



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8330 E. Osborn Road, 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	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Dr. Steve Nance
 Schedule : 7:00 AM to 3:30 PM
 Grades : K-6
 2004 Enrollment : 550
 Web Address : www.susd.org/schools/elem/pima/index.htm
 Phone Number : (480) 484-2800
 Fax Number : (480) 484-2801
 E-mail : snance@susd.org

Mission

The Scottsdale school community inspires all students to be passionate learners and empowers them to fulfill their dreams.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	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 / Academic Goals

- ü We will continue to increase the number of students achieving at or above grade level in the areas of reading, math, and language arts. The percentage of students passing the state AIMS test will continue to increase.
- ü We will increase the percentage of students and staff who achieve and use designated technology skills.
- ü We will provide a safe and respectful school climate for students and staff.
- ü Staff members will participate in ongoing training and development related to the school's goals.

Enrollment

October 1, 2003 School Year Student Enrollment : 560
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 65

Instructional Programs

- Ü General Instruction--AZ Acad. Standards
- Ü Special Education
- Ü Gifted Education
- Ü Language Acquisition

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The responsibilities of the school to parents are to provide a stimulating and challenging academic program; to provide a safe climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly.

Parents

Parents can help by providing a supportive home environment conducive to learning, by motivating their children to do their best, by valuing education, and by helping their children abide by the district's Student Code of Conduct.

Transportation Policy

Transportation is provided for resident students who live outside the school's designated walking area. All vehicles are maintained to provide safe and efficient transportation. Students are expected to follow the Code of Conduct.

School Honors

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

Award/Honor	Year
Ü Reading Renaissance Master School	2004
Ü Reading Renaissance Model Classroom Teachers, Library	2004
Ü Honor Roll, Principal's List	
Ü Battle of the Books/Spelling Bee/Geography Bee	

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	80	1952	75509	100	99	100	570	548	521	3	6	13	5	13	23	23	31	33	68	49	31
All Students (Prior Year)	86	2032	75372	95	98	100	560	547	523	3	2	9	4	14	25	35	36	36	59	47	30
Female	45	930	37013	100	100	100	575	549	522	3	5	12	6	13	24	23	31	33	69	51	31
Male	35	1020	38430	100	99	99	564	546	521	4	6	14	4	14	22	24	32	33	68	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	18	287	30486	100	100	99	569	526	505	0	13	18	0	19	29	13	31	32	88	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	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	45	1518	35192	98	99	99	566	551	534	5	4	8	3	12	19	25	32	35	68	51	39
Students with Disabilities	16	311	9708	100	100	100	527	528	489	14	13	32	14	18	27	29	36	24	43	33	17
Students without Disabilities	64	1641	65801	97	97	98	576	550	525	2	5	11	4	13	23	23	31	34	72	52	33
Limited English Proficient Students	12	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	38	432	36411				580	516	503	4	18	19	0	18	29	17	34	32	78	30	20
Non-Economically Disadvantaged	42	1520	39040				564	553	534	3	4	8	8	12	19	27	31	34	62	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	80	1954	75492	100	99	100	553	537	519	2	4	12	0	9	16	53	47	47	45	40	24
All Students (Prior Year)	86	2023	75221	95	98	100	552	540	523	3	2	8	4	8	16	51	56	56	42	34	21
Female	45	933	37014	100	100	100	557	541	523	3	3	10	0	7	15	47	45	48	50	45	27
Male	35	1019	38400	100	99	99	547	533	516	0	5	14	0	11	17	63	49	47	38	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	18	286	30438	100	100	99	543	522	508	0	10	17	0	13	21	63	50	47	38	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	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	45	1521	35177	98	99	99	556	539	528	3	3	8	0	8	13	50	47	49	48	42	31
Students with Disabilities	16	313	9707	100	100	100	534	524	495	0	7	33	0	14	21	71	53	33	29	27	13
Students without Disabilities	64	1641	65785	97	97	98	555	539	522	2	4	10	0	8	16	51	46	49	47	42	26
Limited English Proficient Students	12	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	38	430	36302				553	518	507	4	13	18	0	18	21	46	44	46	50	26	14
Non-Economically Disadvantaged	42	1524	39164				552	540	528	0	3	8	0	7	13	58	47	48	42	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	80	1952	75053	100	99	99	679	649	597	0	3	7	3	6	12	73	72	72	24	18	9
All Students (Prior Year)	86	1992	73654	95	96	99	553	554	530	3	2	9	3	6	13	70	73	70	24	19	7
Female	45	933	36872	100	100	99	696	675	621	0	2	5	3	4	9	69	70	74	28	24	12
Male	35	1017	38109	100	99	99	653	623	573	0	5	10	4	9	14	78	74	69	17	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	18	286	30235	100	100	98	738	618	575	0	8	9	0	10	14	63	66	70	38	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	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	45	1518	35028	98	99	99	654	654	613	0	3	6	5	6	10	77	73	73	18	19	11
Students with Disabilities	16	314	9625	100	100	100	589	608	530	0	5	21	33	11	21	67	72	55	0	11	4
Students without Disabilities	64	1638	65428	97	97	98	689	655	604	0	3	6	0	6	11	74	72	73	26	19	10
Limited English Proficient Students	12	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	38	429	36077				716	587	566	0	8	10	0	13	16	71	70	69	29	9	5
Non-Economically Disadvantaged	42	1523	38950				653	661	618	0	3	5	6	5	9	74	73	73	20	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	82	2037	76019	100	99	100	550	535	499	0	4	14	17	22	39	16	15	14	67	60	33
All Students (Prior Year)	87	2110	76230	97	98	100	548	521	498	1	4	12	13	28	38	10	14	12	76	54	37
Female	36	964	37207	100	99	100	557	536	499	0	3	12	0	21	41	19	16	14	81	59	33
Male	46	1072	38677	100	100	100	543	534	498	0	4	15	33	23	38	12	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	11	227	29458	100	99	100	524	495	480	0	18	20	29	37	48	14	14	12	57	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	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	64	1677	35880	100	99	100	552	540	515	0	2	7	15	20	32	17	15	16	68	63	45
Students with Disabilities	18	238	9786	100	100	100	473	502	457	0	11	39	100	40	40	0	11	7	0	38	13
Students without Disabilities	64	1799	66233	100	99	99	554	537	503	0	3	11	13	21	39	16	15	14	70	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	26	332	35714				536	494	480	0	17	20	20	40	47	7	10	12	73	33	20
Non-Economically Disadvantaged	56	1705	40266				554	541	513	0	2	9	16	19	33	18	15	15	65	64	43

