

# Alta Loma School

## ARIZONA SCHOOL REPORT CARD 2003-04

9750 N. 87th Avenue, 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mr. Steven Paul Savoy  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-8  
2003 Enrollment : 970  
Web Address : peoriaud.k12.az.us  
Phone Number : (623) 412-4575  
Fax Number : (623) 412-4584  
E-mail :

### Mission

The mission of Alta Loma School is to empower students with knowledge, purpose, pride and a sense of community to meet the challenges of the future.

### School / Academic Goals

ü First grade children will read competently by the end of the school year.

ü Each grade level is responsible for setting benchmarks for student achievement in reading, language, and mathematics as measured on the Stanford 9, AIMS, and AZAC assessments.

### Instructional Programs

ü Preschool  
ü Kindergarten Enrichment  
ü English Language Learner Program  
ü Gifted Education

### Enrollment

October 1, 2002 School Year Student Enrollment : 924  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 47

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 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)
- 5 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Positive Incentive Program
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Encouraging Parental Involvement
- Ü Campus Beautification

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	10.00	Teacher Aide	11.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	8	2	0	0
10 or more years	27	22	0	0

Shared Responsibilities

School

It is the responsibility of all Peoria District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe school campuses, each school invites high parent involvement.

Parents

It is the responsibility of the parent(s) to provide a home environment that fosters learning. Parents are to model lifelong learning. Collaboration with the school will strengthen the value of education in the home.

Resources Available at School Site

Special Facilities

- Ü Technology Lab (7-8)
- Ü Computer Lab (K-6)

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Peer Mediation
- Ü Peer Tutoring

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Afterschool Program
- Ü Counseling Services

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Alta Loma Elementary School. Transportation services are provided for eligible special education students to Alta Loma.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our resource students served the community with public service volunteer hours at the Phoenix Mission serving meals and providing needed household items.
  
- ü Several staff members successfully completed grant proposals to our district's educational foundation - PEEF - to receive additional funding for school-based projects.

School Honors

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

Award/Honor	Year
ü Prudential Spirit of Community National Recognition	2002
ü Nestle - Very Best In Youth - National Award	2003
ü Pride of Peoria Recipients (1)	2003
ü North Central Association Accreditation	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	11	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	10	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	62
Grades 3-4	81	80
Grades 4-5	74	70
Grades 5-6	77	86
Grades 6-7	61	67
Grades 7-8	76	62

