

Arcadia Neighborhood Learning Center

ARIZONA SCHOOL REPORT CARD 2003-04

4330 N. 62nd Street, Scottsdale, AZ 85251

Scottsdale Unified District

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

AZ LEARNS¹

Elementary
Achievement Profile *

Highly 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 : Mrs. Carolyn Repp
Schedule : 7:00 AM to 3:30 PM
Grades : K-8
2003 Enrollment : 524
Web Address : www.susd.org/schools/anlc
Phone Number : (480) 484-7510
Fax Number : (480) 484-7501
E-mail : crepp@susd.org

Mission

AT ANLC, each person will realize the joy of lifelong learning, extend his or her own knowledge, produce original conversation and writing; think complexly; solve problems creatively; and assume responsibility as a contributor within the community.

School / Academic Goals

- ü To increase student achievement and personal growth.
- ü To provide a positive, respectful and safe learning environment.

Instructional Programs

- ü Differentiated Instruction
- ü Gifted Education Model of Instruction
- ü Special Ed. Consultative Inclusion Model
- ü Social Action/Community Involvement

Enrollment

October 1, 2002 School Year Student Enrollment : 504
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 213

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 : 5/25/2004

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

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

Council Duties

- Ü Continuous School Improvement
- Ü School Safety Issues
- Ü Communication
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Input into Budget & Personnel Decisions

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	26.70
Other Professional Staff	1.50	Teacher Aide	4.00

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

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

Shared Responsibilities

School

Provide a challenging academic program & climate conducive to learning for all; teach the State Standards, honor the rights of all students; communicate openly; encourage parent participation; ensure safety; use best practices; continuously improve.

Parents

Provide a supportive home environment and motivating expectations conducive to learning; be role models; read to and with their children; be partners with the school, teaching values and helping children abide by the district's Code of Conduct.

Resources Available at School Site

Special Facilities

- Ü Media/Library Resource Center
- Ü Computer Labs, Life Skills & Music Rooms

Extracurricular Activities

- Ü Exploration Friday Four Times Each Year
- Ü Strings/Band/Chorus
- Ü Community School
- Ü Word Masters Competition

Social Services

- Ü Site Community-School Liaison
- Ü Bilingual Neighborhood Advisory Council
- Ü Counseling & Prevention Groups
- Ü Parenting Classes in Spanish & English

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school, 4-6 students one mile from school. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü ANLC received Highly Performing status.

ü ANLC met staff development and positive safe school climate goals. ANLC parents who responded to survey questions regarding their children's learning and safety responded positively over 90% of the time.

School Honors

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

Award/Honor	Year
ü ASCD School Climate Recognition	2003
ü Word Masters High Honors Awards	2003
ü Mason's Writing Awards Received at All Grade Levels	2003
ü Horatio Alger Scholarship Awarded	1999

