100	469	495	480	14	9	20	57	46	48	21	18	12	7	27	20
Asian/Pacific Islander	NC	18	1673	NC	100	99	NC	510	531	NC	18	4	NC	24	29	NC	6	14	NC	53	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	25	230	35880	93	98	100	512	511	515	0	7	7	57	37	32	13	18	16	30	38	45
Students with Disabilities	NC	53	9786	NC	100	100	NC	450	457	NC	37	39	NC	48	40	NC	7	7	NC	7	13
Students without Disabilities	47	373	66233	96	99	99	492	508	503	9	7	11	53	40	39	18	17	14	20	37	35
Limited English Proficient Students	NC	25	15206	NC	100	100	NC	439	459	NC	50	31	NC	50	53	NC	0	7	NC	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	27	180	35714				479	483	480	13	14	20	54	51	47	21	15	12	13	20	20
Non-Economically Disadvantaged	29	246	40266				500	517	513	8	6	9	54	33	33	12	17	15	27	44	43

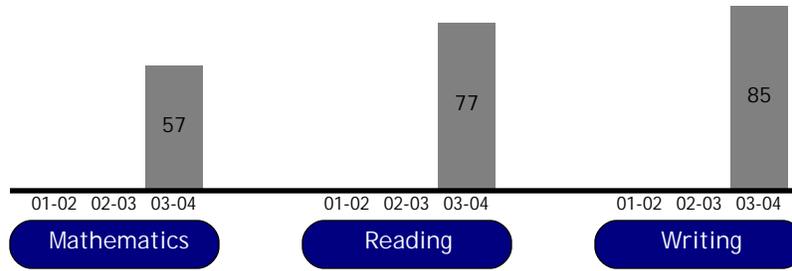
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	428	76020	100	100	100	504	507	503	23	16	25	27	22	23	40	51	40	10	11	12
All Students (Prior Year)	--	520	76202	--	100	100	--	507	505	--	12	19	--	26	24	--	49	46	--	12	11
Female	33	207	37213	100	100	100	505	510	504	22	12	22	31	22	23	34	54	42	13	12	13
Male	23	219	38666	96	98	100	501	505	501	25	20	29	19	22	22	50	47	38	6	10	12
African American	12	56	3819	100	100	100	495	503	494	36	27	37	18	13	26	36	50	31	9	10	6
Hispanic	17	114	29442	100	100	99	511	505	494	36	21	37	29	22	26	14	50	31	21	8	6
Asian/Pacific Islander	NC	18	1672	NC	100	99	NC	515	513	NC	13	12	NC	31	19	NC	38	49	NC	19	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	25	230	35890	93	98	100	504	509	511	9	12	15	27	23	20	59	52	48	5	13	18
Students with Disabilities	NC	54	9784	NC	100	100	NC	483	485	NC	56	58	NC	22	19	NC	22	19	NC	0	4
Students without Disabilities	48	374	66236	98	99	99	504	509	504	24	13	23	24	22	23	40	53	42	11	12	13
Limited English Proficient Students	NC	25	15198	NC	100	100	NC	477	483	NC	67	59	NC	33	25	NC	0	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	28	180	35703				500	498	494	26	25	37	22	26	26	39	43	31	13	6	6
Non-Economically Disadvantaged	29	248	40274				507	513	509	20	10	17	32	20	20	40	55	47	8	14	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	55	425	75673	96	100	100	521	531	530	10	13	12	27	23	25	60	62	58	2	3	4
All Students (Prior Year)	--	511	74692	--	99	99	--	508	502	--	13	18	--	24	27	--	57	47	--	6	8
Female	32	205	37099	97	100	100	531	551	548	6	6	8	23	22	22	68	66	64	3	5	6
Male	23	218	38441	96	98	99	501	513	513	18	18	16	35	24	29	47	57	52	0	1	3
African American	11	55	3791	100	100	99	488	519	506	20	14	18	10	27	29	70	51	50	0	8	3
Hispanic	17	112	29305	100	98	99	503	527	507	13	13	16	33	22	31	53	66	51	0	0	2
Asian/Pacific Islander	NC	18	1665	NC	100	99	NC	542	573	NC	12	6	NC	18	16	NC	65	67	NC	6	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	25	230	35760	93	98	99	555	535	550	5	13	9	24	22	21	67	62	64	5	3	6
Students with Disabilities	NC	53	9706	NC	100	100	NC	451	462	NC	39	36	NC	35	32	NC	26	31	NC	0	1
Students without Disabilities	46	372	65967	94	99	99	530	538	536	7	11	10	25	22	25	66	65	60	2	3	5
Limited English Proficient Students	NC	24	15115	NC	100	100	NC	463	471	NC	0	26	NC	100	38	NC	0	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	27	178	35541				486	504	504	17	20	17	33	25	31	50	53	50	0	2	2
Non-Economically Disadvantaged	28	247	40091				555	549	550	4	8	9	21	21	21	71	67	64	4	3	6

