

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Carolyn Repp
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-8
 2005 Enrollment : 575
 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, 2004 School Year Student Enrollment : 548
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 248

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 :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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	61	1876	79306	100	100	99	457	472	445	11	6	10	13	10	18	41	46	51	34	39	20
All Students (Prior Year)	50	1952	75509	100	99	100	531	548	521	6	6	13	14	13	23	46	31	33	34	49	31
Female	30	912	38691	100	100	99	468	472	446	7	6	10	7	10	18	37	46	52	50	38	20
Male	31	964	40583	100	100	99	447	472	445	16	5	11	19	10	18	45	46	50	19	40	21
African American	NC	49	4041	NC	100	99	NC	436	426	NC	13	17	NC	28	23	NC	50	50	NC	10	10
Hispanic	17	297	32869	100	100	99	424	438	429	29	13	15	18	21	25	35	50	51	18	15	10
Asian/Pacific Islander	NC	71	1935	NC	99	99	NC	498	474	NC	5	3	NC	5	9	NC	29	48	NC	62	40
American Indian/Alaskan Native	NC	39	4264	NC	98	100	NC	418	419	NC	20	19	NC	17	30	NC	46	45	NC	17	6
White	40	1420	36197	100	100	99	468	480	463	5	4	5	13	7	11	43	45	53	40	44	31
Students with Disabilities	NC	279	10321	NC	100	100	NC	421	389	NC	22	30	NC	21	27	NC	35	34	NC	22	9
Students without Disabilities	55	1598	69060	100	98	98	464	481	454	7	3	7	13	8	17	42	48	54	38	42	22
Limited English Proficient Students	11	196	15509	100	100	100	422	412	406	36	19	20	21	22	30	21	44	45	21	15	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	395	39415	100	95	96	416	437	431	38	17	15	25	22	25	25	45	50	13	16	10
Non-Economically Disadvantaged	45	1482	39966	100	100	100	472	481	459	2	3	6	9	7	12	47	46	52	42	45	30

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	60	1876	79395	100	0	99	459	469	446	12	5	9	15	14	25	57	61	55	17	20	11
All Students (Prior Year)	50	1954	75492	100	99	100	528	537	519	6	4	12	14	9	16	54	47	47	26	40	24
Female	30	913	38743	100	0	100	471	474	451	7	4	7	10	13	24	60	59	57	23	24	12
Male	30	963	40618	100	0	99	446	465	440	17	5	11	20	15	27	53	63	53	10	17	9
African American	NC	49	4052	NC	0	100	NC	443	434	NC	10	11	NC	28	29	NC	55	54	NC	8	6
Hispanic	17	296	32915	100	0	99	427	436	426	24	12	15	24	31	35	47	49	47	6	8	4
Asian/Pacific Islander	NC	71	1936	NC	0	99	NC	486	468	NC	3	3	NC	11	14	NC	58	63	NC	29	19
American Indian/Alaskan Native	NC	39	4271	NC	0	100	NC	420	420	NC	14	15	NC	20	42	NC	57	41	NC	9	2
White	39	1421	36221	98	0	99	468	477	465	8	3	4	13	10	15	62	64	63	18	23	17
Students with Disabilities	NC	278	10331	NC	0	100	NC	417	388	NC	16	25	NC	30	37	NC	44	34	NC	9	4
Students without Disabilities	55	1599	69139	100	0	99	467	479	454	7	3	7	13	11	24	62	64	58	18	22	11
Limited English Proficient Students	11	196	15545	100	0	100	419	406	399	29	19	21	29	32	42	36	43	35	7	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	394	39484	100	0	96	408	435	429	31	14	14	31	32	35	38	47	47	0	7	4
Non-Economically Disadvantaged	44	1483	39986	100	0	100	477	478	461	5	2	4	9	9	16	64	65	63	23	23	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	61	1845	78869	100	98	99	451	475	442	7	3	6	16	9	21	59	69	63	18	20	10
All Students (Prior Year)	50	1952	75053	100	99	99	621	649	597	0	3	7	25	6	12	59	72	72	16	18	9
Female	30	898	38536	100	98	99	469	486	458	10	4	4	3	6	15	53	64	67	33	26	14
Male	31	947	40302	100	98	99	434	465	428	3	2	8	29	11	26	65	73	60	3	13	7
African American	NC	48	4015	NC	100	99	NC	463	430	NC	3	8	NC	21	24	NC	64	61	NC	13	7
Hispanic	17	295	32606	100	100	98	379	437	426	24	6	8	29	21	27	41	66	60	6	6	5
Asian/Pacific Islander	NC	69	1925	NC	96	99	NC	490	471	NC	5	3	NC	6	11	NC	59	64	NC	30	22
American Indian/Alaskan Native	NC	38	4245	NC	95	100	NC	423	423	NC	12	9	NC	15	26	NC	65	61	NC	9	4
White	40	1395	36078	100	98	99	478	483	459	0	2	4	13	6	16	63	70	66	25	22	14
Students with Disabilities	NC	277	10246	NC	100	100	NC	413	367	NC	12	18	NC	21	39	NC	58	40	NC	8	4
Students without Disabilities	55	1569	68697	100	97	98	464	486	454	4	1	4	13	6	18	64	71	67	20	22	11
Limited English Proficient Students	11	195	15339	100	100	100	389	412	399	21	8	11	36	26	31	29	58	54	14	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	390	39106	100	94	95	383	437	427	19	6	8	38	23	28	44	67	59	0	4	5
Non-Economically Disadvantaged	45	1456	39837	100	99	100	475	484	457	2	2	4	9	5	14	64	69	67	24	23	15

