

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4330 North 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 (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Carolyn Repp
 Schedule : 7:00 AM to 3:30 PM
 Grades : K-8
 2004 Enrollment : 540
 Web Address : www.susd.org
 Phone Number : (480) 484-7500
 Fax Number : (480) 484-7501
 E-mail : crepp@susd.org

Mission

AT ANLC, each person will realize the joy of being a lifelong learner with the ability to extend his or her own knowledge by producing original conversation and writing, thinking complexly, solving problems creatively, working cooperatively and assuming responsibility as a contributor and producer within the community.

School / Academic Goals

- ü To increase individual student achievement and personal growth.
- ü To provide a positive, respectful, and safe learning environment with equity in opportunities, facilities, programs, and resources for all.
- ü To ensure all students and staff are proficient in the use of technology to acquire and manage information, communication, time, and tasks.
- ü To offer comprehensive professional growth programs for staff to provide them with the skills, strategies and resources to meet the needs of all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 522
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 165

Instructional Programs

- Ü Differentiated Instruction
- Ü Gifted Education Model of Instruction
- Ü Special Ed. Consultative Inclusion Model
- Ü Social Action/Community Involvement
- Ü Responsible Thinking
- Ü Cooperative Learning
- Ü Hands On Experiences

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To be a community of learners with a unifying bond of commitment between students, teachers and parents, believing in the power of collaboration and intrinsic worth of every person, celebrating each person's quest for knowledge and uniqueness, challenging learners to excellence with meaningful, significantly worthwhile pursuits, facilitating growth and learning within caring relationships, teaching the traits of character and democracy, and mastery of the Arizona State Standards.

Parents

Be actively involved in their child's education; 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.

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.

School Honors

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

Award/Honor	Year
Ü ASCD Positive School Climate Recognition	2004
Ü WORDMASTERS Challenge Top 2%	2003
Ü Mason's Writing Awards Received at All Grade Levels	2003
Ü Johns Hopkins Talent Search Top Awards	2003

