

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3540 E. Cholla, Phoenix, AZ 85028

Paradise Valley 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Not Evaluated  
2001-02 N/A

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

#### High School Achievement Profile (a)

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

(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 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. Lorna Green  
Schedule : 7:00 AM to 3:30 PM  
Grades : K-12  
2004 Enrollment : 91  
Web Address : www.pvUSD.k12.az.us  
Phone Number : (602) 493-6220  
Fax Number : (602) 493-6222  
E-mail : Lgreen@pvUSD.k12.az.us

### Mission

The school staff is dedicated to the academics, emotional and social enrichment of our students. We are committed to providing individually designed programs with quality instruction with a focus on social skills.

### School / Academic Goals

- ü Continuous work on educational and behavioral goals and objectives through IEPs. Social Skills are taught using an Educational Model similar to the Boy's Town Model.
- ü Implementation of performance-based assessments.

### Enrollment

October 1, 2003 School Year Student Enrollment : 48  
Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Individual and Cooperative Instruction
- Ü Social Skills Training
- Ü Adherence to Arizona Academic Standards
- Ü Multi-Sensory Instruction

Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/16/2004  
Last Day of School : 5/26/2005

Shared Responsibilities

School

Roadrunner stays in close communication with parents. Every student takes a note home daily outlining his progress towards meeting the day's goals. The principal writes a quarterly newsletter giving information about school and mental health issues.

Parents

Parents must communicate concerns and be supportive of their student. Parents are required to attend IEP meetings yearly and other meetings that might be necessary. Parent organization is active in Site Council and Common Sense Parenting classes.

Transportation Policy

Roadrunner services ED students for the entire Paradise Valley Unified School District. Transportation to and from school is provided through IEP.

School Honors

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

Award/Honor	Year
Ü P.V.U.S.D. Art Award Recipient	2004
Ü Teacher of the Year	2001
Ü State Fair Art winners	2003
Ü Secondary Art Educator of the Year	2002