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	119	2731	75372	101	100	101	512	529	523	8	5	9	34	23	25	36	41	36	23	31	30
All Students (Prior Year)	96	2609	70809	NA	NA	NA	503	528	518	13	5	11	35	23	27	39	41	35	13	31	27
Female	54	1343	36901	100	98	101	518	530	524	2	4	8	39	23	25	31	41	36	29	31	31
Male	65	1387	38385	102	101	101	507	528	523	13	6	9	29	23	24	40	41	36	18	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	49	552	29103	100	100	99	509	512	510	3	10	12	40	34	31	40	39	36	18	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	51	1913	34597	100	99	98	519	534	535	8	3	4	23	20	20	38	43	38	31	34	38
Students with Disabilities	NC	247	8057	NC	73	99	NC	507	496	NC	16	23	NC	30	31	NC	34	28	NC	19	17
Students without Disabilities	110	2484	67315	108	104	101	512	529	525	8	4	8	34	23	24	36	41	37	23	31	31
Limited English Proficient Students	17	189	16925	100	106	112	511	505	482	0	11	27	38	46	40	50	30	26	13	13	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	48	205	26325				482	492	504	19	11	15	47	51	34	28	33	33	6	5	18
Non-Economically Disadvantaged	71	2526	49047				528	531	530	1	4	6	26	21	21	40	42	37	32	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	118	2716	75221	100	99	101	509	526	523	12	5	8	29	15	16	46	60	56	12	20	21
All Students (Prior Year)	97	2610	70860	NA	NA	NA	510	531	524	11	4	9	26	12	17	47	53	45	15	32	30
Female	54	1338	36833	100	98	100	515	529	526	6	3	6	33	15	15	43	60	56	18	23	23
Male	64	1378	38319	100	100	101	504	522	520	18	7	9	26	16	17	49	60	56	7	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	49	553	29019	100	100	99	508	516	513	14	8	12	29	23	21	45	54	55	12	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	52	1900	34543	102	98	97	513	529	531	10	4	4	27	13	12	49	61	58	14	22	26
Students with Disabilities	NC	248	8006	NC	73	99	NC	509	505	NC	14	22	NC	27	23	NC	49	42	NC	10	13
Students without Disabilities	109	2468	67215	107	103	101	510	526	524	11	5	7	30	15	16	47	60	56	13	20	21
Limited English Proficient Students	17	189	16853	100	106	112	486	503	489	40	19	29	30	26	36	20	47	32	10	9	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	47	204	26256				484	494	509	32	19	14	45	36	24	24	44	51	0	1	11
Non-Economically Disadvantaged	71	2512	48965				523	528	528	1	4	5	21	14	13	59	61	58	19	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	119	2701	73654	101	99	99	516	533	530	13	5	9	13	11	13	70	78	70	4	6	7
All Students (Prior Year)	95	2434	68592	NA	NA	NA	523	550	542	14	4	9	21	8	12	58	72	63	7	16	16
Female	54	1338	36239	100	98	99	525	539	537	8	3	7	12	8	11	76	81	72	4	8	10
Male	65	1363	37301	102	99	98	509	526	523	18	7	12	14	13	15	65	75	68	4	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	49	541	28348	100	98	96	516	524	520	12	8	13	14	16	17	71	73	65	2	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	52	1893	33924	102	98	96	517	535	537	14	4	5	14	10	10	67	79	75	4	7	9
Students with Disabilities	NC	244	7306	NC	72	90	NC	521	506	NC	19	24	NC	8	20	NC	69	52	NC	4	4
Students without Disabilities	110	2457	66348	108	102	100	518	533	531	12	5	8	13	11	13	71	78	71	4	6	8
Limited English Proficient Students	17	186	16422	100	104	109	493	510	495	30	18	30	10	20	27	60	61	43	0	2	0
Migrant Students	NC	10	849				NC	488	511	NC	25	19	NC	25	22	NC	50	56	NC	0	4
Economically Disadvantaged	47	204	25711				485	501	514	29	19	16	29	23	19	42	58	61	0	1	3
Non-Economically Disadvantaged	72	2497	47943				534	535	535	4	4	7	4	10	11	85	79	74	6	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	106	2885	76230	102	100	101	488	508	498	8	6	12	57	37	38	10	13	12	25	45	37
All Students (Prior Year)	101	2848	72888	NA	NA	NA	460	497	494	30	10	14	50	42	40	11	14	12	9	34	34
Female	50	1398	37247	104	99	100	494	510	500	3	4	11	59	37	40	13	13	13	26	46	37
Male	56	1484	38725	100	100	101	484	507	497	12	7	14	55	37	37	8	13	12	24	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	45	630	28100	100	98	98	480	499	482	10	7	18	57	46	47	10	13	11	23	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	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	43	1964	35389	100	99	96	496	512	514	5	5	6	54	34	32	15	13	14	27	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	99	2641	67208	104	101	100	490	510	500	7	5	12	57	37	38	10	13	12	26	45	38
Limited English Proficient Students	15	159	14826	94	105	113	NA	482	460	NA	6	31	NA	56	51	NA	19	8	NA	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	26	100	25037				456	462	477	18	18	21	76	68	47	6	7	11	0	7	21
Non-Economically Disadvantaged	80	2785	51193				496	510	507	6	5	9	52	36	35	11	13	13	31	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	105	2864	76202	101	99	101	504	508	505	20	13	19	25	23	24	48	52	46	7	13	11
All Students (Prior Year)	103	2848	72779	NA	NA	NA	494	507	505	32	15	21	28	20	20	36	50	43	4	15	15
Female	49	1396	37231	102	99	100	507	511	507	18	9	16	24	22	24	55	54	48	3	16	13
Male	56	1465	38718	100	99	101	502	505	503	20	16	22	27	24	24	43	49	44	10	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	44	630	28090	98	98	98	499	504	497	30	16	28	23	28	30	43	47	37	3	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	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	43	1952	35371	100	99	96	505	509	512	10	11	10	27	21	20	54	53	54	10	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	98	2630	67105	103	100	100	505	508	506	19	12	18	25	23	24	49	52	47	7	13	12
Limited English Proficient Students	13	158	14780	81	105	113	NA	499	486	NA	19	50	NA	25	32	NA	56	18	NA	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	24	99	24961				484	486	495	63	49	32	31	34	30	6	16	34	0	0	4
Non-Economically Disadvantaged	81	2765	51241				509	509	509	10	11	14	24	23	22	58	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	106	2862	74692	102	99	99	508	513	502	9	10	18	33	26	27	51	56	47	7	9	8
All Students (Prior Year)	101	2780	70710	NA	NA	NA	491	523	512	24	10	17	33	23	26	36	51	42	7	16	16
Female	49	1388	36710	102	98	99	525	522	509	3	6	14	26	22	26	55	61	50	16	11	10
Male	57	1472	37742	102	100	98	494	504	495	15	14	22	38	29	28	48	51	44	0	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	44	631	27492	98	98	96	502	506	486	7	12	27	39	29	32	46	53	38	7	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	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	43	1943	34785	100	98	94	513	515	517	5	9	10	34	25	23	56	57	56	5	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	99	2631	66264	104	100	99	508	514	503	9	9	17	33	26	27	51	56	48	7	9	8
Limited English Proficient Students	13	159	14363	81	105	109	NA	492	459	NA	19	47	NA	31	34	NA	44	19	NA	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	22	97	24507				473	467	480	29	30	31	43	54	33	29	17	33	0	0	3
Non-Economically Disadvantaged	84	2765	50185				515	514	511	6	9	13	31	25	24	56	57	53	8	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	101	2987	71167	96	99	99	458	468	463	42	32	38	38	47	41	15	15	14	5	6	7
All Students (Prior Year)	103	2820	66213	NA	NA	NA	442	470	459	52	29	39	38	46	40	8	18	14	2	7	7
Female	51	1483	34825	98	98	99	455	466	462	48	32	38	32	49	42	18	15	14	2	4	6
Male	50	1500	36047	94	99	99	462	469	464	36	33	38	45	44	39	12	15	15	7	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	36	566	23643	95	96	97	440	456	445	54	44	53	35	40	37	12	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	--	35	5161	--	100	103	--	470	435	--	34	63	--	41	30	--	14	5	--	10	2
White	55	2131	35245	98	99	95	467	471	476	33	29	26	43	49	45	18	16	19	6	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	93	2737	63072	95	100	99	458	469	464	42	31	37	38	47	41	15	15	15	5	6	7
Limited English Proficient Students	12	113	10317	120	130	111	371	409	426	100	78	72	0	22	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	101	2963	54110				458	468	468	42	32	33	38	47	43	15	15	16	5	6	8

