

Ira A. Murphy School

ARIZONA SCHOOL REPORT CARD 2003-04

7231 W. North Lane, Peoria, AZ 85345

Peoria Unified School 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Brian Duguid
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-8
2003 Enrollment : 718
Web Address : www.peoriaud.k12.az.us
Phone Number : (623) 412-4475
Fax Number : (623) 412-4484
E-mail :

Mission

The staff at Ira A. Murphy is committed to providing instruction that meets students' needs whatever they may be. We work in partnership with parents and the community to ensure students are successful academically, socially, and emotionally.

School / Academic Goals

ü We implement school wide goals and action plans, that will promote student achievement on norm-referenced, criterion-referenced, and teacher-created assessments.

ü Reading goals are developed by each of our classroom teachers, as well as support staff. It is our goal at Ira A. Murphy that each child will read at grade level or make one year's growth.

Instructional Programs

ü Title I Services
ü English as Second Language Services
ü Special Education
ü Band (5th-8th Grades)

Enrollment

October 1, 2002 School Year Student Enrollment : 735
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 77

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Monthly Meetings
- ü Decision Making on Budget Areas
- ü Scholarships
- ü Coordinate Volunteer Projects

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	8.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

We are committed to parents by communicating with positive phone calls, monthly newsletters, and district materials. We update our website frequently. We set goals in compliance with district goals. We continue to utilize our Family Center.

Parents

The parents at Ira A. Murphy are part of the educational team. We can educate students best if parents are involved in the educational process. As per our student handbook, we expect parents to comply with district and school procedures and policies.

Resources Available at School Site

Special Facilities

- ü 7-8 Technology Lab
- ü K-6 Technology Lab

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü 7-8 Boys and Girls Softball
- ü 7-8 Boys and Girls Basketball

Social Services

- ü DES
- ü Kids CARE
- ü Lions Club
- ü County Health Department

Transportation Policy

Students may ride the bus if they live 1 mile or more away from our campus. Currently the bus route includes 2 stops to and from school. Special education students who need transportation due to a physical disability are offered bus transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Many teachers are recipients of Peoria Educational Enrichment Foundation Grants. These grants help teachers provide additional opportunities for student learning.

- ü We are a recipient of the Virginia Piper Grant to help with our Murphy Family Center.

School Honors

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

Award/Honor	Year
ü Pride of Peoria Certified Recipients	
ü Pride of Peoria Classified Recipients	

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	33
Grades 3-4	85	58
Grades 4-5	71	58
Grades 5-6	82	84
Grades 6-7	56	69
Grades 7-8	73	78

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 2002-03. 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 2003. 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. 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).

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	91	2731	75372	107	100	101	511	529	523	10	5	9	32	23	25	35	41	36	23	31	30
All Students (Prior Year)	63	2609	70809	NA	NA	NA	509	528	518	7	5	11	34	23	27	45	41	35	14	31	27
Female	40	1343	36901	103	98	101	501	530	524	13	4	8	41	23	25	28	41	36	19	31	31
Male	51	1387	38385	111	101	101	519	528	523	8	6	9	24	23	24	41	41	36	27	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	30	552	29103	100	100	99	509	512	510	5	10	12	42	34	31	32	39	36	21	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	50	1913	34597	102	99	98	519	534	535	7	3	4	26	20	20	40	43	38	28	34	38
Students with Disabilities	13	247	8057	130	73	99	419	507	496	100	16	23	0	30	31	0	34	28	0	19	17
Students without Disabilities	78	2484	67315	104	104	101	512	529	525	9	4	8	32	23	24	35	41	37	24	31	31
Limited English Proficient Students	14	189	16925	100	106	112	460	505	482	0	11	27	100	46	40	0	30	26	0	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	30	205	26325				489	492	504	9	11	15	68	51	34	9	33	33	14	5	18
Non-Economically Disadvantaged	61	2526	49047				521	531	530	11	4	6	15	21	21	47	42	37	28	33	35

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	89	2716	75221	105	99	101	515	526	523	10	5	8	16	15	16	58	60	56	15	20	21
All Students (Prior Year)	63	2610	70860	NA	NA	NA	513	531	524	14	4	9	20	12	17	46	53	45	20	32	30
Female	38	1338	36833	97	98	100	510	529	526	7	3	6	20	15	15	67	60	56	7	23	23
Male	51	1378	38319	111	100	101	520	522	520	14	7	9	14	16	17	51	60	56	22	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	30	553	29019	100	100	99	507	516	513	11	8	12	26	23	21	53	54	55	11	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	49	1900	34543	100	98	97	523	529	531	7	4	4	12	13	12	64	61	58	17	22	26
Students with Disabilities	12	248	8006	120	73	99	NA	509	505	NA	14	22	NA	27	23	NA	49	42	NA	10	13
Students without Disabilities	77	2468	67215	103	103	101	515	526	524	10	5	7	16	15	16	58	60	56	15	20	21
Limited English Proficient Students	14	189	16853	100	106	112	481	503	489	50	19	29	50	26	36	0	47	32	0	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	29	204	26256				495	494	509	24	19	14	24	36	24	48	44	51	5	1	11
Non-Economically Disadvantaged	60	2512	48965				525	528	528	4	4	5	13	14	13	63	61	58	20	21	24