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	NC	2710	75509	NC	100	100	NC	538	521	NC	7	13	NC	17	23	NC	34	33	NC	42	31
All Students (Prior Year)	NC	2687	75372	NC	100	100	NC	538	523	NC	4	9	NC	19	25	NC	36	36	NC	42	30
Female	--	1339	37013	--	100	100	--	538	522	--	7	12	--	17	24	--	36	33	--	39	31
Male	NC	1369	38430	NC	99	99	NC	539	521	NC	8	14	NC	16	22	NC	32	33	NC	45	31
African American	--	84	3660	--	100	99	--	510	496	--	15	24	--	33	31	--	33	28	--	19	18
Hispanic	NC	599	30486	NC	99	99	NC	512	505	NC	16	18	NC	25	29	NC	34	32	NC	24	21
Asian/Pacific Islander	--	73	1780	--	96	98	--	561	549	--	2	5	--	12	13	--	30	33	--	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	NC	1908	35192	NC	99	99	NC	543	534	NC	6	8	NC	14	19	NC	34	35	NC	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	--	2317	65801	--	99	98	--	542	525	--	6	11	--	16	23	--	34	34	--	44	33
Limited English Proficient Students	--	315	16928	--	89	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	871	36411	--	--	--	NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	NC	1839	39040	--	--	--	NC	546	534	NC	5	8	NC	14	19	NC	33	34	NC	48	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	NC	2702	75492	NC	100	100	NC	528	519	NC	7	12	NC	12	16	NC	49	47	NC	32	24
All Students (Prior Year)	NC	2699	75221	NC	100	100	NC	532	523	NC	4	8	NC	11	16	NC	57	56	NC	28	21
Female	--	1335	37014	--	100	100	--	531	523	--	6	10	--	10	15	--	49	48	--	35	27
Male	NC	1365	38400	NC	99	99	NC	525	516	NC	9	14	NC	13	17	NC	49	47	NC	30	21
African American	--	84	3665	--	100	99	--	515	505	--	16	20	--	11	22	--	54	43	--	18	14
Hispanic	NC	595	30438	NC	98	99	NC	511	508	NC	16	17	NC	18	21	NC	50	47	NC	16	15
Asian/Pacific Islander	--	73	1773	--	96	98	--	546	534	--	3	4	--	8	10	--	35	50	--	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	NC	1906	35177	NC	99	99	NC	531	528	NC	6	8	NC	10	13	NC	49	49	NC	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	--	2312	65785	--	99	98	--	531	522	--	5	10	--	11	16	--	50	49	--	34	26
Limited English Proficient Students	--	312	16905	--	88	100	--	461	489	--	100	34	--	0	28	--	0	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	867	36302	--	--	--	NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	NC	1835	39164	--	--	--	NC	533	528	NC	5	8	NC	10	13	NC	49	48	NC	37	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	NC	2688	75053	NC	99	99	NC	634	597	NC	4	7	NC	8	12	NC	74	72	NC	14	9
All Students (Prior Year)	NC	2644	73654	NC	99	99	NC	541	530	NC	4	9	NC	8	13	NC	78	70	NC	10	7
Female	--	1334	36872	--	100	99	--	656	621	--	3	5	--	6	9	--	72	74	--	19	12
Male	NC	1352	38109	NC	98	99	NC	611	573	NC	4	10	NC	10	14	NC	76	69	NC	10	6
African American	--	84	3636	--	100	99	--	604	568	--	4	12	--	11	16	--	72	67	--	13	6
Hispanic	NC	591	30235	NC	98	98	NC	586	575	NC	6	9	NC	12	14	NC	78	70	NC	4	6
Asian/Pacific Islander	--	73	1768	--	96	98	--	663	651	--	3	3	--	10	5	--	65	72	--	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	NC	1896	35028	NC	99	99	NC	642	613	NC	3	6	NC	7	10	NC	74	73	NC	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	--	2303	65428	--	98	98	--	642	604	--	3	6	--	6	11	--	76	73	--	15	10
Limited English Proficient Students	--	309	16765	--	87	100	--	563	525	--	0	17	--	0	20	--	100	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	860	36077	--	--	--	NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	NC	1828	38950	--	--	--	NC	651	618	NC	2	5	NC	6	9	NC	75	73	NC	17	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	NC	2756	76019	NC	100	100	NC	513	499	NC	9	14	NC	32	39	NC	16	14	NC	43	33
All Students (Prior Year)	NC	2748	76230	NC	100	100	NC	513	498	NC	7	12	NC	32	38	NC	13	12	NC	49	37
Female	NC	1336	37207	NC	99	100	NC	511	499	NC	9	12	NC	34	41	NC	16	14	NC	41	33