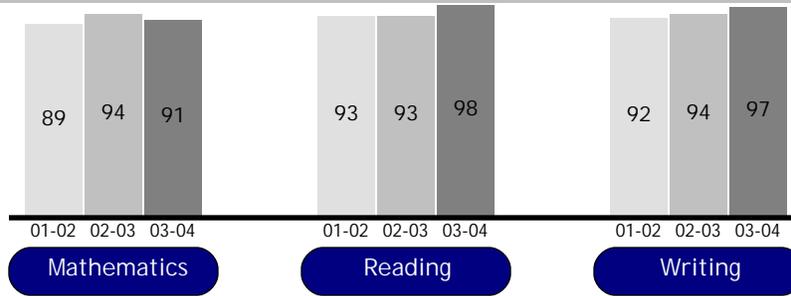
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2037	76020	100	99	100	517	519	503	5	9	25	18	14	23	54	52	40	23	26	12
All Students (Prior Year)	88	2103	76202	98	98	100	513	516	505	4	8	19	23	17	24	49	55	46	24	20	11
Female	36	966	37213	100	99	100	520	521	504	0	7	22	13	13	23	68	52	42	19	28	13
Male	46	1070	38666	100	100	100	514	517	501	10	10	29	23	14	22	40	52	38	27	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	11	227	29442	100	99	99	503	499	494	14	31	37	14	18	26	71	39	31	0	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	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	64	1678	35890	100	99	100	519	522	511	4	6	15	20	13	20	49	54	48	27	27	18
Students with Disabilities	18	238	9784	100	100	100	NA	511	485	NA	22	58	NA	19	19	NA	40	19	NA	19	4
Students without Disabilities	64	1799	66236	100	99	99	517	520	504	5	8	23	18	13	23	54	53	42	23	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	26	332	35703				514	501	494	8	29	37	0	22	26	54	37	31	38	13	6
Non-Economically Disadvantaged	56	1705	40274				518	522	509	4	5	17	23	12	20	54	54	47	19	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	82	2034	75673	100	99	100	603	577	530	0	5	12	5	16	25	81	69	58	14	10	4
All Students (Prior Year)	84	2048	74692	93	95	99	523	529	502	7	6	18	23	18	27	59	57	47	11	18	8
Female	36	963	37099	100	99	100	623	598	548	0	3	8	3	12	22	77	70	64	19	14	6
Male	46	1070	38441	100	100	99	585	558	513	0	7	16	6	19	29	85	68	52	9	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	11	225	29305	100	98	99	601	518	507	0	13	16	14	31	31	71	50	51	14	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	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	64	1678	35760	100	99	99	604	584	550	0	4	9	4	14	21	83	71	64	13	11	6
Students with Disabilities	18	237	9706	100	100	100	548	526	462	0	19	36	0	18	32	100	58	31	0	5	1
Students without Disabilities	64	1797	65967	100	99	99	606	581	536	0	4	10	5	16	25	80	70	60	15	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	26	330	35541				590	511	504	0	14	17	7	31	31	87	53	50	7	2	2
Non-Economically Disadvantaged	56	1704	40091				607	588	550	0	4	9	4	13	21	80	72	64	16	11	6