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	2119	78906	100	100	99	522	534	498	4	4	13	19	10	19	46	45	48	30	41	20
All Students (Prior Year)	65	2037	76019	100	99	100	512	535	499	8	4	14	35	22	39	15	15	14	42	60	33
Female	30	1005	38644	100	100	99	518	532	500	3	4	12	28	10	19	38	47	49	31	39	19
Male	38	1115	40236	100	100	99	525	536	497	5	5	15	13	9	19	53	43	46	29	43	20
African American	NC	55	4087	NC	100	99	NC	507	481	NC	9	20	NC	20	24	NC	45	45	NC	25	11
Hispanic	18	320	31938	100	100	99	492	499	481	6	12	19	33	19	25	44	51	46	17	18	10
Asian/Pacific Islander	NC	71	1805	NC	99	98	NC	543	536	NC	2	5	NC	8	8	NC	42	45	NC	48	42
American Indian/Alaskan Native	NC	30	4593	NC	100	100	NC	505	467	NC	4	26	NC	25	29	NC	46	39	NC	25	6
White	44	1643	36483	100	100	99	532	541	517	5	3	7	14	8	13	49	44	51	33	46	30
Students with Disabilities	12	284	10664	100	100	100	489	474	430	17	18	42	33	27	27	33	41	26	17	15	5
Students without Disabilities	56	1836	68310	97	98	98	529	543	509	2	2	9	16	7	18	49	46	51	33	45	22
Limited English Proficient Students	NC	159	12573	NC	100	100	NC	472	454	NC	18	27	NC	20	30	NC	47	38	NC	15	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	17	444	38679	100	97	96	486	500	483	6	12	20	53	21	25	29	48	45	12	19	10
Non-Economically Disadvantaged	51	1676	40295	100	100	100	534	542	513	4	2	7	8	7	13	52	44	50	36	47	30