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	10	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	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	78	50
Grades 3-4	82	93
Grades 4-5	70	69
Grades 5-6	79	74
Grades 6-7	69	80
Grades 7-8	74	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	57	2032	75372	95	98	101	520	547	523	7	2	9	33	14	25	33	36	36	26	47	30
All Students (Prior Year)	48	1994	70809	NA	NA	NA	535	545	518	5	3	11	17	14	27	44	36	35	34	47	27
Female	30	988	36901	97	98	101	520	545	524	5	3	8	38	15	25	33	37	36	24	45	31
Male	27	1044	38385	93	99	101	521	549	523	10	2	9	29	14	24	33	35	36	29	50	30
African American	NC	40	3589	NC	89	96	NC	522	501	NC	8	18	NC	25	33	NC	36	33	NC	31	16
Hispanic	19	275	29103	86	93	99	480	519	510	27	9	12	55	28	31	18	38	36	0	25	20
Asian/Pacific Islander	--	58	1574	--	89	96	--	564	549	--	0	3	--	9	14	--	28	34	--	64	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	528	491	--	13	22	--	13	38	--	31	28	--	44	12
White	34	1570	34597	94	96	98	535	550	535	0	1	4	25	13	20	39	36	38	36	50	38
Students with Disabilities	NC	189	8057	NC	69	99	NC	522	496	NC	10	23	NC	22	31	NC	41	28	NC	27	17
Students without Disabilities	48	1843	67315	94	103	101	520	548	525	7	2	8	33	14	24	33	36	37	26	48	31
Limited English Proficient Students	12	188	16925	100	106	112	451	462	482	75	45	27	25	40	40	0	15	26	0	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	57	1886	49047				520	548	530	7	2	6	33	13	21	33	36	37	26	48	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	54	2023	75221	90	98	101	522	540	523	5	2	8	20	8	16	48	56	56	28	34	21
All Students (Prior Year)	49	1998	70860	NA	NA	NA	535	543	524	7	3	9	21	9	17	24	42	45	48	46	30
Female	27	987	36833	87	98	100	525	543	526	0	2	6	25	8	15	40	53	56	35	38	23
Male	27	1036	38319	93	98	101	519	536	520	10	3	9	15	9	17	55	59	56	20	30	18
African American	NC	42	3597	NC	93	97	NC	518	510	NC	3	14	NC	21	22	NC	67	53	NC	10	11
Hispanic	17	268	29019	77	90	99	503	522	513	10	12	12	40	16	21	40	52	55	10	20	13
Asian/Pacific Islander	--	58	1572	--	89	95	--	551	536	--	0	2	--	4	9	--	44	57	--	51	31
American Indian/Alaskan Native	--	19	5071	--	70	114	--	518	502	--	0	20	--	21	27	--	79	46	--	0	8
White	32	1566	34543	89	96	97	529	542	531	4	1	4	12	7	12	50	56	58	35	35	26
Students with Disabilities	NC	184	8006	NC	68	99	NC	526	505	NC	5	22	NC	17	23	NC	55	42	NC	23	13
Students without Disabilities	46	1839	67215	90	103	101	522	540	524	5	2	7	20	8	16	48	56	56	28	34	21
Limited English Proficient Students	10	180	16853	83	102	112	474	477	489	33	47	29	67	42	36	0	11	32	0	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	54	1879	48965				522	541	528	5	2	5	20	8	13	48	56	58	28	35	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	55	1992	73654	92	96	99	537	554	530	8	2	9	10	6	13	73	73	70	10	19	7
All Students (Prior Year)	48	1949	68592	NA	NA	NA	560	571	542	12	3	9	7	6	12	49	61	63	32	31	16
Female	29	972	36239	94	97	99	540	561	537	5	2	7	14	4	11	67	70	72	14	24	10
Male	26	1020	37301	90	96	98	532	547	523	11	2	12	5	8	15	79	76	68	5	14	5
African American	NC	40	3488	NC	89	94	NC	533	515	NC	6	16	NC	6	18	NC	75	62	NC	14	4
Hispanic	18	261	28348	82	88	96	515	531	520	20	11	13	20	13	17	60	66	65	0	9	5
Asian/Pacific Islander	--	58	1558	--	89	95	--	572	547	--	0	3	--	0	8	--	72	76	--	28	13
American Indian/Alaskan Native	--	17	4947	--	63	111	--	546	507	--	0	22	--	14	22	--	71	53	--	14	3
White	32	1547	33924	89	95	96	544	556	537	4	1	5	4	5	10	81	73	75	12	20	9
Students with Disabilities	NC	171	7306	NC	63	90	NC	533	506	NC	11	24	NC	8	20	NC	71	52	NC	11	4
Students without Disabilities	47	1821	66348	92	102	100	537	555	531	8	2	8	10	6	13	73	73	71	10	20	8
Limited English Proficient Students	11	177	16422	92	100	109	472	476	495	67	53	30	33	26	27	0	21	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	55	1855	47943				537	555	535	8	2	7	10	5	11	73	73	74	10	20	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	68	2110	76230	103	98	101	509	521	498	2	4	12	44	28	38	11	14	12	44	54	37
All Students (Prior Year)	56	2193	72888	NA	NA	NA	513	523	494	4	5	14	26	26	40	20	13	12	50	56	34
Female	33	1048	37247	100	99	100	512	522	500	0	3	11	45	29	40	7	14	13	48	55	37