Male	NC	1408	38677	NC	99	100	NC	515	498	NC	9	15	NC	31	38	NC	15	13	NC	45	34
African American	--	84	3817	--	95	100	--	492	475	--	14	23	--	43	47	--	16	11	--	27	18
Hispanic	--	539	29458	--	98	100	--	476	480	--	26	20	--	42	48	--	12	12	--	19	20
Asian/Pacific Islander	--	75	1673	--	99	99	--	536	531	--	3	4	--	25	29	--	15	14	--	57	53
American Indian/Alaskan Native	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	NC	1990	35880	NC	99	100	NC	521	515	NC	5	7	NC	30	32	NC	16	16	NC	49	45
Students with Disabilities	NC	371	9786	NC	100	100	NC	469	457	NC	29	39	NC	45	40	NC	11	7	NC	14	13
Students without Disabilities	--	2385	66233	--	99	99	--	517	503	--	7	11	--	31	39	--	16	14	--	46	35
Limited English Proficient Students	--	271	15206	--	89	100	--	448	459	--	43	31	--	42	53	--	8	7	--	7	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	805	35714	--	--	--	NC	481	480	NC	22	20	NC	42	47	NC	14	12	NC	22	20
Non-Economically Disadvantaged	NC	1951	40266	--	--	--	NC	524	513	NC	5	9	NC	29	33	NC	16	15	NC	50	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	NC	2754	76020	NC	100	100	NC	510	503	NC	17	25	NC	18	23	NC	47	40	NC	18	12
All Students (Prior Year)	NC	2755	76202	NC	100	100	NC	513	505	NC	11	19	NC	20	24	NC	51	46	NC	18	11
Female	NC	1335	37213	NC	99	100	NC	511	504	NC	15	22	NC	19	23	NC	47	42	NC	19	13
Male	NC	1407	38666	NC	99	100	NC	509	501	NC	19	29	NC	16	22	NC	48	38	NC	17	12
African American	--	84	3819	--	95	100	--	501	494	--	24	37	--	35	26	--	31	31	--	9	6
Hispanic	--	537	29442	--	98	99	--	494	494	--	40	37	--	23	26	--	31	31	--	6	6
Asian/Pacific Islander	--	75	1672	--	99	99	--	512	513	--	13	12	--	15	19	--	48	49	--	24	20
American Indian/Alaskan Native	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	NC	1990	35890	NC	99	100	NC	514	511	NC	11	15	NC	16	20	NC	52	48	NC	21	18
Students with Disabilities	NC	372	9784	NC	100	100	NC	490	485	NC	46	58	NC	24	19	NC	25	19	NC	5	4
Students without Disabilities	--	2382	66236	--	98	99	--	512	504	--	14	23	--	17	23	--	49	42	--	19	13
Limited English Proficient Students	--	271	15198	--	89	100	--	480	483	--	67	59	--	22	25	--	9	14	--	2	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	802	35703	--	--	--	NC	494	494	NC	37	37	NC	25	26	NC	33	31	NC	6	6
Non-Economically Disadvantaged	NC	1952	40274	--	--	--	NC	515	509	NC	10	17	NC	15	20	NC	52	47	NC	22	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	NC	2748	75673	NC	99	100	NC	558	530	NC	7	12	NC	18	25	NC	68	58	NC	7	4
All Students (Prior Year)	NC	2708	74692	NC	99	99	NC	519	502	NC	10	18	NC	22	27	NC	56	47	NC	12	8
Female	NC	1333	37099	NC	99	100	NC	572	548	NC	5	8	NC	14	22	NC	73	64	NC	8	6
Male	NC	1403	38441	NC	99	99	NC	543	513	NC	9	16	NC	22	29	NC	64	52	NC	5	3
African American	--	83	3791	--	94	99	--	546	506	--	5	18	--	27	29	--	63	50	--	4	3
Hispanic	--	535	29305	--	98	99	--	508	507	--	17	16	--	29	31	--	51	51	--	4	2
Asian/Pacific Islander	--	75	1665	--	99	99	--	600	573	--	0	6	--	15	16	--	75	67	--	10	10
American Indian/Alaskan Native	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	NC	1989	35760	NC	99	99	NC	568	550	NC	5	9	NC	15	21	NC	73	64	NC	7	6
Students with Disabilities	NC	369	9706	NC	100	100	NC	486	462	NC	22	36	NC	31	32	NC	46	31	NC	1	1
Students without Disabilities	--	2379	65967	--	98	99	--	564	536	--	5	10	--	17	25	--	70	60	--	7	5
Limited English Proficient Students	--	269	15115	--	88	100	--	457	471	--	30	26	--	42	38	--	28	35	--	0	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	800	35541	--	--	--	NC	511	504	NC	15	17	NC	29	31	NC	54	50	NC	2	2
Non-Economically Disadvantaged	NC	1948	40091	--	--	--	NC	574	550	NC	4	9	NC	15	21	NC	73	64	NC	8	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	NC	2804	75001	NC	100	99	NC	481	468	NC	26	37	NC	39	36	NC	20	16	NC	15	10
All Students (Prior Year)	12	2739	71167	NA	99	99	449	477	463	0	25	38	100	45	41	0	19	14	0	11	7