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	68	2113	78908	100	0	99	500	513	484	6	3	10	18	11	23	61	65	58	15	20	9
All Students (Prior Year)	65	2037	76020	100	99	100	511	519	503	26	9	25	5	14	23	47	52	40	22	26	12
Female	30	1002	38648	100	0	99	509	516	489	3	2	8	14	10	22	62	65	61	21	22	10
Male	38	1112	40233	100	0	99	493	510	479	8	3	12	21	12	25	61	65	55	11	19	8
African American	NC	55	4092	NC	0	99	NC	498	473	NC	2	12	NC	20	28	NC	68	54	NC	9	5
Hispanic	18	319	31940	100	0	99	481	480	465	11	9	16	28	28	32	61	55	49	0	7	3
Asian/Pacific Islander	NC	71	1805	NC	0	98	NC	515	507	NC	3	4	NC	18	13	NC	52	65	NC	27	18
American Indian/Alaskan Native	NC	30	4569	NC	0	100	NC	490	457	NC	4	18	NC	25	39	NC	63	41	NC	8	2
White	44	1638	36502	100	0	99	507	519	502	5	2	4	14	7	14	58	68	67	23	23	15
Students with Disabilities	12	279	10665	100	0	100	460	461	423	17	11	30	42	32	36	42	51	31	0	5	2
Students without Disabilities	56	1835	68312	97	0	98	509	521	493	4	2	7	13	8	21	65	68	62	18	23	10
Limited English Proficient Students	NC	158	12556	NC	0	100	NC	448	436	NC	15	24	NC	35	40	NC	47	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	17	441	38662	100	0	96	464	482	468	18	9	16	35	29	32	35	53	49	12	9	3
Non-Economically Disadvantaged	51	1673	40315	100	0	100	512	520	498	2	1	5	12	7	15	70	69	66	16	23	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	68	2114	78750	100	100	99	518	536	500	0	2	6	34	13	29	61	79	63	4	7	2
All Students (Prior Year)	65	2034	75673	100	99	100	586	577	530	10	5	12	13	16	25	62	69	58	15	10	4
Female	30	1004	38586	100	100	99	530	549	515	0	1	4	31	8	22	62	80	71	7	11	3
Male	38	1111	40135	100	100	99	508	525	486	0	3	8	37	17	35	61	77	56	3	3	1
African American	NC	54	4081	NC	98	99	NC	521	488	NC	2	8	NC	14	32	NC	84	59	NC	0	2
Hispanic	18	319	31841	100	100	99	504	507	483	0	4	8	39	29	36	61	65	55	0	2	1
Asian/Pacific Islander	NC	70	1802	NC	97	98	NC	537	533	NC	2	2	NC	12	16	NC	80	75	NC	7	7
American Indian/Alaskan Native	NC	30	4586	NC	100	100	NC	505	481	NC	13	8	NC	13	37	NC	71	54	NC	4	1
White	44	1641	36440	100	100	99	521	543	516	0	1	3	33	10	22	60	81	71	7	8	4
Students with Disabilities	12	282	10622	100	100	100	490	478	415	0	7	21	58	33	50	42	58	28	0	1	1
Students without Disabilities	56	1833	68196	97	98	98	524	546	513	0	1	3	29	10	25	65	82	69	5	8	3
Limited English Proficient Students	NC	159	12504	NC	100	100	NC	473	451	NC	7	12	NC	34	44	NC	57	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	17	444	38558	100	97	96	504	503	485	0	5	8	47	28	37	53	65	54	0	2	1
Non-Economically Disadvantaged	51	1671	40260	100	100	100	522	545	514	0	1	3	30	9	21	64	82	72	6	8	4

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	49	2263	78250	100	100	99	582	577	548	11	11	21	2	11	18	57	54	48	30	24	13
All Students (Prior Year)	55	2214	75001	100	99	99	488	486	468	17	23	37	41	37	36	28	23	16	15	17	10
Female	34	1134	38071	97	100	99	583	579	549	13	9	20	0	11	19	56	56	49	31	24	12
Male	15	1129	40126	100	100	99	581	575	547	8	13	23	8	10	17	58	53	46	25	24	14
African American	--	60	4058	--	95	99	--	522	523	--	36	32	--	22	22	--	36	41	--	6	5
Hispanic	NC	275	29129	NC	100	99	NC	534	527	NC	31	32	NC	21	23	NC	40	40	NC	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	36	32
American Indian/Alaskan Native	--	26	4996	--	93	100	--	533	518	--	41	36	--	23	25	--	23	36	--	14	4
White	39	1833	38320	100	100	99	596	584	568	3	7	12	3	9	14	58	57	55	36	26	19
Students with Disabilities	NC	182	9329	NC	100	100	NC	474	454	NC	57	64	NC	17	18	NC	24	16	NC	2	2
Students without Disabilities	47	2082	68996	100	100	99	584	586	561	12	7	16	0	10	18	57	57	52	31	26	14
Limited English Proficient Students	NC	129	10133	NC	100	100	NC	491	488	NC	42	45	NC	22	25	NC	34	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	345	33388	91	93	94	544	532	530	33	32	32	0	22	22	56	40	40	11	6	5
Non-Economically Disadvantaged	39	1919	44937	100	100	100	592	584	561	6	8	13	3	9	15	57	56	54	34	27	18