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	50	1952	75509	100	99	100	531	548	521	6	6	13	14	13	23	46	31	33	34	49	31
All Students (Prior Year)	57	2032	75372	95	98	100	520	547	523	7	2	9	33	14	25	33	36	36	26	47	30
Female	21	930	37013	100	100	100	531	549	522	0	5	12	14	13	24	64	31	33	21	51	31
Male	29	1020	38430	100	99	99	531	546	521	10	6	14	14	14	22	33	32	33	43	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	16	287	30486	100	100	99	555	526	505	0	13	18	0	19	29	50	31	32	50	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	--	24	4075	--	100	100	--	498	486	--	26	28	--	37	34	--	11	26	--	26	12
White	32	1518	35192	100	99	99	530	551	534	7	4	8	14	12	19	45	32	35	34	51	39
Students with Disabilities	11	311	9708	100	100	100	475	528	489	40	13	32	20	18	27	40	36	24	0	33	17
Students without Disabilities	39	1641	65801	98	97	98	541	550	525	0	5	11	13	13	23	47	31	34	40	52	33
Limited English Proficient Students	14	195	16928	100	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	18	432	36411	--	--	--	515	516	503	0	18	19	29	18	29	43	34	32	29	30	20
Non-Economically Disadvantaged	32	1520	39040	--	--	--	535	553	534	7	4	8	11	12	19	46	31	34	36	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	1954	75492	100	99	100	528	537	519	6	4	12	14	9	16	54	47	47	26	40	24
All Students (Prior Year)	54	2023	75221	90	98	100	522	540	523	5	2	8	20	8	16	48	56	56	28	34	21
Female	21	933	37014	100	100	100	533	541	523	0	3	10	7	7	15	64	45	48	29	45	27
Male	29	1019	38400	100	99	99	526	533	516	10	5	14	19	11	17	48	49	47	24	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	16	286	30438	100	100	99	556	522	508	25	10	17	0	13	21	25	50	47	50	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	--	24	4081	--	100	100	--	518	498	--	11	25	--	33	26	--	39	40	--	17	8
White	32	1521	35177	100	99	99	525	539	528	3	3	8	14	8	13	62	47	49	21	42	31
Students with Disabilities	12	313	9707	100	100	100	479	524	495	40	7	33	40	14	21	20	53	33	0	27	13
Students without Disabilities	38	1641	65785	95	97	98	537	539	522	0	4	10	10	8	16	60	46	49	30	42	26
Limited English Proficient Students	14	194	16905	100	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	17	430	36302	--	--	--	508	518	507	14	13	18	14	18	21	57	44	46	14	26	14
Non-Economically Disadvantaged	33	1524	39164	--	--	--	533	540	528	4	3	8	14	7	13	54	47	48	29	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	1952	75053	100	99	99	621	649	597	0	3	7	25	6	12	59	72	72	16	18	9
All Students (Prior Year)	55	1992	73654	92	96	99	537	554	530	8	2	9	10	6	13	73	73	70	10	19	7
Female	21	933	36872	100	100	99	617	675	621	0	2	5	14	4	9	79	70	74	7	24	12
Male	29	1017	38109	100	99	99	624	623	573	0	5	10	33	9	14	44	74	69	22	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	16	286	30235	100	100	98	694	618	575	0	8	9	0	10	14	67	66	70	33	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	--	24	4044	--	100	99	--	518	550	--	21	13	--	26	17	--	53	66	--	0	4
White	32	1518	35028	100	99	99	613	654	613	0	3	6	29	6	10	57	73	73	14	19	11
Students with Disabilities	12	314	9625	100	100	100	469	608	530	0	5	21	100	11	21	0	72	55	0	11	4
Students without Disabilities	38	1638	65428	95	97	98	631	655	604	0	3	6	20	6	11	63	72	73	17	19	10
Limited English Proficient Students	14	194	16765	100	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	17	429	36077	--	--	--	548	587	566	0	8	10	33	13	16	67	70	69	0	9	5
Non-Economically Disadvantaged	33	1523	38950	--	--	--	638	661	618	0	3	5	23	5	9	58	73	73	19	20	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2037	76019	100	99	100	512	535	499	8	4	14	35	22	39	15	15	14	42	60	33
All Students (Prior Year)	68	2110	76230	100	98	100	509	521	498	2	4	12	44	28	38	11	14	12	44	54	37
Female	31	964	37207	100	99	100	498	536	499	14	3	12	41	21	41	17	16	14	28	59	33
Male	34	1072	38677	100	100	100	525	534	498	3	4	15	29	23	38	13	13	13	55	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	13	227	29458	100	99	100	475	495	480	30	18	20	50	37	48	10	14	12	10	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	46	1677	35880	98	99	100	522	540	515	2	2	7	32	20	32	16	15	16	50	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	57	1799	66233	100	99	99	515	537	503	7	3	11	33	21	39	16	15	14	44	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	15	332	35714				458	494	480	42	17	20	42	40	47	8	10	12	8	33	20
Non-Economically Disadvantaged	50	1705	40266				525	541	513	0	2	9	33	19	33	17	15	15	50	64	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	65	2037	76020	100	99	100	511	519	503	26	9	25	5	14	23	47	52	40	22	26	12
All Students (Prior Year)	64	2103	76202	97	98	100	510	516	505	10	8	19	25	17	24	51	55	46	14	20	11
Female	31	966	37213	100	99	100	511	521	504	33	7	22	0	13	23	48	52	42	19	28	13
Male	34	1070	38666	100	100	100	511	517	501	19	10	29	10	14	22	45	52	38	26	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	13	227	29442	100	99	99	491	499	494	60	31	37	0	18	26	30	39	31	10	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	46	1678	35890	98	99	100	517	522	511	17	6	15	2	13	20	55	54	48	26	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	57	1799	66236	100	99	99	511	520	504	25	8	23	5	13	23	45	53	42	24	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	15	332	35703				482	501	494	82	29	37	0	22	26	9	37	31	9	13	6
Non-Economically Disadvantaged	50	1705	40274				517	522	509	13	5	17	6	12	20	55	54	47	26	28	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	65	2034	75673	100	99	100	586	577	530	10	5	12	13	16	25	62	69	58	15	10	4
All Students (Prior Year)	63	2048	74692	95	95	99	521	529	502	16	6	18	12	18	27	61	57	47	11	18	8
Female	31	963	37099	100	99	100	588	598	548	13	3	8	20	12	22	43	70	64	23	14	6
Male	34	1070	38441	100	100	99	585	558	513	6	7	16	6	19	29	81	68	52	6	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	13	225	29305	100	98	99	561	518	507	10	13	16	30	31	31	40	50	51	20	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	46	1678	35760	98	99	99	598	584	550	7	4	9	11	14	21	69	71	64	13	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	57	1797	65967	100	99	99	596	581	536	9	4	10	11	16	25	64	70	60	16	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	15	330	35541				507	511	504	18	14	17	36	31	31	45	53	50	0	2	2
Non-Economically Disadvantaged	50	1704	40091				604	588	550	8	4	9	8	13	21	66	72	64	18	11	6