Female	--	1352	36846	--	100	99	--	480	468	--	25	36	--	41	38	--	20	16	--	14	10
Male	NC	1442	37974	NC	100	99	NC	482	467	NC	27	39	NC	37	34	NC	20	16	NC	17	11
African American	--	86	3720	--	100	98	--	464	446	--	38	53	--	37	33	--	15	9	--	10	4
Hispanic	NC	437	26675	NC	100	98	NC	450	448	NC	52	52	NC	33	34	NC	10	10	NC	5	4
Asian/Pacific Islander	--	78	1575	--	98	99	--	507	504	--	11	18	--	37	33	--	26	20	--	26	29
American Indian/Alaskan Native	--	29	4731	--	97	98	--	452	438	--	42	61	--	46	30	--	8	7	--	4	2
White	NC	2156	37785	NC	100	99	NC	486	482	NC	22	25	NC	40	39	NC	21	21	NC	17	15
Students with Disabilities	NC	308	8802	NC	100	100	NC	421	418	NC	77	79	NC	17	16	NC	5	3	NC	1	1
Students without Disabilities	NC	2496	66199	NC	100	99	NC	487	472	NC	21	34	NC	41	38	NC	21	17	NC	17	11
Limited English Proficient Students	NC	325	11710	NC	100	100	NC	437	429	NC	63	70	NC	31	25	NC	4	4	NC	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	652	29814				--	453	448	--	47	53	--	36	33	--	12	10	--	5	4
Non-Economically Disadvantaged	NC	2152	45170				NC	488	479	NC	21	28	NC	40	38	NC	22	20	NC	18	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	NC	2801	74918	NC	100	99	NC	511	497	NC	20	32	NC	17	19	NC	43	35	NC	20	15
All Students (Prior Year)	12	2728	71100	NA	99	99	NA	516	502	NA	14	25	NA	18	21	NA	46	40	NA	22	15
Female	--	1349	36805	--	100	99	--	513	501	--	18	28	--	17	19	--	44	37	--	21	16
Male	NC	1442	37936	NC	100	99	NC	509	493	NC	23	35	NC	16	18	NC	41	33	NC	20	14
African American	--	86	3719	--	100	98	--	504	481	--	24	43	--	21	21	--	40	29	--	15	7
Hispanic	NC	436	26645	NC	100	98	NC	481	478	NC	44	46	NC	18	20	NC	32	27	NC	6	6
Asian/Pacific Islander	--	77	1571	--	96	99	--	527	521	--	13	18	--	19	15	--	37	38	--	31	30
American Indian/Alaskan Native	--	29	4729	--	97	98	--	483	468	--	50	57	--	8	19	--	42	19	--	0	4
White	NC	2155	37773	NC	100	99	NC	515	511	NC	17	20	NC	16	18	NC	45	41	NC	22	21
Students with Disabilities	NC	310	8801	NC	100	100	NC	455	448	NC	68	75	NC	17	13	NC	12	10	NC	2	2
Students without Disabilities	--	2491	66117	--	100	99	--	516	501	--	16	28	--	16	19	--	45	37	--	22	16
Limited English Proficient Students	NC	324	11706	NC	100	100	NC	467	454	NC	56	71	NC	22	16	NC	18	12	NC	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	651	29785				--	485	477	--	41	47	--	20	20	--	32	26	--	7	6
Non-Economically Disadvantaged	NC	2150	45115				NC	517	508	NC	16	23	NC	16	18	NC	45	39	NC	23	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	NC	2793	74503	NC	100	99	NC	507	491	NC	7	9	NC	27	32	NC	57	51	NC	9	8
All Students (Prior Year)	NC	2662	69001	NC	96	96	NC	498	490	NC	11	17	NC	35	37	NC	54	45	NC	1	1
Female	--	1346	36686	--	100	99	--	520	506	--	4	5	--	22	29	--	63	57	--	11	9
Male	NC	1437	37644	NC	100	98	NC	494	476	NC	10	13	NC	32	36	NC	50	45	NC	8	6
African American	--	84	3677	--	99	97	--	505	475	--	10	12	--	24	36	--	56	46	--	9	5
Hispanic	NC	430	26500	NC	99	97	NC	469	467	NC	13	13	NC	37	39	NC	45	44	NC	4	4
Asian/Pacific Islander	--	78	1566	--	98	99	--	538	537	--	1	5	--	27	23	--	59	55	--	13	18
American Indian/Alaskan Native	--	29	4695	--	97	97	--	461	464	--	9	14	--	43	39	--	48	44	--	0	3
White	NC	2154	37606	NC	100	99	NC	511	508	NC	6	6	NC	25	28	NC	58	56	NC	10	10
Students with Disabilities	NC	308	8662	NC	100	100	NC	429	409	NC	25	37	NC	48	42	NC	26	20	NC	2	1
Students without Disabilities	--	2485	65841	--	100	98	--	513	499	--	5	7	--	25	32	--	59	53	--	10	8
Limited English Proficient Students	NC	320	11608	NC	100	100	NC	449	430	NC	15	23	NC	47	47	NC	37	28	NC	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	648	29587				--	469	465	--	14	14	--	36	40	--	47	43	--	4	4
Non-Economically Disadvantaged	NC	2145	44898				NC	516	507	NC	5	7	NC	25	28	NC	59	55	NC	11	10

