

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3303 E Utopia Rd., Phoenix, AZ 85050

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	Improving

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

School Overview

Principal/Administrator : Mr. Gerald Michels
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 568
 Web Address : pvusd.k12.az.us
 Phone Number : (602) 493-6240
 Fax Number : (602) 493-6248
 E-mail : gmichels@pvusd.k12.az.us

Mission

A safe learning environment is provided for students. Educators with the community will guide students toward mastery in learning through a variety of educational settings so that each student can increase his or her personal achievement for success.

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 Students will read at a minimum of a sixth grade level when they leave the sixth grade.
- ü Students will be able to demonstrate competence on AIMS and the Stanford 9 Achievement Test.

Enrollment

October 1, 2003 School Year Student Enrollment : 612
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 35

Instructional Programs

- Honors Classes
- On-site Special Education
- ELL
- Accelerated Reader
- All Day Kindergarten
- Pre-K Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/18/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Provide curriculum, materials, books; establish high academic standards; provide a safe learning environment; include all stakeholders in decision making; continue to provide teachers with training; provide a good home school communication process.

Parents

Parents are responsible for student attendance, providing proper support to the school through home reading, homework support and active participation at school events. Parents are responsible to communicate their needs and concerns to the school.

Transportation Policy

The district transportation policy allows for bus service to Kindergartners (exceeding 1/2 mile) and grades 1-6 (exceeding 1 mile). Transportation is provided for students who have an IEP that requires transportation.

School Honors

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

Award/Honor	Year
• National Teacher Certification	2001

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	96	2710	75509	100	100	100	545	538	521	2	7	13	14	17	23	37	34	33	46	42	31
All Students (Prior Year)	109	2687	75372	100	100	100	529	538	523	6	4	9	19	19	25	40	36	36	35	42	30
Female	40	1339	37013	100	100	100	545	538	522	3	7	12	11	17	24	51	36	33	35	39	31
Male	56	1369	38430	100	99	99	544	539	521	2	8	14	17	16	22	26	32	33	54	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	NC	599	30486	NC	99	99	NC	512	505	NC	16	18	NC	25	29	NC	34	32	NC	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	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	85	1908	35192	100	99	99	545	543	534	3	6	8	14	14	19	37	34	35	46	46	39
Students with Disabilities	28	393	9708	100	100	100	515	511	489	11	20	32	22	22	27	39	30	24	28	28	17
Students without Disabilities	68	2317	65801	97	99	98	553	542	525	0	6	11	12	16	23	37	34	34	51	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	11	871	36411				527	513	503	0	16	19	20	24	29	50	37	32	30	23	20
Non-Economically Disadvantaged	85	1839	39040				547	546	534	3	5	8	14	14	19	36	33	34	48	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	96	2702	75492	100	100	100	532	528	519	4	7	12	7	12	16	54	49	47	35	32	24
All Students (Prior Year)	108	2699	75221	99	100	100	528	532	523	4	4	8	12	11	16	64	57	56	20	28	21
Female	40	1335	37014	100	100	100	536	531	523	3	6	10	5	10	15	46	49	48	46	35	27
Male	56	1365	38400	100	99	99	528	525	516	6	9	14	8	13	17	60	49	47	26	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	NC	595	30438	NC	98	99	NC	511	508	NC	16	17	NC	18	21	NC	50	47	NC	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	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	85	1906	35177	100	99	99	531	531	528	5	6	8	7	10	13	51	49	49	37	35	31
Students with Disabilities	28	390	9707	100	100	100	511	505	495	13	24	33	13	17	21	67	41	33	8	18	13
Students without Disabilities	68	2312	65785	97	99	98	539	531	522	2	5	10	5	11	16	49	50	49	45	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	11	867	36302				526	511	507	0	16	18	9	18	21	73	50	46	18	17	14
Non-Economically Disadvantaged	85	1835	39164				532	533	528	5	5	8	6	10	13	51	49	48	37	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	96	2688	75053	100	99	99	649	634	597	0	4	7	13	8	12	69	74	72	18	14	9
All Students (Prior Year)	106	2644	73654	97	99	99	538	541	530	8	4	9	8	8	13	78	78	70	6	10	7
Female	40	1334	36872	100	100	99	667	656	621	0	3	5	10	6	9	72	72	74	18	19	12
Male	56	1352	38109	100	98	99	635	611	573	0	4	10	16	10	14	66	76	69	18	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	NC	591	30235	NC	98	98	NC	586	575	NC	6	9	NC	12	14	NC	78	70	NC	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	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	85	1896	35028	100	99	99	652	642	613	0	3	6	13	7	10	68	74	73	18	16	11
Students with Disabilities	28	385	9625	100	100	100	577	574	530	0	12	21	29	19	21	67	62	55	4	7	4
Students without Disabilities	68	2303	65428	97	98	98	675	642	604	0	3	6	8	6	11	69	76	73	23	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	11	860	36077				610	581	566	0	8	10	18	14	16	82	72	69	0	6	5
Non-Economically Disadvantaged	85	1828	38950				654	651	618	0	2	5	13	6	9	67	75	73	21	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	79	2756	76019	100	100	100	506	513	499	10	9	14	35	32	39	15	16	14	40	43	33
All Students (Prior Year)	96	2748	76230	100	100	100	495	513	498	9	7	12	43	32	38	22	13	12	27	49	37
Female	35	1336	37207	100	99	100	504	511	499	6	9	12	38	34	41	18	16	14	38	41	33
Male	44	1408	38677	100	99	100	507	515	498	14	9	15	32	31	38	14	15	13	41	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	NC	539	29458	NC	98	100	NC	476	480	NC	26	20	NC	42	48	NC	12	12	NC	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	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	67	1990	35880	100	99	100	509	521	515	8	5	7	35	30	32	17	16	16	41	49	45
Students with Disabilities	17	371	9786	100	100	100	483	469	457	29	29	39	29	45	40	18	11	7	24	14	13
Students without Disabilities	62	2385	66233	97	99	99	512	517	503	5	7	11	36	31	39	15	16	14	44	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	11	805	35714	--	--	--	487	481	480	18	22	20	45	42	47	18	14	12	18	22	20
Non-Economically Disadvantaged	68	1951	40266	--	--	--	509	524	513	9	5	9	33	29	33	15	16	15	43	50	43