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	55	2214	75001	100	99	99	488	486	468	17	23	37	41	37	36	28	23	16	15	17	10
All Students (Prior Year)	53	2261	71167	100	100	99	448	477	463	55	25	38	36	43	41	4	22	14	4	10	7
Female	26	1093	36846	100	99	99	487	488	468	16	22	36	44	37	38	24	24	16	16	17	10
Male	29	1116	37974	100	99	99	488	485	467	17	24	39	38	36	34	31	23	16	14	17	11
African American	NC	59	3720	NC	97	98	NC	456	446	NC	43	53	NC	43	33	NC	7	9	NC	7	4
Hispanic	13	249	26675	100	99	98	452	446	448	33	56	52	50	29	34	8	11	10	8	5	4
Asian/Pacific Islander	NC	58	1575	NC	97	99	NC	514	504	NC	11	18	NC	38	33	NC	15	20	NC	36	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	448	438	--	46	61	--	50	30	--	4	7	--	0	2
White	40	1815	37785	100	99	99	496	492	482	13	19	25	40	37	39	30	26	21	18	18	15
Students with Disabilities	NC	155	8802	NC	100	100	NC	431	418	NC	67	79	NC	25	16	NC	8	3	NC	0	1
Students without Disabilities	50	2059	66199	100	99	99	487	490	472	16	20	34	43	37	38	24	24	17	16	18	11
Limited English Proficient Students	NC	115	11710	NC	98	100	NC	406	429	NC	89	70	NC	11	25	NC	0	4	NC	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	11	300	29814	--	--	--	446	445	448	30	55	53	60	32	33	10	9	10	0	5	4
Non-Economically Disadvantaged	44	1914	45170	--	--	--	497	492	479	14	18	28	36	37	38	32	25	20	18	19	14

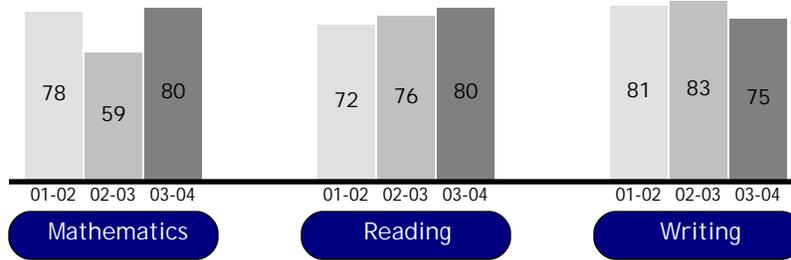
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	2212	74918	100	99	99	520	519	497	11	17	32	19	13	19	44	43	35	26	27	15
All Students (Prior Year)	53	2237	71100	100	100	99	485	518	502	31	14	25	31	15	21	35	48	40	2	24	15
Female	26	1092	36805	100	99	99	518	523	501	12	15	28	20	13	19	48	44	37	20	29	16
Male	29	1115	37936	100	99	99	523	515	493	10	20	35	17	13	18	41	42	33	31	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	13	249	26645	100	99	98	480	481	478	42	45	46	17	15	20	25	29	27	17	10	6
Asian/Pacific Islander	NC	58	1571	NC	97	99	NC	538	521	NC	11	18	NC	19	15	NC	32	38	NC	38	30
American Indian/Alaskan Native	--	28	4729	--	100	98	--	477	468	--	52	57	--	16	19	--	20	19	--	12	4
White	40	1812	37773	100	99	99	530	524	511	3	13	20	20	13	18	53	45	41	25	29	21
Students with Disabilities	NC	153	8801	NC	99	100	NC	460	448	NC	64	75	NC	15	13	NC	18	10	NC	3	2
Students without Disabilities	50	2059	66117	100	99	99	523	522	501	12	15	28	14	13	19	45	44	37	29	28	16
Limited English Proficient Students	NC	115	11706	NC	98	100	NC	438	454	NC	89	71	NC	6	16	NC	3	12	NC	2	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	11	300	29785	--	--	--	467	480	477	50	46	47	10	18	20	40	26	26	0	10	6
Non-Economically Disadvantaged	44	1912	45115	--	--	--	533	525	508	2	13	23	20	12	18	45	45	39	32	29	20

