



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1313 S. Lenzner Ave, 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 Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. Jennifer Catherine Rohlf
Schedule : 7:00 AM to 4:00 PM
Grades : Pre-K-5
2004 Enrollment : 419
Web Address : www.sierravistapublicschools
Phone Number : (520) 515-2980
Fax Number : (520) 515-2985
E-mail : jennifer.rohlf@svps.k12.az.us

Mission

The Town and Country Elementary staff believes that all students can achieve mastery of the Arizona Academic Standards. We focus on high levels of academic performance, while developing positive growth in social/emotional behaviors and attitudes.

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 / Academic Goals

- To focus attention on the teaching of the Arizona State Math, Reading and Writing Standards by developing 'power standards' across the grade levels.
To monitor the improvement of reading and math skills through systematic grade level analysis of data generated by high stakes tests, as well as textbook and teacher-made assessments.
To increase reading comprehension by using the research-based approaches of Guided Reading and Reciprocal Reading.

Enrollment

October 1, 2003 School Year Student Enrollment : 421
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 75

Instructional Programs

- ü Special Education & Bobcat Preschools
- ü Gifted
- ü On-Site Special Education
- ü Title I Program
- ü Music
- ü Art
- ü Physical Education

Calendar Information

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

Shared Responsibilities

School

The staff will provide reasonable classroom and homework assignments and have times available to discuss parent concerns. We will provide quality lessons in a safe and appropriate learning environment. We will treat all with respect.

Parents

Parents will see that his/her child attends school regularly. Parents will support school rules and discipline policies and procedures. They will provide time for homework, view homework and ask what his/her child is learning. Parents will attend conferences/meetings with his/her child's teacher.

Transportation Policy

Students who live beyond a one-mile radius from the boundary line of the school are bused. Special needs students, who qualify, are bused from other zones to our Special Education Programs. Once our capacity is reached, we bus to other schools.

School Honors

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

Award/Honor	Year
ü Who's Who Among America's Teachers	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	52	416	75509	100	100	100	495	516	521	32	14	13	24	26	23	26	34	33	18	26	31
All Students (Prior Year)	91	459	75372	100	100	100	503	515	523	12	10	9	40	30	25	36	36	36	12	24	30
Female	25	217	37013	100	99	100	485	514	522	38	11	12	19	30	24	31	34	33	13	24	31
Male	27	199	38430	100	100	99	501	517	521	27	18	14	27	21	22	23	33	33	23	28	31
African American	10	43	3660	100	100	99	469	486	496	50	29	24	30	37	31	20	27	28	0	7	18
Hispanic	22	121	30486	100	99	99	472	503	505	36	15	18	27	29	29	36	38	32	0	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	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	16	232	35192	100	100	99	524	527	534	23	10	8	15	22	19	23	35	35	38	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	44	355	65801	100	97	98	494	518	525	31	13	11	25	26	23	28	35	34	17	27	33
Limited English Proficient Students	10	34	16928	100	100	100	NA	472	485	NA	0	29	NA	100	33	NA	0	26	NA	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	32	185	36411				492	501	503	29	23	19	29	30	29	24	27	32	19	20	20
Non-Economically Disadvantaged	20	231	39040				498	525	534	35	9	8	18	23	19	29	38	34	18	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	52	417	75492	100	100	100	501	521	519	19	9	12	36	20	16	36	47	47	10	25	24
All Students (Prior Year)	90	448	75221	100	99	100	518	526	523	6	5	8	19	14	16	63	61	56	13	20	21
Female	25	217	37014	100	99	100	490	522	523	25	8	10	40	19	15	35	47	48	0	26	27
Male	27	200	38400	100	100	99	511	520	516	14	10	14	32	20	17	36	47	47	18	23	21
African American	10	43	3665	100	100	99	491	508	505	40	15	20	20	24	22	40	51	43	0	10	14
Hispanic	22	121	30438	100	99	99	487	516	508	17	8	17	50	21	21	33	53	47	0	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	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	16	233	35177	100	100	99	510	526	528	13	7	8	38	18	13	31	45	49	19	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	44	355	65785	100	97	98	503	523	522	17	6	10	33	19	16	39	49	49	11	26	26
Limited English Proficient Students	10	34	16905	100	100	100	NA	497	489	NA	0	34	NA	50	28	NA	50	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	32	185	36302				496	512	507	16	14	18	44	25	21	32	44	46	8	17	14
Non-Economically Disadvantaged	20	232	39164				508	527	528	24	5	8	24	16	13	41	49	48	12	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	51	411	75053	100	100	99	550	589	597	15	7	7	22	11	12	61	76	72	2	6	9
All Students (Prior Year)	87	438	73654	97	97	99	522	528	530	12	7	9	14	17	13	68	70	70	6	7	7
Female	25	214	36872	100	97	99	569	606	621	5	2	5	20	7	9	75	85	74	0	6	12
Male	26	197	38109	100	100	99	531	570	573	24	13	10	24	16	14	48	66	69	5	5	6
African American	NC	41	3636	NC	98	99	NC	557	568	NC	13	12	NC	18	16	NC	68	67	NC	3	6
Hispanic	22	120	30235	100	98	98	483	573	575	25	8	9	25	12	14	50	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	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	16	230	35028	100	100	99	574	600	613	6	6	6	19	9	10	75	78	73	0	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	43	350	65428	100	96	98	561	593	604	11	6	6	20	10	11	66	78	73	3	6	10
Limited English Proficient Students	10	34	16765	100	100	100	NA	539	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	32	185	36077				544	568	566	16	11	10	20	14	16	60	69	69	4	6	5
Non-Economically Disadvantaged	19	226	38950				559	603	618	13	5	5	25	9	9	63	81	73	0	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	63	426	76019	100	100	100	500	504	499	4	9	14	49	40	39	15	16	14	32	35	33
All Students (Prior Year)	100	523	76230	100	100	100	502	497	498	5	8	12	44	44	38	16	17	12	36	30	37
Female	28	205	37207	100	100	100	492	504	499	4	6	12	58	45	41	13	18	14	25	31	33
Male	35	219	38677	100	98	100	506	505	498	3	11	15	41	36	38	17	14	13	38	39	34
African American	NC	55	3817	NC	100	100	NC	488	475	NC	16	23	NC	45	47	NC	8	11	NC	31	18
Hispanic	15	114	29458	100	100	100	481	495	480	0	9	20	78	46	48	11	18	12	11	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	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	33	230	35880	94	98	100	512	511	515	3	7	7	34	37	32	19	18	16	44	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	58	373	66233	100	99	99	500	508	503	4	7	11	48	40	39	15	17	14	33	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	30	180	35714				485	483	480	5	14	20	55	51	47	23	15	12	18	20	20
Non-Economically Disadvantaged	33	246	40266				510	517	513	3	6	9	45	33	33	10	17	15	42	44	43

