

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3820 E Nisbet, Phoenix, AZ 85032

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Diane Silvestri
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 534
 Web Address : pvusd.k12.az.us
 Phone Number : (602) 493-6050
 Fax Number : (602) 493-6055
 E-mail : dsilvestri@pvusd.k12.az.us

Mission

The Arrowhead staff, in partnership with parents and the community, will provide all students the opportunity to achieve in all areas of the Arizona Academic Standards, social development and emotional well-being.

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 The number of students approaching, meeting, and/or exceeding the standards in the area of writing will increase by 6% in each subgroup within the student population by the end of the 2004-2005 school year.

Enrollment

October 1, 2003 School Year Student Enrollment : 539
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 94

Instructional Programs

- Ü ELL
- Ü Gifted and Talented Classes
- Ü On-site Special Education
- Ü Make My Day Citizenship
- Ü All Day Kindergarten - No Cost
- Ü Flexible Grouping
- Ü Accelerated Reader
- Ü Lexia Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Make My Day philosophy: No one has the right to interfere with the learning, safety or well-being of others. Students are expected to do what is expected and do it the best that they can.

Parents

Responsibilities include an open line of communication between home and school; awareness of student progress; student citizenship; daily school attendance; participation in school programs/functions; participation in home-school reading programs. All parents complete a home-school compact to support student success.

Transportation Policy

Service areas: Kindergarten--one-half mile; grades one through six--one mile. Arrowhead's boundaries are north-- Bell Road; east--40th Street; south--Acoma and Hearn; west--32nd Street.

School Honors

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

Award/Honor	Year
Ü Presidential Award for Mathematics Teaching	2001
Ü Finalist Presidential Math Award	2002
Ü Actuarial Foundation Grant	2002
Ü Rodel Foundation Award for Teacher Excellence	2004

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	88	2710	75509	100	100	100	531	538	521	5	7	13	18	17	23	45	34	33	32	42	31
All Students (Prior Year)	81	2687	75372	100	100	100	540	538	523	4	4	9	19	19	25	37	36	36	40	42	30
Female	41	1339	37013	100	100	100	543	538	522	0	7	12	19	17	24	42	36	33	39	39	31
Male	47	1369	38430	100	99	99	520	539	521	9	8	14	18	16	22	47	32	33	26	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	51	599	30486	100	99	99	530	512	505	10	16	18	20	25	29	40	34	32	30	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	28	1908	35192	100	99	99	535	543	534	0	6	8	11	14	19	48	34	35	41	46	39
Students with Disabilities	10	393	9708	100	100	100	515	511	489	0	20	32	50	22	27	0	30	24	50	28	17
Students without Disabilities	78	2317	65801	100	99	98	532	542	525	5	6	11	17	16	23	46	34	34	32	44	33
Limited English Proficient Students	19	315	16928	70	89	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	66	871	36411				535	513	503	5	16	19	19	24	29	44	37	32	33	23	20
Non-Economically Disadvantaged	22	1839	39040				524	546	534	5	5	8	18	14	19	45	33	34	32	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	88	2702	75492	100	100	100	520	528	519	16	7	12	12	12	16	54	49	47	19	32	24
All Students (Prior Year)	81	2699	75221	100	100	100	521	532	523	9	4	8	21	11	16	47	57	56	23	28	21
Female	41	1335	37014	100	100	100	525	531	523	12	6	10	9	10	15	61	49	48	18	35	27
Male	47	1365	38400	100	99	99	515	525	516	19	9	14	14	13	17	47	49	47	19	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	51	595	30438	100	98	99	511	511	508	19	16	17	19	18	21	53	50	47	9	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	28	1906	35177	100	99	99	532	531	528	11	6	8	4	10	13	54	49	49	32	35	31
Students with Disabilities	10	390	9707	100	100	100	492	505	495	83	24	33	0	17	21	0	41	33	17	18	13
Students without Disabilities	78	2312	65785	100	99	98	523	531	522	10	5	10	13	11	16	59	50	49	19	34	26
Limited English Proficient Students	19	312	16905	70	88	100	NA	461	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	66	867	36302				518	511	507	19	16	18	13	18	21	51	50	46	17	17	14
Non-Economically Disadvantaged	22	1835	39164				524	533	528	9	5	8	9	10	13	59	49	48	23	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	87	2688	75053	99	99	99	580	634	597	2	4	7	18	8	12	78	74	72	2	14	9
All Students (Prior Year)	80	2644	73654	100	99	99	532	541	530	4	4	9	14	8	13	77	78	70	5	10	7
Female	41	1334	36872	100	100	99	601	656	621	0	3	5	10	6	9	87	72	74	3	19	12
Male	46	1352	38109	98	98	99	560	611	573	3	4	10	26	10	14	71	76	69	0	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	50	591	30235	98	98	98	571	586	575	0	6	9	13	12	14	87	78	70	0	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	28	1896	35028	100	99	99	586	642	613	4	3	6	19	7	10	78	74	73	0	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	78	2303	65428	100	98	98	581	642	604	0	3	6	19	6	11	79	76	73	2	15	10
Limited English Proficient Students	18	309	16765	67	87	100	NA	563	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	65	860	36077				584	581	566	2	8	10	16	14	16	79	72	69	2	6	5
Non-Economically Disadvantaged	22	1828	38950				572	651	618	0	2	5	23	6	9	77	75	73	0	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	75	2756	76019	100	100	100	491	513	499	19	9	14	35	32	39	11	16	14	35	43	33
All Students (Prior Year)	82	2748	76230	100	100	100	502	513	498	4	7	12	52	32	38	12	13	12	31	49	37
Female	33	1336	37207	100	99	100	498	511	499	16	9	12	32	34	41	16	16	14	35	41	33
Male	42	1408	38677	100	99	100	485	515	498	22	9	15	38	31	38	6	15	13	34	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	33	539	29458	100	98	100	467	476	480	36	26	20	36	42	48	8	12	12	20	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	35	1990	35880	100	99	100	502	521	515	9	5	7	38	30	32	13	16	16	41	49	45
Students with Disabilities	13	371	9786	100	100	100	432	469	457	67	29	39	33	45	40	0	11	7	0	14	13
Students without Disabilities	62	2385	66233	98	99	99	494	517	503	17	7	11	35	31	39	12	16	14	37	46	35
Limited English Proficient Students	12	271	15206	80	89	100	440	448	459	50	43	31	33	42	53	17	8	7	0	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	56	805	35714				484	481	480	20	22	20	42	42	47	11	14	12	27	22	20
Non-Economically Disadvantaged	19	1951	40266				509	524	513	17	5	9	17	29	33	11	16	15	56	50	43