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

10th 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	--	2536	65934	--	99	100	--	503	492	--	28	43	--	20	18	--	34	24	--	18	15
All Students (Prior Year)	NC	2301	57534	NC	88	91	NC	498	491	NC	37	46	NC	19	16	NC	27	23	NC	17	15
Female	--	1256	32586	--	99	100	--	503	491	--	28	44	--	20	19	--	33	24	--	19	14
Male	--	1278	33226	--	99	99	--	502	493	--	28	42	--	20	18	--	34	24	--	18	16
African American	--	67	3042	--	96	98	--	484	478	--	52	58	--	18	19	--	28	17	--	2	6
Hispanic	--	326	21740	--	99	100	--	476	475	--	58	63	--	20	17	--	19	15	--	3	5
Asian/Pacific Islander	--	98	1643	--	100	99	--	523	519	--	18	23	--	10	13	--	33	30	--	39	34
American Indian/Alaskan Native	--	21	4351	--	100	99	--	484	472	--	42	68	--	16	16	--	37	13	--	5	4
White	--	2017	34819	--	99	99	--	506	505	--	23	27	--	21	20	--	36	31	--	21	22
Students with Disabilities	--	228	6507	--	96	100	--	463	456	--	78	83	--	15	9	--	6	6	--	1	2
Students without Disabilities	--	2308	59427	--	99	100	--	505	494	--	25	41	--	20	19	--	35	25	--	19	16
Limited English Proficient Students	--	133	6793	--	100	100	--	474	464	--	67	79	--	12	11	--	13	8	--	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	--	375	18745				--	483	475	--	51	64	--	23	16	--	21	15	--	6	5
Non-Economically Disadvantaged	--	2161	47182				--	506	499	--	24	35	--	19	19	--	36	27	--	21	19