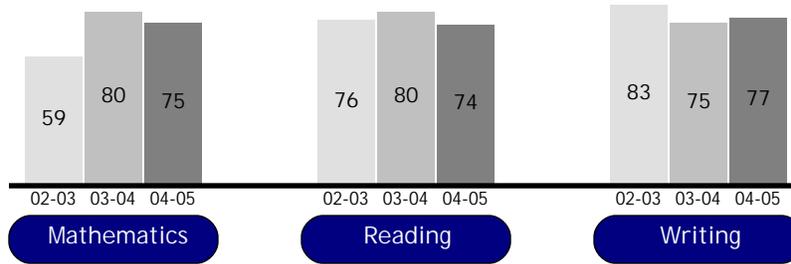
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2268	78302	100	0	99	545	543	512	5	5	11	11	12	25	70	69	57	14	14	7
All Students (Prior Year)	55	2212	74918	100	99	99	520	519	497	11	17	32	19	13	19	44	43	35	26	27	15
Female	34	1134	38082	97	0	99	545	549	518	3	3	8	13	10	24	75	71	61	9	16	7
Male	15	1133	40166	100	0	99	543	536	507	8	6	14	8	14	26	58	67	54	25	13	6
African American	--	60	4064	--	0	100	--	508	498	--	8	14	--	28	29	--	56	54	--	8	3
Hispanic	NC	275	29152	NC	0	99	NC	502	492	NC	18	17	NC	29	34	NC	47	46	NC	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	23	16
American Indian/Alaskan Native	--	26	4993	--	0	100	--	512	484	--	14	19	--	32	38	--	55	42	--	0	1
White	39	1838	38347	100	0	99	558	549	531	3	3	5	3	9	17	78	73	68	17	15	10
Students with Disabilities	NC	183	9353	NC	0	100	NC	448	429	NC	33	40	NC	34	38	NC	30	22	NC	2	1
Students without Disabilities	47	2086	69024	100	0	99	547	551	524	2	2	7	12	10	23	71	72	62	14	15	7
Limited English Proficient Students	NC	129	10140	NC	0	100	NC	456	451	NC	30	28	NC	34	43	NC	34	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	10	346	33398	91	0	94	507	506	495	11	16	18	33	29	35	44	52	46	11	3	2
Non-Economically Disadvantaged	39	1923	44979	100	0	100	554	549	525	3	3	6	6	9	18	77	72	66	14	16	10

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	49	2258	78094	100	100	99	574	575	545	2	1	3	14	10	18	82	84	77	2	4	2
All Students (Prior Year)	55	2201	74503	100	99	99	527	522	491	6	6	9	14	24	32	66	54	51	14	15	8
Female	34	1131	38025	97	99	99	583	588	558	3	1	2	6	6	13	88	88	82	3	6	2
Male	15	1126	40013	100	100	99	547	562	534	0	2	5	33	14	23	67	81	71	0	3	1
African American	--	59	4037	--	94	99	--	534	532	--	2	4	--	29	22	--	69	73	--	0	1
Hispanic	NC	275	29068	NC	100	99	NC	532	523	NC	6	5	NC	28	27	NC	65	67	NC	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	13	8
American Indian/Alaskan Native	--	26	4981	--	93	100	--	543	526	--	0	4	--	18	25	--	82	70	--	0	0
White	39	1829	38265	100	99	99	584	582	564	0	1	2	11	7	11	86	88	84	3	4	3
Students with Disabilities	NC	178	9275	NC	100	100	NC	475	444	NC	9	14	NC	41	46	NC	49	39	NC	0	1
Students without Disabilities	47	2081	68892	100	99	98	576	583	559	2	1	2	12	7	14	83	87	82	2	5	2
Limited English Proficient Students	NC	128	10084	NC	100	100	NC	483	474	NC	11	10	NC	37	39	NC	53	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	10	344	33296	91	92	94	537	534	527	11	5	5	22	30	27	67	64	67	0	1	0
Non-Economically Disadvantaged	39	1915	44871	100	100	100	583	582	559	0	1	2	11	7	12	86	88	84	3	5	3