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	2201	74503	100	99	99	527	522	491	6	6	9	14	24	32	66	54	51	14	15	8
All Students (Prior Year)	52	2206	69001	100	99	96	477	505	490	30	8	17	40	28	37	30	63	45	0	1	1
Female	26	1091	36686	100	99	99	517	544	506	8	4	5	21	18	29	54	58	57	17	21	9
Male	29	1105	37644	100	98	98	536	500	476	4	8	13	8	31	36	77	51	45	12	10	6
African American	NC	58	3677	NC	95	97	NC	494	475	NC	10	12	NC	29	36	NC	52	46	NC	9	5
Hispanic	13	248	26500	100	98	97	494	470	467	17	19	13	25	34	39	42	40	44	17	7	4
Asian/Pacific Islander	NC	58	1566	NC	97	99	NC	584	537	NC	4	5	NC	15	23	NC	53	55	NC	28	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	494	464	--	12	14	--	28	39	--	52	44	--	8	3
White	40	1804	37606	100	99	99	535	528	508	3	4	6	11	23	28	72	56	56	14	16	10
Students with Disabilities	NC	150	8662	NC	97	100	NC	422	409	NC	22	37	NC	56	42	NC	22	20	NC	1	1
Students without Disabilities	50	2051	65841	100	99	98	529	528	499	6	5	7	12	23	32	67	56	53	14	16	8
Limited English Proficient Students	NC	114	11608	NC	97	100	NC	399	430	NC	46	23	NC	38	47	NC	14	28	NC	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	11	295	29587	--	--	--	446	469	465	22	18	14	33	36	40	44	40	43	0	6	4
Non-Economically Disadvantaged	44	1906	44898	--	--	--	545	530	507	2	4	7	10	23	28	71	56	55	17	17	10

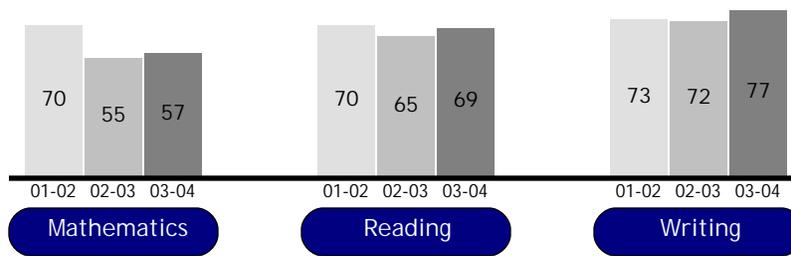
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