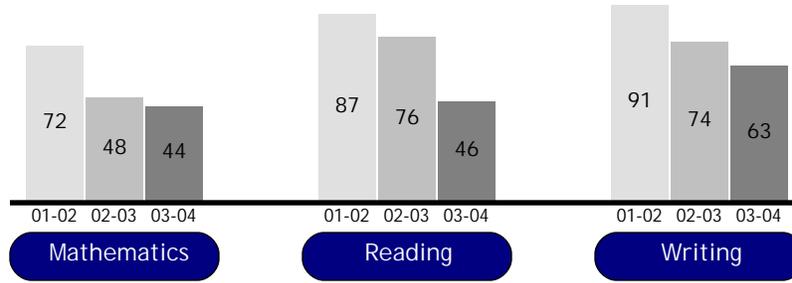
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	428	76020	100	100	100	500	507	503	18	16	25	29	22	23	49	51	40	4	11	12
All Students (Prior Year)	99	520	76202	100	100	100	510	507	505	14	12	19	17	26	24	52	49	46	16	12	11
Female	28	207	37213	100	100	100	502	510	504	13	12	22	33	22	23	50	54	42	4	12	13
Male	35	219	38666	100	98	100	498	505	501	23	20	29	26	22	22	48	47	38	3	10	12
African American	NC	56	3819	NC	100	100	NC	503	494	NC	27	37	NC	13	26	NC	50	31	NC	10	6
Hispanic	15	114	29442	100	100	99	491	505	494	33	21	37	33	22	26	33	50	31	0	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	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	33	230	35890	94	98	100	505	509	511	9	12	15	28	23	20	56	52	48	6	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	58	374	66236	100	99	99	501	509	504	15	13	23	29	22	23	52	53	42	4	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	29	180	35703				493	498	494	26	25	37	43	26	26	26	43	31	4	6	6
Non-Economically Disadvantaged	34	248	40274				504	513	509	13	10	17	19	20	20	66	55	47	3	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	63	425	75673	100	100	100	519	531	530	15	13	12	29	23	25	56	62	58	0	3	4
All Students (Prior Year)	99	511	74692	100	99	99	515	508	502	13	13	18	14	24	27	64	57	47	9	6	8
Female	28	205	37099	100	100	100	530	551	548	13	6	8	29	22	22	58	66	64	0	5	6
Male	35	218	38441	100	98	99	510	513	513	16	18	16	29	24	29	55	57	52	0	1	3
African American	NC	55	3791	NC	100	99	NC	519	506	NC	14	18	NC	27	29	NC	51	50	NC	8	3
Hispanic	15	112	29305	100	98	99	474	527	507	22	13	16	56	22	31	22	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	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	33	230	35760	94	98	99	536	535	550	13	13	9	19	22	21	69	62	64	0	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	58	372	65967	100	99	99	523	538	536	13	11	10	27	22	25	60	65	60	0	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	29	178	35541				490	504	504	30	20	17	26	25	31	43	53	50	0	2	2
Non-Economically Disadvantaged	34	247	40091				539	549	550	3	8	9	31	21	21	66	67	64	0	3	6