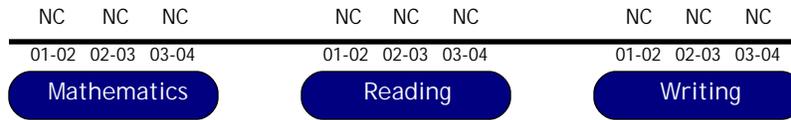
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2564	68162	--	99	100	--	526	509	--	8	18	--	17	24	--	63	51	--	12	8
All Students (Prior Year)	NC	2132	56700	NC	81	89	NC	527	512	NC	7	15	NC	17	23	NC	62	52	NC	14	10
Female	--	1261	33509	--	99	100	--	531	513	--	7	15	--	14	23	--	65	52	--	15	9
Male	--	1294	34521	--	98	100	--	521	505	--	9	20	--	19	24	--	61	49	--	10	7
African American	--	67	3163	--	94	99	--	512	497	--	7	22	--	33	30	--	56	46	--	5	3
Hispanic	--	326	22624	--	96	100	--	489	487	--	32	32	--	28	31	--	37	35	--	3	2
Asian/Pacific Islander	--	97	1666	--	100	100	--	531	523	--	3	11	--	16	17	--	68	60	--	12	12
American Indian/Alaskan Native	--	20	4592	--	91	100	--	489	484	--	20	32	--	45	37	--	35	30	--	0	1
White	--	2035	35727	--	99	100	--	532	526	--	4	7	--	14	17	--	67	64	--	14	12
Students with Disabilities	--	231	6845	--	95	100	--	482	468	--	31	53	--	40	29	--	28	18	--	1	1
Students without Disabilities	--	2333	61317	--	99	100	--	529	512	--	6	15	--	15	23	--	65	53	--	13	8
Limited English Proficient Students	--	138	7152	--	100	100	--	473	464	--	57	57	--	17	31	--	22	12	--	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	--	379	19528				--	498	487	--	25	31	--	27	32	--	45	34	--	3	2
Non-Economically Disadvantaged	--	2185	48595				--	530	518	--	5	13	--	15	20	--	66	57	--	14	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	--	2548	67629	--	98	100	--	538	524	--	14	22	--	16	16	--	67	59	--	3	3
All Students (Prior Year)	NC	2210	55090	NC	84	87	NC	488	479	NC	9	16	NC	18	13	NC	73	70	NC	0	0
Female	--	1252	33347	--	98	100	--	551	537	--	11	17	--	13	15	--	72	64	--	4	4
Male	--	1288	34151	--	98	99	--	525	512	--	18	27	--	19	18	--	61	54	--	2	2
African American	--	68	3150	--	96	99	--	521	515	--	18	24	--	19	19	--	61	56	--	2	2
Hispanic	--	321	22313	--	94	100	--	484	493	--	38	34	--	18	19	--	43	46	--	1	1
Asian/Pacific Islander	--	97	1659	--	100	100	--	576	564	--	7	11	--	12	12	--	69	68	--	11	9
American Indian/Alaskan Native	--	21	4528	--	95	99	--	497	492	--	38	35	--	5	21	--	57	42	--	0	1
White	--	2023	35593	--	98	99	--	546	547	--	10	13	--	16	14	--	71	69	--	3	4
Students with Disabilities	--	229	6712	--	95	100	--	468	445	--	48	61	--	18	18	--	34	21	--	1	0
Students without Disabilities	--	2319	60917	--	99	100	--	543	530	--	12	19	--	16	16	--	69	61	--	3	3
Limited English Proficient Students	--	130	6994	--	98	100	--	448	442	--	56	58	--	13	18	--	31	23	--	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	--	372	19310				--	493	489	--	32	35	--	20	20	--	47	44	--	1	1
Non-Economically Disadvantaged	--	2176	48278				--	546	538	--	11	17	--	16	15	--	70	65	--	3	4

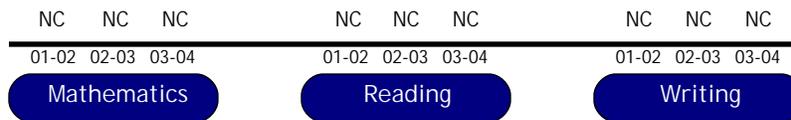
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