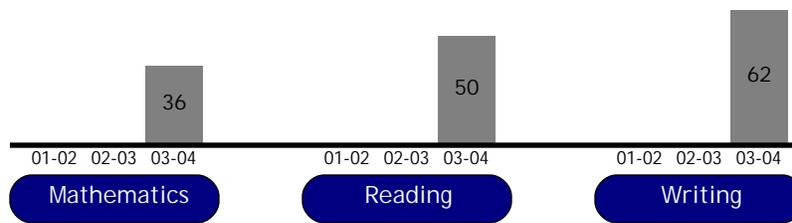
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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](http://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	--	--	54	44	--	--	56	50	100	59	NA	58
	Language	--	--	48	39	--	--	46	43	100	47	53	50
	Mathematics	--	--	62	52	--	--	58	57	100	60	67	64
3	Reading	--	--	53	43	--	--	56	47	98	51	NA	55
	Language	--	--	60	50	--	--	60	54	100	54	58	61
	Mathematics	--	--	58	50	--	--	53	54	100	48	55	61
4	Reading	--	--	62	47	--	--	64	52	100	63	NA	56
	Language	--	--	55	45	--	--	56	48	100	55	57	52
	Mathematics	--	--	64	52	--	--	65	57	100	55	67	61
5	Reading	--	--	58	46	--	--	61	50	100	57	NA	55
	Language	--	--	51	43	--	--	53	46	100	51	55	49
	Mathematics	--	--	58	54	--	--	60	57	100	58	64	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

Council Duties

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

Ü Curriculum Alignment  
 Ü Parent Involvement  
 Ü School Safety  
 Ü Parent Satisfaction  
 Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 19  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 19  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü Computer Lab  
 Ü Enotionally Handicapped Classroom  
 Ü Library/Media Center

Extracurricular Activities

Ü Bobcat Club  
 Ü Band  
 Ü DARE  
 Ü CLIP

Social Services

Ü Counseling  
 Ü Behavior Modification Plans  
 Ü Health Instruction  
 Ü Before/After School Programs  
 Ü Parent/Child Classes  
 Ü Breakfast Program  
 Ü Community Support

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü 99% of Bella Vista Students showed an increase in math scores using a pre/post test during the 2003-2004 school year.

ü Over 150 students earned the required Accelerated Reading Points during the 2003-2004 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	5	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	39	26
Grades 3-4	64	61
Grades 4-5	67	64

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

A character education program is in place for the 2003-2004 school year to encourage positive student behavior. All visitors are required to sign in when arriving on campus. All perimeter doors, except office doors, are locked during the school day.

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	Kelly Segal	(520) 515-2940
Transportation Policy	Sue Durbin	(520) 515-2770
Community Resources	Lisa Schoenhals	(520) 515-2940
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Kelly Segal	(520) 515-2940
Student Health/Nurse	Trudy Basgall	(520) 515-2940

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://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](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 390 Copies = \$149.00

\*\* 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.