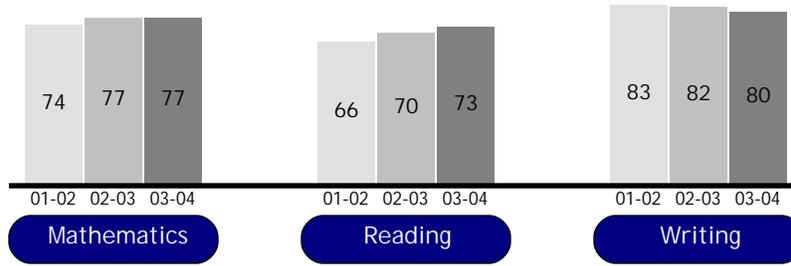
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2754	76020	100	100	100	491	510	503	36	17	25	31	18	23	29	47	40	4	18	12
All Students (Prior Year)	82	2755	76202	100	100	100	499	513	505	13	11	19	40	20	24	45	51	46	1	18	11
Female	33	1335	37213	100	99	100	495	511	504	27	15	22	33	19	23	36	47	42	3	19	13
Male	42	1407	38666	100	99	100	488	509	501	44	19	29	28	16	22	23	48	38	5	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	33	537	29442	100	98	99	483	494	494	57	40	37	23	23	26	20	31	31	0	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	35	1990	35890	100	99	100	496	514	511	23	11	15	37	16	20	34	52	48	6	21	18
Students with Disabilities	13	372	9784	100	100	100	467	490	485	100	46	58	0	24	19	0	25	19	0	5	4
Students without Disabilities	62	2382	66236	98	98	99	496	512	504	23	14	23	37	17	23	35	49	42	5	19	13
Limited English Proficient Students	12	271	15198	80	89	100	471	480	483	89	67	59	11	22	25	0	9	14	0	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	56	802	35703				489	494	494	43	37	37	28	25	26	28	33	31	0	6	6
Non-Economically Disadvantaged	19	1952	40274				499	515	509	16	10	17	37	15	20	32	52	47	16	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	74	2748	75673	100	99	100	519	558	530	6	7	12	39	18	25	53	68	58	2	7	4
All Students (Prior Year)	82	2708	74692	100	99	99	491	519	502	21	10	18	35	22	27	42	56	47	2	12	8
Female	33	1333	37099	100	99	100	523	572	548	10	5	8	32	14	22	55	73	64	3	8	6
Male	41	1403	38441	100	99	99	514	543	513	3	9	16	45	22	29	52	64	52	0	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	32	535	29305	97	98	99	509	508	507	8	17	16	46	29	31	46	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	35	1989	35760	100	99	99	520	568	550	6	5	9	34	15	21	59	73	64	0	7	6
Students with Disabilities	12	369	9706	100	100	100	471	486	462	0	22	36	100	31	32	0	46	31	0	1	1
Students without Disabilities	62	2379	65967	98	98	99	520	564	536	7	5	10	37	17	25	55	70	60	2	7	5
Limited English Proficient Students	11	269	15115	73	88	100	501	457	471	0	30	26	80	42	38	20	28	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	55	800	35541				510	511	504	9	15	17	45	29	31	43	54	50	2	2	2
Non-Economically Disadvantaged	19	1948	40091				540	574	550	0	4	9	22	15	21	78	73	64	0	8	6