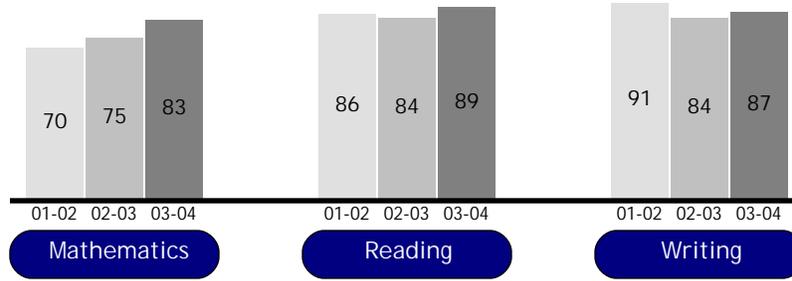
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2754	76020	100	100	100	508	510	503	15	17	25	19	18	23	49	47	40	17	18	12
All Students (Prior Year)	96	2755	76202	100	100	100	511	513	505	11	11	19	21	20	24	54	51	46	14	18	11
Female	35	1335	37213	100	99	100	505	511	504	12	15	22	18	19	23	58	47	42	12	19	13
Male	44	1407	38666	100	99	100	510	509	501	17	19	29	19	16	22	43	48	38	21	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	NC	537	29442	NC	98	99	NC	494	494	NC	40	37	NC	23	26	NC	31	31	NC	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	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	67	1990	35890	100	99	100	509	514	511	12	11	15	18	16	20	51	52	48	18	21	18
Students with Disabilities	17	372	9784	100	100	100	498	490	485	43	46	58	21	24	19	7	25	19	29	5	4
Students without Disabilities	62	2382	66236	97	98	99	510	512	504	8	14	23	18	17	23	59	49	42	15	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	11	802	35703	--	--	--	494	494	494	27	37	37	55	25	26	18	33	31	0	6	6
Non-Economically Disadvantaged	68	1952	40274	--	--	--	510	515	509	13	10	17	13	15	20	55	52	47	20	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	79	2748	75673	100	99	100	559	558	530	3	7	12	25	18	25	68	68	58	4	7	4
All Students (Prior Year)	95	2708	74692	100	99	99	511	519	502	8	10	18	25	22	27	64	56	47	3	12	8
Female	35	1333	37099	100	99	100	576	572	548	0	5	8	23	14	22	70	73	64	7	8	6
Male	44	1403	38441	100	99	99	546	543	513	5	9	16	26	22	29	66	64	52	3	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	NC	535	29305	NC	98	99	NC	508	507	NC	17	16	NC	29	31	NC	51	51	NC	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	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	67	1989	35760	100	99	99	564	568	550	2	5	9	24	15	21	71	73	64	3	7	6
Students with Disabilities	17	369	9706	100	100	100	562	486	462	0	22	36	14	31	32	86	46	31	0	1	1
Students without Disabilities	62	2379	65967	97	98	99	559	564	536	3	5	10	26	17	25	66	70	60	5	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	11	800	35541	--	--	--	468	511	504	25	15	17	50	29	31	25	54	50	0	2	2
Non-Economically Disadvantaged	68	1948	40091	--	--	--	571	574	550	0	4	9	22	15	21	73	73	64	5	8	6