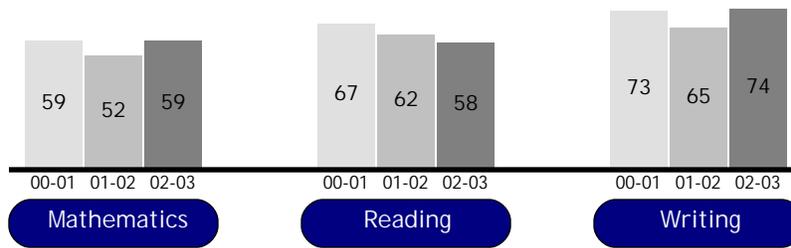
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2981	71100	96	99	99	505	510	502	23	17	25	24	19	21	38	46	40	16	18	15
All Students (Prior Year)	102	2813	66144	NA	NA	NA	499	514	504	23	15	24	19	19	20	53	47	40	5	20	16
Female	51	1480	34801	98	98	99	511	513	505	18	13	21	29	20	22	36	49	42	18	18	15
Male	50	1498	36010	94	99	99	499	507	499	28	22	28	19	18	20	40	43	38	14	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	36	569	23630	95	97	96	494	502	485	23	23	37	35	22	25	31	41	32	12	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	--	35	5144	--	100	102	--	503	478	--	24	46	--	21	24	--	41	25	--	14	5
White	55	2119	35198	98	98	95	511	513	515	21	15	15	19	18	18	43	48	47	17	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	93	2715	62979	95	99	99	506	511	503	21	17	23	24	19	21	38	47	41	16	18	15
Limited English Proficient Students	11	113	10304	110	130	110	434	465	462	100	57	63	0	14	23	0	29	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	101	2955	54060				505	511	507	23	17	20	24	19	20	38	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	98	2940	69001	93	97	96	486	499	490	20	11	17	39	35	37	40	53	45	0	1	1
All Students (Prior Year)	101	2741	63579	NA	NA	NA	488	503	493	10	8	15	59	38	42	31	52	41	0	2	2
Female	51	1461	34086	98	97	97	497	506	496	9	6	13	41	33	36	50	59	51	0	2	1
Male	47	1476	34644	89	97	95	474	492	484	33	16	22	38	37	39	30	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	36	563	22656	95	96	92	477	491	476	28	14	27	40	40	43	32	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	--	35	4940	--	100	98	--	487	469	--	14	34	--	48	43	--	38	23	--	0	0
White	53	2095	34501	95	97	93	489	502	500	18	9	10	37	33	34	45	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	91	2682	61615	93	98	97	487	500	491	19	10	16	40	35	37	41	54	45	0	1	1
Limited English Proficient Students	11	109	9662	110	125	104	418	441	454	100	71	51	0	29	40	0	0	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	98	2914	52618				486	499	494	20	10	14	39	35	36	40	54	49	0	1	1