Male	35	1060	38725	106	98	101	507	521	497	3	4	14	42	27	37	15	15	12	39	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	14	239	28100	93	93	98	474	489	482	10	11	18	60	49	47	20	11	11	10	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	48	1571	35389	100	90	96	520	526	514	0	3	6	37	25	32	9	15	14	54	58	48
Students with Disabilities	NC	171	9022	NC	80	105	NC	467	465	NC	29	31	NC	38	43	NC	16	8	NC	16	17
Students without Disabilities	65	1939	67208	105	100	100	511	523	500	2	3	12	43	28	38	11	14	12	44	55	38
Limited English Proficient Students	11	157	14826	100	101	113	476	470	460	0	15	31	71	65	51	29	9	8	0	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	68	1985	51193				509	523	507	2	3	9	44	27	35	11	14	13	44	55	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	64	2103	76202	97	98	101	510	516	505	10	8	19	25	17	24	51	55	46	14	20	11
All Students (Prior Year)	57	2198	72779	NA	NA	NA	514	518	505	18	9	21	12	12	20	41	48	43	29	31	15
Female	30	1037	37231	91	98	100	509	519	507	7	5	16	22	15	24	56	56	48	15	23	13
Male	34	1064	38718	103	98	101	511	514	503	13	10	22	28	18	24	47	55	44	13	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	13	237	28090	87	92	98	496	500	497	11	19	28	56	36	30	22	37	37	11	8	5
Asian/Pacific Islander	--	55	1443	--	75	95	--	524	515	--	2	9	--	6	19	--	65	53	--	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	46	1566	35371	96	90	96	514	518	512	7	6	10	20	14	20	58	58	54	16	22	16
Students with Disabilities	NC	173	9097	NC	80	106	NC	490	493	NC	39	39	NC	30	27	NC	30	29	NC	2	5
Students without Disabilities	62	1930	67105	100	100	100	510	517	506	9	7	18	26	17	24	52	56	47	14	21	12
Limited English Proficient Students	10	158	14780	91	102	113	490	489	486	17	36	50	67	45	32	17	17	18	0	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	64	1980	51241				510	517	509	10	6	14	25	16	22	51	57	51	14	21	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	63	2048	74692	95	95	99	521	529	502	16	6	18	12	18	27	61	57	47	11	18	8
All Students (Prior Year)	55	2146	70710	NA	NA	NA	527	550	512	10	5	17	16	14	26	51	47	42	22	34	16
Female	32	1020	36710	97	96	99	536	538	509	10	4	14	14	16	26	62	58	50	14	23	10
Male	31	1026	37742	94	95	98	506	520	495	21	9	22	11	21	28	61	57	44	7	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	13	232	27492	87	90	96	502	501	486	11	17	27	33	28	32	44	45	38	11	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	44	1523	34785	92	88	94	534	533	517	10	5	10	10	18	23	69	59	56	12	19	11
Students with Disabilities	NC	152	8428	NC	71	98	NC	481	472	NC	23	38	NC	42	30	NC	32	29	NC	3	3
Students without Disabilities	60	1896	66264	97	98	99	521	530	503	16	6	17	13	18	27	61	58	48	11	18	8
Limited English Proficient Students	11	151	14363	100	97	109	474	474	459	29	33	47	43	41	34	29	25	19	0	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	63	1929	50185				521	531	511	16	6	13	12	17	24	61	59	53	11	18	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	53	2261	71167	104	101	99	448	477	463	55	25	38	36	43	41	4	22	14	4	10	7
All Students (Prior Year)	40	2147	66213	NA	NA	NA	464	478	459	42	24	39	30	44	40	18	21	14	9	11	7
Female	27	1100	34825	100	101	99	445	475	462	54	26	38	42	45	42	4	21	14	0	8	6
Male	26	1160	36047	108	101	99	452	480	464	57	24	38	29	42	39	5	22	15	10	12	8
African American	--	44	3225	--	90	95	--	443	441	--	49	57	--	46	34	--	6	6	--	0	2
Hispanic	11	223	23643	85	98	97	405	437	445	100	59	53	0	29	37	0	9	8	0	2	2
Asian/Pacific Islander	NC	64	1503	NC	110	100	NC	511	493	NC	10	18	NC	35	40	NC	28	23	NC	27	19
American Indian/Alaskan Native	--	27	5161	--	87	103	--	432	435	--	61	63	--	35	30	--	4	5	--	0	2
White	35	1725	35245	95	92	95	462	482	476	42	20	26	45	46	45	6	23	19	6	11	10
Students with Disabilities	NC	158	8095	NC	84	104	NC	430	426	NC	65	69	NC	30	25	NC	6	5	NC	0	1
Students without Disabilities	45	2103	63072	107	103	99	450	479	464	53	24	37	37	44	41	5	22	15	5	11	7
Limited English Proficient Students	NC	121	10317	NC	95	111	NC	406	426	NC	91	72	NC	8	25	NC	2	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	53	2241	54110				448	478	468	55	24	33	36	44	43	4	22	16	4	10	8