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	91	2701	73654	107	99	99	522	533	530	9	5	9	15	11	13	75	78	70	1	6	7
All Students (Prior Year)	58	2434	68592	NA	NA	NA	535	550	542	12	4	9	13	8	12	65	72	63	10	16	16
Female	40	1338	36239	103	98	99	527	539	537	6	3	7	13	8	11	81	81	72	0	8	10
Male	51	1363	37301	111	99	98	517	526	523	11	7	12	16	13	15	70	75	68	3	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	30	541	28348	100	98	96	517	524	520	5	8	13	21	16	17	74	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	50	1893	33924	102	98	96	528	535	537	5	4	5	12	10	10	81	79	75	2	7	9
Students with Disabilities	13	244	7306	130	72	90	NA	521	506	NA	19	24	NA	8	20	NA	69	52	NA	4	4
Students without Disabilities	78	2457	66348	104	102	100	522	533	531	9	5	8	15	11	13	75	78	71	1	6	8
Limited English Proficient Students	14	186	16422	100	104	109	487	510	495	0	18	30	100	20	27	0	61	43	0	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	30	204	25711				495	501	514	23	19	16	32	23	19	45	58	61	0	1	3
Non-Economically Disadvantaged	61	2497	47943				534	535	535	2	4	7	7	10	11	89	79	74	2	6	9

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	89	2885	76230	105	100	101	500	508	498	6	6	12	48	37	38	13	13	12	34	45	37
All Students (Prior Year)	79	2848	72888	NA	NA	NA	480	497	494	22	10	14	45	42	40	9	14	12	24	34	34
Female	45	1398	37247	105	99	100	504	510	500	6	4	11	47	37	40	11	13	13	36	46	37
Male	44	1484	38725	105	100	101	497	507	497	6	7	14	49	37	37	14	13	12	31	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	42	630	28100	102	98	98	493	499	482	6	7	18	58	46	47	13	13	11	23	35	24
Asian/Pacific Islander	--	81	1447	--	99	95	--	525	527	--	3	5	--	25	26	--	12	11	--	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	37	1964	35389	97	99	96	512	512	514	3	5	6	37	34	32	11	13	14	49	48	48
Students with Disabilities	10	244	9022	167	91	105	458	461	465	0	36	31	100	39	43	0	3	8	0	21	17
Students without Disabilities	79	2641	67208	100	101	100	501	510	500	6	5	12	47	37	38	13	13	12	34	45	38
Limited English Proficient Students	10	159	14826	143	105	113	487	482	460	0	6	31	100	56	51	0	19	8	0	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	13	100	25037				456	462	477	20	18	21	70	68	47	10	7	11	0	7	21
Non-Economically Disadvantaged	76	2785	51193				508	510	507	3	5	9	44	36	35	13	13	13	39	46	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	83	2864	76202	98	99	101	503	508	505	14	13	19	28	23	24	51	52	46	7	13	11
All Students (Prior Year)	77	2848	72779	NA	NA	NA	502	507	505	14	15	21	26	20	20	51	50	43	9	15	15
Female	43	1396	37231	100	99	100	501	511	507	14	9	16	33	22	24	47	54	48	6	16	13
Male	40	1465	38718	95	99	101	504	505	503	15	16	22	21	24	24	55	49	44	9	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	41	630	28090	100	98	98	500	504	497	13	16	28	39	28	30	45	47	37	3	9	5
Asian/Pacific Islander	--	80	1443	--	98	95	--	517	515	--	9	9	--	12	19	--	63	53	--	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	35	1952	35371	92	99	96	504	509	512	15	11	10	18	21	20	59	53	54	9	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	78	2630	67105	99	100	100	503	508	506	14	12	18	28	23	24	51	52	47	7	13	12
Limited English Proficient Students	10	158	14780	143	105	113	490	499	486	0	19	50	100	25	32	0	56	18	0	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	12	99	24961				492	486	495	33	49	32	44	34	30	22	16	34	0	0	4
Non-Economically Disadvantaged	71	2765	51241				504	509	509	12	11	14	25	23	22	55	53	51	8	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2862	74692	100	99	99	505	513	502	9	10	18	32	26	27	51	56	47	9	9	8
All Students (Prior Year)	78	2780	70710	NA	NA	NA	506	523	512	18	10	17	21	23	26	51	51	42	10	16	16
Female	43	1388	36710	100	98	99	506	522	509	8	6	14	33	22	26	47	61	50	11	11	10
Male	42	1472	37742	100	100	98	503	504	495	9	14	22	30	29	28	55	51	44	6	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	40	631	27492	98	98	96	502	506	486	13	12	27	37	29	32	37	53	38	13	7	4
Asian/Pacific Islander	--	80	1428	--	98	94	--	529	528	--	8	8	--	14	20	--	60	54	--	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	37	1943	34785	97	98	94	508	515	517	6	9	10	26	25	23	63	57	56	6	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	78	2631	66264	99	100	99	505	514	503	9	9	17	32	26	27	51	56	48	9	9	8
Limited English Proficient Students	10	159	14363	143	105	109	481	492	459	0	19	47	100	31	34	0	44	19	0	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	13	97	24507				469	467	480	20	30	31	70	54	33	10	17	33	0	0	3
Non-Economically Disadvantaged	72	2765	50185				511	514	511	7	9	13	25	25	24	58	57	53	10	9	10