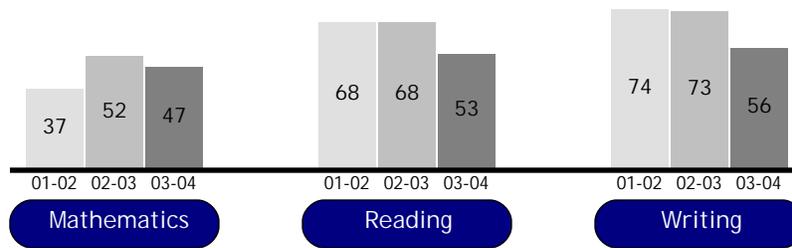
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	54	54	44	97	44	56	50	96	50	NA	58
	Language	91	43	48	39	99	28	46	43	100	44	53	50
	Mathematics	91	63	62	52	99	47	58	57	100	61	67	64
3	Reading	99	47	53	43	98	45	56	47	100	38	NA	55
	Language	99	56	60	50	99	53	60	54	100	44	58	61
	Mathematics	99	56	58	50	99	45	53	54	100	48	55	61
4	Reading	91	55	62	47	100	58	64	52	100	60	NA	56
	Language	91	51	55	45	100	51	56	48	100	50	57	52
	Mathematics	91	59	64	52	100	65	65	57	100	71	67	61
5	Reading	89	56	58	46	100	61	61	50	98	58	NA	55
	Language	89	48	51	43	100	54	53	46	98	47	55	49
	Mathematics	89	52	58	54	100	60	60	57	98	54	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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School/Business/Community Relations
- Ü Budget
- Ü Instructional Materials

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	2.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	1	0	0
10 or more years	11	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	17
Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Cumputer Lab
- Ü Media Center

Extracurricular Activities

- Ü Family Science Fair
- Ü Fourth & Fifth Grade Honor Roll
- Ü Fifth Grade Band
- Ü Roadrunner Tutoring Club
- Ü Roadrunner Running Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Creative Spirit Play was used by all teachers at all grade levels. Ideally students and teachers set aside 15 minutes each day to use the Creative Spirit philosophy to promote healthy play, sportsmanship and empathy.
- ü Math skills have been a major focus this year. A self-paced teacher-directed computer program entitled 'Accelerated Math' was introduced in Grades four and five. All students worked with 'Math Facts in a Flash' to improve computation skills.

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)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	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	53	34
Grades 3-4	79	66
Grades 4-5	70	56

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 stress only two rules: safety and respect. The majority of the teachers have been trained in the Creative Spirit philosophy. In 2004-2005 we are going to focus on character development using the Character Counts program. This program focuses on six pillars of character. DARE ,a drug awareness program, is taught to all fifth graders by the local law enforcement DARE officer. Fire drills/emergency lock-down drills and bomb drills are part of our safety plan.

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	Jennifer Rohlf	(520) 515-2980
Transportation Policy	Susan Durbin	(520) 515-2788
Community Resources	Rick Klein	(520) 515-2875
School Nutrition Programs	Dawn Morino	(520) 515-2780
Parent Organization	Jamie Richardson	(520) 515-3924
Student Health/Nurse	Pat Rochford	(520) 515-2986

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).

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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.