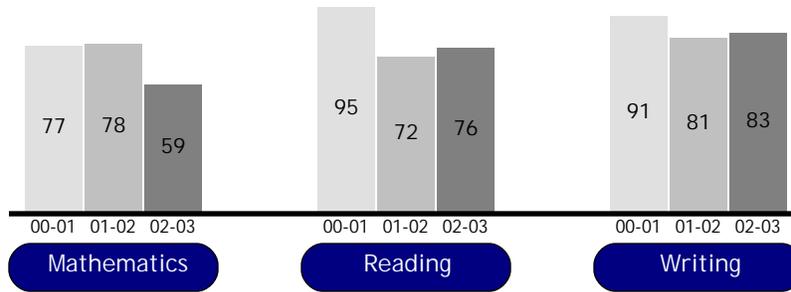
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	2237	71100	104	100	99	485	518	502	31	14	25	31	15	21	35	48	40	2	24	15
All Students (Prior Year)	39	2140	66144	NA	NA	NA	498	524	504	32	12	24	23	14	20	32	45	40	13	29	16
Female	27	1093	34801	100	100	99	482	521	505	35	11	21	27	15	22	38	49	42	0	24	15
Male	26	1143	36010	108	100	99	488	516	499	27	16	28	36	14	20	32	46	38	5	24	14
African American	--	44	3219	--	90	95	--	486	486	--	37	38	--	23	24	--	29	31	--	11	7
Hispanic	11	220	23630	85	96	96	444	490	485	67	38	37	33	20	25	0	32	32	0	9	6
Asian/Pacific Islander	NC	65	1509	NC	112	100	NC	535	522	NC	7	12	NC	11	14	NC	48	46	NC	34	28
American Indian/Alaskan Native	--	27	5144	--	87	102	--	478	478	--	39	46	--	26	24	--	35	25	--	0	5
White	35	1711	35198	95	92	95	493	522	515	24	10	15	30	14	18	42	50	47	3	26	21
Students with Disabilities	NC	151	8121	NC	80	105	NC	471	470	NC	45	55	NC	34	20	NC	19	21	NC	2	4
Students without Disabilities	46	2086	62979	110	102	99	488	520	503	30	13	23	30	14	21	39	48	41	2	25	15
Limited English Proficient Students	NC	120	10304	NC	94	110	NC	454	462	NC	68	63	NC	23	23	NC	8	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	53	2217	54060				485	519	507	31	13	20	31	14	20	35	48	43	2	24	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	52	2206	69001	102	99	96	477	505	490	30	8	17	40	28	37	30	63	45	0	1	1
All Students (Prior Year)	39	2055	63579	NA	NA	NA	491	513	493	17	5	15	48	30	42	28	60	41	7	5	2
Female	27	1081	34086	100	99	97	479	511	496	31	5	13	38	25	36	31	69	51	0	1	1
Male	25	1124	34644	104	98	95	474	499	484	29	12	22	41	31	39	29	56	38	0	1	0
African American	--	43	3115	--	88	92	--	481	478	--	21	25	--	44	44	--	35	31	--	0	0
Hispanic	11	216	22656	85	95	92	439	476	476	89	27	27	11	40	43	0	33	30	0	0	0
Asian/Pacific Islander	NC	65	1472	NC	112	98	NC	521	507	NC	2	8	NC	20	30	NC	74	60	NC	5	2
American Indian/Alaskan Native	--	25	4940	--	81	98	--	480	469	--	17	34	--	57	43	--	26	23	--	0	0
White	34	1690	34501	92	90	93	487	509	500	17	6	10	43	26	34	40	67	55	0	1	1
Students with Disabilities	NC	137	7386	NC	73	95	NC	470	459	NC	34	46	NC	41	37	NC	25	17	NC	0	0
Students without Disabilities	44	2069	61615	105	101	97	478	506	491	31	8	16	38	28	37	31	63	45	0	1	1
Limited English Proficient Students	NC	116	9662	NC	91	104	NC	451	454	NC	52	51	NC	41	40	NC	7	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	52	2188	52618				477	506	494	30	8	14	40	28	36	30	63	49	0	1	1