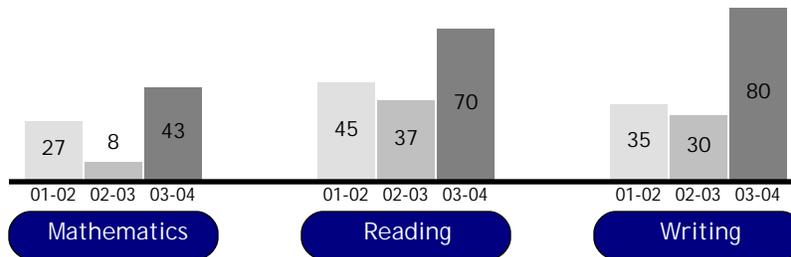
3rd Grade Proficiency



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 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	49	67	44	87	51	66	50	98	63	NA	58
	Language	91	45	63	39	89	45	61	43	100	61	68	50
	Mathematics	91	70	75	52	98	61	72	57	100	77	79	64
3	Reading	96	52	67	43	96	56	70	47	100	62	NA	55
	Language	96	56	72	50	96	56	75	54	100	68	77	61
	Mathematics	96	53	72	50	96	57	73	54	100	67	76	61
4	Reading	94	62	71	47	98	69	75	52	100	75	NA	56
	Language	94	54	65	45	98	59	68	48	99	64	69	52
	Mathematics	94	70	74	52	96	74	78	57	99	78	79	61
5	Reading	96	71	69	46	100	61	70	50	100	68	NA	55
	Language	96	55	64	43	96	54	65	46	100	57	69	49
	Mathematics	96	70	76	54	97	67	77	57	100	73	83	63
6	Reading	96	61	72	49	100	69	72	53	100	70	NA	56
	Language	95	46	66	42	98	57	67	45	100	56	64	48
	Mathematics	96	65	78	58	98	76	78	62	100	74	78	66
7	Reading	98	46	70	48	96	69	70	51	100	79	NA	54
	Language	96	47	74	51	88	69	75	54	100	77	78	58
	Mathematics	96	57	74	54	98	75	74	58	100	72	76	62
8	Reading	89	51	71	49	96	47	71	53	100	67	NA	55
	Language	89	44	71	46	88	43	70	49	98	69	71	52
	Mathematics	89	61	73	54	92	59	72	58	100	72	74	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	29.80
Other Professional Staff	1.50	Teacher Aide	6.40

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media/Library Resource Center
- Ü Audio/Visual Lab and Broadcast Center
- Ü Computer Labs, Life Skills & Music Rooms
- Ü Sonoran Learning Lab and Gardens

Extracurricular Activities

- Ü Exploration Friday, Quarterly
- Ü Middle School Sports
- Ü Strings/Band/Chorus
- Ü Afterschool Care and All Day Kindergarten
- Ü Community School Classes and Tutoring
- Ü Battle of the Books
- Ü Word Masters Competitions
- Ü Community Service

Social Services

- Ü Site Community-School Liaison
- Ü Clothing and Food Bank
- Ü Bilingual Neighborhood Advisory Council
- Ü Registered Nurse
- Ü Counseling & Prevention Groups
- Ü Parenting Classes in Spanish & English

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü ANLC received recognition nationally from ASCD for positive student behavior in classrooms and schoolwide. Videos of ANLC's methods are being used by ASCD to train educators across the nation in positive school climate methods.
- ü ANLC met all the school's goals, including academics, safe positive school climate, technology, and staff development. ANLC parents, who responded to survey questions about the school, responded positively over 90% of the time. 'Highly Performing.'
- ü Student achievements: 7 students placing 1, 2 or 3rd in Grand Lodge State Essay Contest, 1 placing 2nd in the Festival of Cultures Spelling Bee, 1 team placing in the Battle of the Books Finals, 2 students awarded top honors for SAT by Johns Hopkins.
- ü Student achievements: 11 students placing in the top 2% and 23 in the top 10% of the National WORDMASTERS Challenge, 85 students won top awards and recognitions for artwork in both Phoenix and Scottsdale.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	77	50
Grades 3-4	79	88
Grades 4-5	70	69
Grades 5-6	79	74
Grades 6-7	69	56
Grades 7-8	63	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Staff & students are trained in emergency procedures with links to local authorities & district personnel. Responsible thinking, conflict management, character traits(respect responsibility, trustworthyness, caring, fairness,citizenship), peer mediation, prevention and community circles, are integral components as well as the celebration of diversity. All students are trained in anti-bullying and anti-harrassment procedures. The school operates on a buddy system.

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) :

1

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) 484-7500
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Marisol Diosdado	(480) 484-7513
School Nutrition Programs	Barb Savastio	(480) 484-8686
Parent Organization	Maria Kitkowski	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.