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	76	2987	71167	89	99	99	490	468	463	12	32	38	52	47	41	24	15	14	12	6	7
All Students (Prior Year)	70	2820	66213	NA	NA	NA	490	470	459	14	29	39	40	46	40	28	18	14	18	7	7
Female	38	1483	34825	88	98	99	490	466	462	12	32	38	52	49	42	27	15	14	9	4	6
Male	38	1500	36047	90	99	99	490	469	464	12	33	38	52	44	39	21	15	15	15	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	31	566	23643	84	96	97	485	456	445	16	44	53	48	40	37	32	13	8	4	2	2
Asian/Pacific Islander	--	85	1503	--	94	100	--	484	493	--	18	18	--	49	40	--	21	23	--	12	19
American Indian/Alaskan Native	--	35	5161	--	100	103	--	470	435	--	34	63	--	41	30	--	14	5	--	10	2
White	39	2131	35245	93	99	95	494	471	476	8	29	26	54	49	45	19	16	19	19	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	73	2737	63072	96	100	99	490	469	464	12	31	37	52	47	41	24	15	15	12	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	NC	24	17057				NC	424	440	NC	68	58	NC	32	34	NC	0	6	NC	0	2
Non-Economically Disadvantaged	73	2963	54110				492	468	468	11	32	33	51	47	43	25	15	16	13	6	8

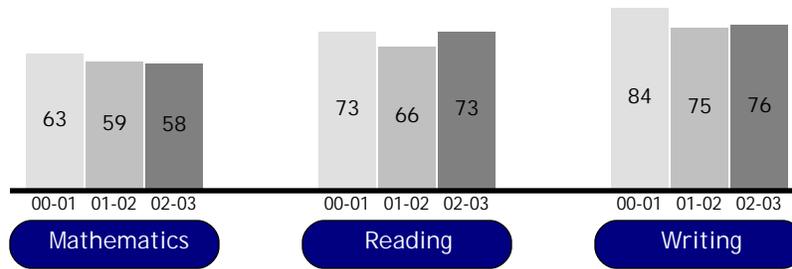
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2981	71100	95	99	99	498	510	502	28	17	25	19	19	21	37	46	40	15	18	15
All Students (Prior Year)	70	2813	66144	NA	NA	NA	508	514	504	15	15	24	24	19	20	46	47	40	15	20	16
Female	41	1480	34801	95	98	99	503	513	505	24	13	21	18	20	22	41	49	42	18	18	15
Male	40	1498	36010	95	99	99	492	507	499	33	22	28	21	18	20	33	43	38	12	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	34	569	23630	92	97	96	480	502	485	44	23	37	16	22	25	40	41	32	0	14	6
Asian/Pacific Islander	--	86	1509	--	96	100	--	518	522	--	12	12	--	19	14	--	41	46	--	27	28
American Indian/Alaskan Native	--	35	5144	--	100	102	--	503	478	--	24	46	--	21	24	--	41	25	--	14	5
White	40	2119	35198	95	98	95	512	513	515	17	15	15	19	18	18	39	48	47	25	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	74	2715	62979	97	99	99	498	511	503	28	17	23	19	19	21	37	47	41	15	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	NC	26	17040				NC	462	483	NC	59	40	NC	27	25	NC	14	29	NC	0	6
Non-Economically Disadvantaged	77	2955	54060				499	511	507	28	17	20	17	19	20	39	46	43	16	18	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	76	2940	69001	89	97	96	487	499	490	14	11	17	50	35	37	36	53	45	0	1	1
All Students (Prior Year)	63	2741	63579	NA	NA	NA	497	503	493	13	8	15	38	38	42	48	52	41	2	2	2
Female	41	1461	34086	95	97	97	488	506	496	15	6	13	50	33	36	35	59	51	0	2	1
Male	35	1476	34644	83	97	95	485	492	484	13	16	22	50	37	39	37	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	33	563	22656	89	96	92	484	491	476	16	14	27	52	40	43	32	45	30	0	0	0
Asian/Pacific Islander	--	81	1472	--	90	98	--	508	507	--	4	8	--	35	30	--	59	60	--	1	2
American Indian/Alaskan Native	--	35	4940	--	100	98	--	487	469	--	14	34	--	48	43	--	38	23	--	0	0
White	36	2095	34501	86	97	93	490	502	500	9	9	10	52	33	34	39	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	71	2682	61615	93	98	97	487	500	491	14	10	16	50	35	37	36	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	NC	26	16383				NC	463	472	NC	32	30	NC	55	43	NC	14	26	NC	0	0
Non-Economically Disadvantaged	72	2914	52618				487	499	494	15	10	14	48	35	36	38	54	49	0	1	1