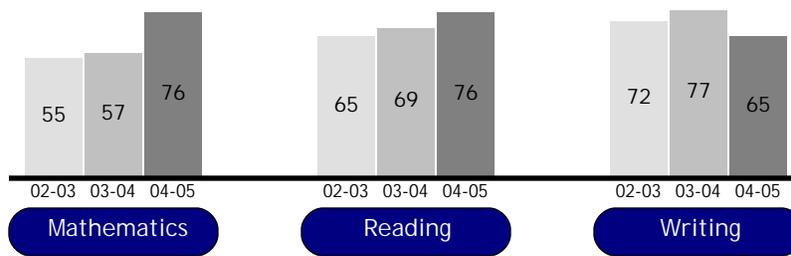
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

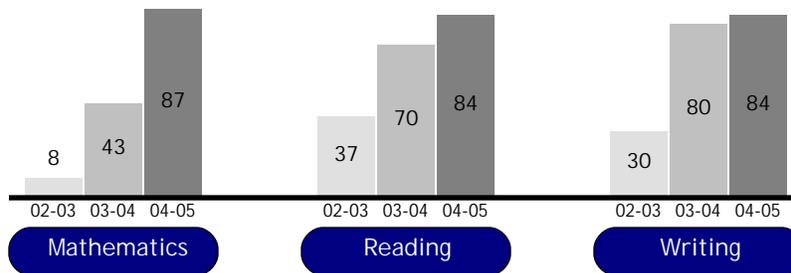
3rd Grade Proficiency



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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	51	66	50	98	63	NA	58	100	57	62	47
	Language	89	45	61	43	100	61	68	50	100	57	64	47
	Mathematics	98	61	72	57	100	77	79	64	100	69	67	50
3	Reading	96	56	70	47	100	62	NA	55	100	50	57	44
	Language	96	56	75	54	100	68	77	61	100	51	57	44
	Mathematics	96	57	73	54	100	67	76	61	100	58	65	51
4	Reading	98	69	75	52	100	75	NA	56	96	59	61	48
	Language	98	59	68	48	99	64	69	52	96	59	64	49
	Mathematics	96	74	78	57	99	78	79	61	96	59	66	53
5	Reading	100	61	70	50	100	68	NA	55	100	56	64	50
	Language	96	54	65	46	100	57	69	49	100	55	65	50
	Mathematics	97	67	77	57	100	73	83	63	100	62	65	49
6	Reading	100	69	72	53	100	70	NA	56	100	60	64	51
	Language	98	57	67	45	100	56	64	48	100	56	63	47
	Mathematics	98	76	78	62	100	74	78	66	100	61	66	52
7	Reading	96	69	70	51	100	79	NA	54	94	61	63	50
	Language	88	69	75	54	100	77	78	58	94	63	67	52
	Mathematics	98	75	74	58	100	72	76	62	96	61	61	50
8	Reading	96	47	71	53	100	67	NA	55	100	69	65	51
	Language	88	43	70	49	98	69	71	52	100	65	64	50
	Mathematics	92	59	72	58	100	72	74	61	100	67	65	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	1.50	Teacher Aide	6.40

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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
- 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 2004-05

School Achievements/Accomplishments 2004-05

- 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.
- ü ANLC fifth and sixth grade students and teachers were commended by the Arizona Cookie Company for their work in playwriting and performance of their own plays.
ANLC students in grades 3-8 took top honors nationally in Word Masters.
- ü ANLC students received special commendation for their creations in the Umbrella Project, a project devoted to raising funds for the victims of the tsunami. The beautiful umbrellas they created were sold for huge profits to benefit those in need.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carolyn Repp	(480) 484-7500
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Neyda Cassidy	(480) 484-7513
School Nutrition Programs	Susan Bittenhausen	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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