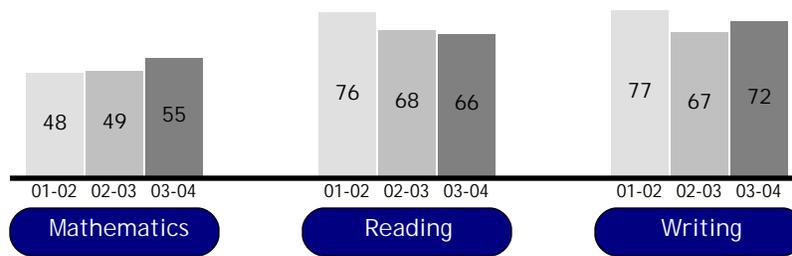
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	88	65	54	44	99	68	61	50	100	68	NA	58
	Language	89	60	48	39	100	59	54	43	100	62	59	50
	Mathematics	93	61	57	52	100	65	67	57	100	75	68	64
3	Reading	92	64	55	43	100	66	60	47	100	71	NA	55
	Language	93	70	63	50	100	69	64	54	99	77	69	61
	Mathematics	94	66	61	50	100	63	66	54	100	74	69	61
4	Reading	93	75	63	47	100	76	65	52	100	74	NA	56
	Language	95	65	59	45	99	69	60	48	100	66	63	52
	Mathematics	97	72	65	52	100	89	69	57	100	79	72	61
5	Reading	94	69	62	46	99	69	64	50	100	65	NA	55
	Language	96	67	57	43	100	63	58	46	100	65	60	49
	Mathematics	98	66	68	54	99	66	69	57	100	74	72	63
6	Reading	97	72	65	49	100	66	67	53	98	65	NA	56
	Language	97	69	59	42	100	66	60	45	100	65	61	48
	Mathematics	98	70	73	58	100	73	74	62	100	72	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."

Quail Run Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Purpose of Quail Run
- Ü Time of Teaching in Each Subject
- Ü Define Basic Academic Education
- Ü Mission Statement
- Ü Student Dress Code
- Ü Homework Policy

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.50
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	9	0	0
10 or more years	0	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 32 iMac Computers
- Ü Multi Purpose Room
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Chorus
- Ü Tutoring Club
- Ü Homework Club

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Before & After School Child Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students exceeded state standards in both Sat-9 and AIMS Testing.

- ü Select choir performed at various functions.

- ü Character Education program incorporated curriculum and a rewards program for students excelling in character education.

- ü Each grade level incorporated an academic field trip to support state academic standards.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	8	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	73	63
Grades 3-4	80	100
Grades 4-5	46	46
Grades 5-6	68	78

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

The Safety Committee deals with all physical aspects and procedural safety issues within the school. The Crisis Committees deals with social concerns, building evacuations, lock-downs and major emergency activities. These committees meet quarterly.

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) :

0

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	Gerald Michels	(602) 493-6240
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Gerald Michels	(602) 493-6240
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Emily Ellis	(602) 493-4056
Student Health/Nurse	Diane Tasev	(602) 493-6240

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.