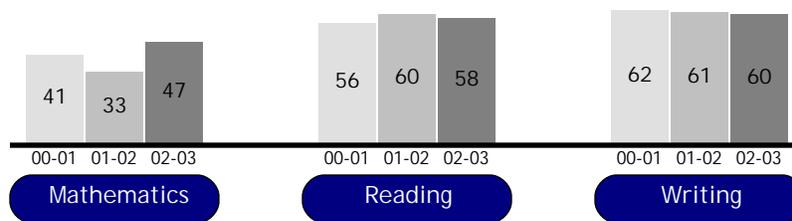
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

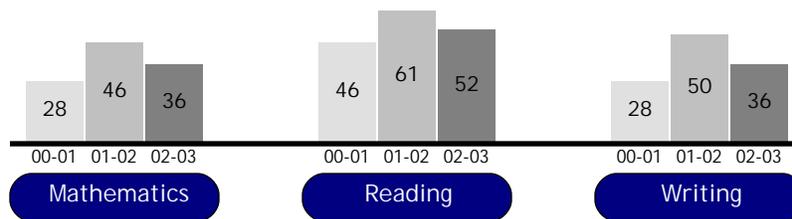
3rd Grade Proficiency



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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	53	63	53	91	44	58	44	100	56	62	50
	Language	84	51	57	45	91	41	56	39	100	50	57	43
	Mathematics	85	70	71	56	93	66	68	52	99	65	71	57
3	Reading	80	49	58	50	95	38	55	43	99	43	58	47
	Language	80	58	68	55	92	47	64	50	97	50	66	54
	Mathematics	80	60	67	53	89	48	65	50	100	51	67	54
4	Reading	86	55	62	55	95	46	59	47	95	55	63	52
	Language	86	52	58	50	95	43	57	45	97	46	59	48
	Mathematics	87	69	66	56	95	55	66	52	95	55	67	57
5	Reading	92	55	59	51	95	42	55	46	100	50	61	50
	Language	91	50	53	46	91	44	51	43	100	46	56	46
	Mathematics	91	60	66	56	91	58	63	54	100	57	67	57
6	Reading	90	59	63	54	99	61	60	49	93	57	63	53
	Language	89	51	56	46	99	56	54	42	97	50	58	45
	Mathematics	90	68	74	61	99	71	70	58	99	67	73	62
7	Reading	100	56	64	53	100	45	60	48	99	54	63	51
	Language	100	57	68	55	100	48	64	51	97	65	69	54
	Mathematics	100	81	71	57	96	81	68	54	97	71	70	58
8	Reading	88	53	63	55	99	54	61	49	100	49	62	53
	Language	88	40	61	50	99	50	60	46	99	49	62	49
	Mathematics	87	79	64	57	96	84	67	54	99	79	66	58

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 Safety

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

Our intervention specialist works with students and parents with crisis intervention. We have developed a crisis management plan. We have a truancy officer to keep students in school. Meetings are held to review maintenance policies and practices.

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) :

2

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	Brian Duguid	(623) 412-4476
Transportation Policy	Brian Duguid	(623) 412-4476
Community Resources	Wade Myers	(623) 412-4475
School Nutrition Programs	Alice Rosales	(623) 412-4479
Parent Organization	Diane Saenz	(623) 412-4475
Student Health/Nurse	Tonya Hall	(623) 412-4478

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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