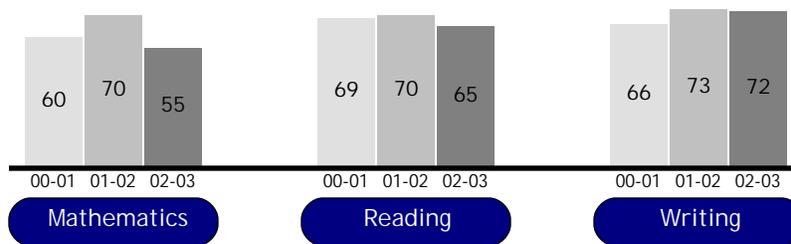
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

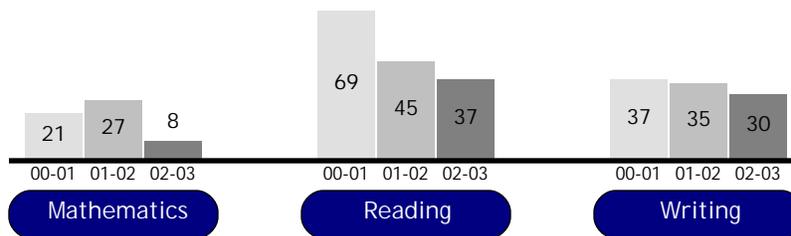
3rd Grade Proficiency



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	85	64	71	53	91	49	67	44	87	51	66	50
	Language	88	67	65	45	91	45	63	39	89	45	61	43
	Mathematics	88	79	74	56	91	70	75	52	98	61	72	57
3	Reading	75	64	72	50	96	52	67	43	96	56	70	47
	Language	73	72	76	55	96	56	72	50	96	56	75	54
	Mathematics	73	74	76	53	96	53	72	50	96	57	73	54
4	Reading	74	84	77	55	94	62	71	47	98	69	75	52
	Language	75	71	69	50	94	54	65	45	98	59	68	48
	Mathematics	75	78	77	56	94	70	74	52	96	74	78	57
5	Reading	95	67	72	51	96	71	69	46	100	61	70	50
	Language	93	56	66	46	96	55	64	43	96	54	65	46
	Mathematics	93	75	78	56	96	70	76	54	97	67	77	57
6	Reading	95	50	72	54	96	61	72	49	100	69	72	53
	Language	95	44	66	46	95	46	66	42	98	57	67	45
	Mathematics	96	62	80	61	96	65	78	58	98	76	78	62
7	Reading	88	59	74	53	98	46	70	48	96	69	70	51
	Language	88	59	76	55	96	47	74	51	88	69	75	54
	Mathematics	88	61	76	57	96	57	74	54	98	75	74	58
8	Reading	91	61	74	55	89	51	71	49	96	47	71	53
	Language	95	64	74	50	89	44	71	46	88	43	70	49
	Mathematics	95	70	74	57	89	61	73	54	92	59	72	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

Staff & students are trained in emergency procedures with links to local authorities & district personnel. Responsible thinking, conflict management, character traits, prevention & community circles, are integral components. Diversity is celebrated.

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) :

4

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	Carolyn Repp	(480) 484-7510
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Marisol Diosdado	(480) 484-7513
School Nutrition Programs	Barb Savastio	(480) 484-8686
Parent Organization	Eric Meyers	(480) 484-7500
Student Health/Nurse	Kay Beauchamp	(480) 484-7511

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