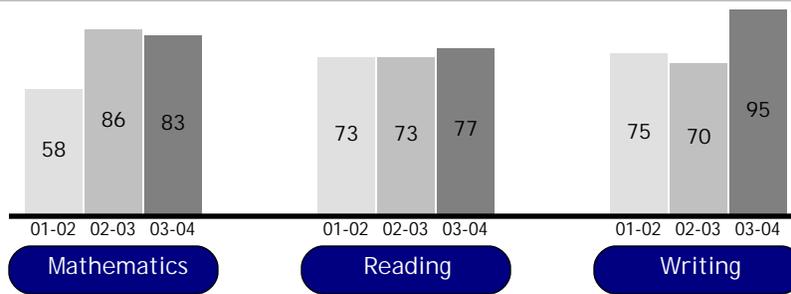
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	94	64	67	44	97	68	66	50	91	58	NA	58
	Language	94	54	63	39	100	52	61	43	96	48	68	50
	Mathematics	94	64	75	52	99	66	72	57	96	56	79	64
3	Reading	91	67	67	43	98	73	70	47	100	80	NA	55
	Language	87	76	72	50	99	74	75	54	100	84	77	61
	Mathematics	87	70	72	50	100	64	73	54	100	79	76	61
4	Reading	93	65	71	47	96	68	75	52	96	72	NA	56
	Language	90	59	65	45	99	63	68	48	98	63	69	52
	Mathematics	92	65	74	52	99	73	78	57	99	75	79	61
5	Reading	94	60	69	46	97	66	70	50	96	72	NA	55
	Language	91	57	64	43	96	62	65	46	100	71	69	49
	Mathematics	93	64	76	54	97	68	77	57	100	84	83	63
6	Reading	95	56	72	49	97	59	72	53	97	64	NA	56
	Language	90	47	66	42	95	51	67	45	97	56	64	48
	Mathematics	95	57	78	58	95	65	78	62	97	67	78	66

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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitor School Improvement Plan
- Ü Monitor Accomplishment of School Goals
- Ü Improve Communication
- Ü Monitor School Climate
- Ü Monitor Construction Projects
- Ü Monitor Tax Credit Accounts

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	7	4	0	0
10 or more years	6	8	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.	96
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Labs (2)
- Ü Music Specialty Classrooms
- Ü PE Classroom

Extracurricular Activities

- Ü Student Council
- Ü Academic Competitions
- Ü Band/Orchestra/Chorus
- Ü Afterschool Academy Classes
- Ü Afterschool Tutoring

Social Services

- Ü School/Community Liaison
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Improvement in standardized test scores in the areas of reading, mathematics and writing. Increase in number of students passing state AIMS test each year.
- ü Achievement of technology skills by students and staff. Student mastery of keyboarding skills; Staff web pages on line.
- ü Reduction of absenteeism and tardiness; Reduction of incidents of bullying on campus; Reduction of overall discipline referrals and suspensions.
- ü Full staff participation in training and development activities.

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)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	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	69	69
Grades 3-4	64	72
Grades 4-5	67	63
Grades 5-6	74	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

Incident count includes 1 disciplinary incident, 1 burglary, and 1 incident of vandalism. Visitors sign-in at the school office and wear 'Visitor' badges; Regular monitoring of all areas of the campus; Security fences and gates; Staff supervision both before and after school; Evacuation, fire and lock-down drills held regularly.

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) :

3

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

Contacts

	Name	Phone Number
School Site Council	Steve Nance	(480) 484-2800
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Community Specialist	(480) 484-2800
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Sheryl Rednor	(480) 484-2800
Student Health/Nurse	Carolee Cruse	(480) 484-2800

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.