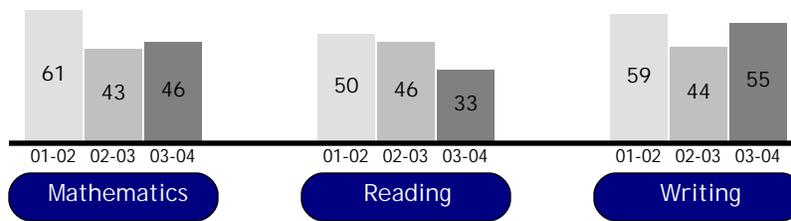
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	44	54	44	93	63	61	50	99	70	NA	58
	Language	95	37	48	39	95	59	54	43	99	54	59	50
	Mathematics	95	58	57	52	97	81	67	57	99	73	68	64
3	Reading	95	37	55	43	100	35	60	47	99	56	NA	55
	Language	95	51	63	50	100	48	64	54	99	63	69	61
	Mathematics	95	53	61	50	100	51	66	54	99	66	69	61
4	Reading	94	44	63	47	96	51	65	52	100	51	NA	56
	Language	94	46	59	45	100	49	60	48	100	52	63	52
	Mathematics	94	59	65	52	99	64	69	57	100	57	72	61
5	Reading	97	41	62	46	100	38	64	50	100	41	NA	55
	Language	95	43	57	43	100	38	58	46	100	43	60	49
	Mathematics	97	58	68	54	100	53	69	57	100	54	72	63
6	Reading	97	44	65	49	98	53	67	53	100	45	NA	56
	Language	95	42	59	42	100	40	60	45	100	37	61	48
	Mathematics	97	58	73	58	100	69	74	62	100	51	76	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Technology
- Ü Accountability for Student Achievement
- Ü School Safety Issues
- Ü Goal Setting
- Ü Surveys
- Ü Student Scholarship Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.80
Other Professional Staff	2.00	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	1	1	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	2	28	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.	29
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center
- Ü Center Pod Area Common to Grade Levels

Extracurricular Activities

- Ü Student Council
- Ü Wake-Up Club
- Ü Geology Club
- Ü Homework Club
- Ü Phoenix Activity City (PAC)
- Ü Black Stallion Reading Club
- Ü Strings (Instrument) Club
- Ü Math Academy

Social Services

- Ü After School Program
- Ü Flexible Scheduling
- Ü Counseling Services/Support Groups
- Ü Parent Liason

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Palm pilots and technology for students in grades 3, 4, 5, and 6.

- ü Offering English as a Second Language for adult members of the community. (Adult Literacy)

- ü Exchange City (Junior Achievement for Grade 6)

- ü DARE (Grade 6)

Student Activity Rates for School Year 2003-04

		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	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	44	53
Grades 3-4	77	71
Grades 4-5	50	55
Grades 5-6	83	65

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

Make My Day schoolwide citizenship program; student support groups; increased time for school social worker on campus; Block Watch; traffic monitors around school; specific crisis plan/team; lock-down and evacuation drills; new fencing built to insure greater safety around school perimeter.

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) :

7

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	Mrs. Diane Silvestri	(602) 493-6050
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Hillary Kaminsky	(602) 493-6050
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Maria Millan	(602) 493-6051
Student Health/Nurse		(602) 493-6053

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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