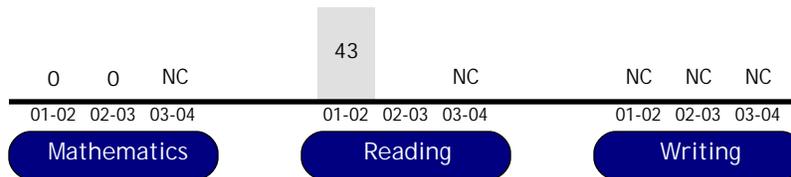
3rd Grade Proficiency



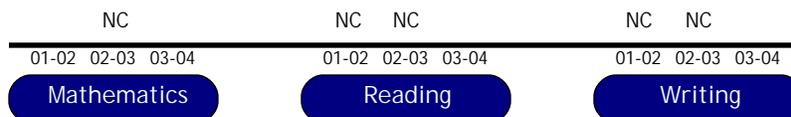
5th Grade Proficiency



8th Grade Proficiency



10th 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. 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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	54	44	NC	NC	61	50	NC	NC	NA	58
	Language	--	--	48	39	NC	NC	54	43	NC	NC	59	50
	Mathematics	--	--	57	52	NC	NC	67	57	NC	NC	68	64
3	Reading	--	--	55	43	NC	NC	60	47	NC	NC	NA	55
	Language	--	--	63	50	NC	NC	64	54	NC	NC	69	61
	Mathematics	--	--	61	50	NC	NC	66	54	NC	NC	69	61
4	Reading	NC	NC	63	47	NC	NC	65	52	100	NA	NA	56
	Language	NC	NC	59	45	NC	NC	60	48	100	NA	63	52
	Mathematics	NC	NC	65	52	NC	NC	69	57	100	NA	72	61
5	Reading	NC	NC	62	46	NC	NC	64	50	NC	NC	NA	55
	Language	NC	NC	57	43	NC	NC	58	46	NC	NC	60	49
	Mathematics	NC	NC	68	54	NC	NC	69	57	NC	NC	72	63
6	Reading	--	--	65	49	NC	NC	67	53	100	NA	NA	56
	Language	--	--	59	42	NC	NC	60	45	100	NA	61	48
	Mathematics	--	--	73	58	NC	NC	74	62	100	NA	76	66
7	Reading	NC	NC	60	48	NC	NC	60	51	--	--	NA	54
	Language	NC	NC	66	51	NC	NC	64	54	--	--	69	58
	Mathematics	NC	NC	66	54	NC	NC	70	58	--	--	73	62
8	Reading	NC	NC	59	49	NC	NC	60	53	--	--	NA	55
	Language	NC	NC	59	46	NC	NC	59	49	--	--	62	52
	Mathematics	NC	NC	64	54	NC	NC	67	58	--	--	71	61
9	Reading	--	--	46	37	100	16	52	41	--	--	NA	42
	Language	--	--	48	38	100	12	53	42	--	--	54	42
	Mathematics	--	--	65	56	NC	NC	68	60	--	--	71	63

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü After School Tutoring
- Ü Common Sense Parenting Classes
- Ü Development of a Library
- Ü Family Fun Night
- Ü Dispensing Tax Credit Money

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	2	5	2	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 0
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 3

Resources Available at School Site

Special Facilities

- Ü Computer Lab & Library
- Ü Motivational Store

Extracurricular Activities

- Ü Student Government
- Ü Family Fun Nights
- Ü Intramural Basketball
- Ü After School Tutoring for Grades 7-12
- Ü Poetry/Artist Corner Night

Social Services

- Ü Breakfast Program
- Ü Crisis Intervention
- Ü Common Sense Parenting Classes
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Several students made the Principal's List - straight A's.
  
- ü Again, we had a 100% graduation rate this year. Also, 4 students that had returned to their home schools also graduated from Paradise Valley Unified School District high schools. At least five of the graduates will be attending college in the fall.
  
- ü We received a \$1000.00 grant from teh Phoenix Arts Commission for ceramics. Students created tiles for our Desert Garden Oasis table and benches.
  
- ü \$450 Wells Fargo Grant for Texas Instruments connectivity cable and software to use with the proxima carts.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	--	NC
Grades 3-4	NC	NC
Grades 4-5	NC	--
Grades 5-6	NC	--
Grades 6-7	--	--
Grades 7-8	--	--

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

We have a Police Officer on campus to help us enforce a zero tolerance for drug/alcohol/tobacco use. In addition, many prevention activities are presented in class to educate the students. Because of this effort, there was only one incident of drug/alcohol/tobacco use this school year. We remain in close contact with probation officers.

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) :

21

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	Lorna Green	(602) 493-6220
Transportation Policy	J. Cook	(602) 493-6320
Community Resources	P.J. Ferguson	(602) 493-6220
School Nutrition Programs		
Parent Organization	Office	(602) 493-6220
Student Health/Nurse	Linda Murrow	(602) 493-6267

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education 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](http://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](http://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](http://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.