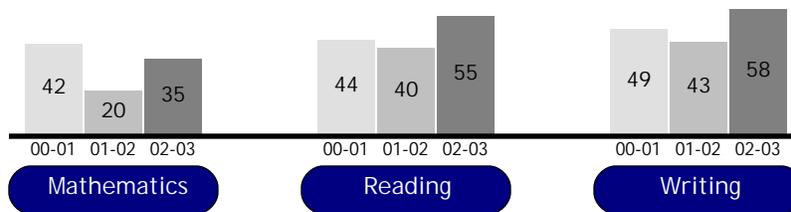
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

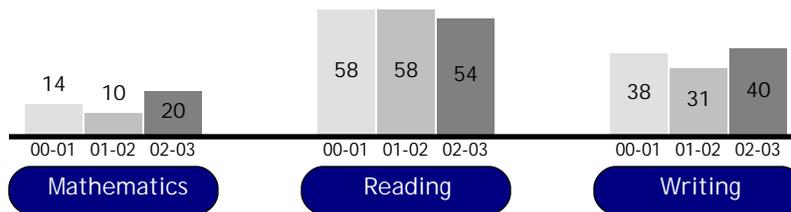
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

**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](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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	53	63	53	99	43	58	44	95	49	62	50
	Language	89	40	57	45	99	39	56	39	98	42	57	43
	Mathematics	89	65	71	56	99	48	68	52	99	60	71	57
3	Reading	93	43	58	50	99	38	55	43	97	41	58	47
	Language	96	58	68	55	99	49	64	50	100	53	66	54
	Mathematics	95	49	67	53	98	43	65	50	98	50	67	54
4	Reading	96	48	62	55	98	43	59	47	94	50	63	52
	Language	96	48	58	50	99	49	57	45	99	46	59	48
	Mathematics	99	53	66	56	99	49	66	52	100	46	67	57
5	Reading	95	43	59	51	97	37	55	46	94	52	61	50
	Language	95	45	53	46	96	36	51	43	99	47	56	46
	Mathematics	94	56	66	56	96	44	63	54	99	53	67	57
6	Reading	93	54	63	54	95	49	60	49	95	45	63	53
	Language	95	48	56	46	93	46	54	42	99	37	58	45
	Mathematics	96	72	74	61	93	60	70	58	97	55	73	62
7	Reading	98	53	64	53	96	52	60	48	99	50	63	51
	Language	99	60	68	55	95	54	64	51	98	59	69	54
	Mathematics	99	57	71	57	94	62	68	54	99	61	70	58
8	Reading	93	59	63	55	98	50	61	49	100	57	62	53
	Language	99	52	61	50	96	40	60	46	100	53	62	49
	Mathematics	98	62	64	57	98	46	67	54	99	57	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

Visitors to our campus are required to check-in at the office, they are issued a visitor's badge. We have high standards and expectations of our students to behave in an appropriate manner. We adhere to a dress code as developed by our district.

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	Steve Savoy	(623) 412-4575
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Sally Meade	(623) 412-4575
Student Health/Nurse	Dee Cherry	(623) 412-4575

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, 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](http://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](http://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](http://www.ade.az.gov/standards)