



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2430 E Larkspur, 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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Brian Michael Fullam
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 602
Web Address : larkspur.pvUSD.k12.az.us
Phone Number : (602) 493-6150
Fax Number : (602) 493-6155
E-mail : bfullam@pvUSD.k12.az.us

Mission

Larkspur Elementary School faculty and staff strive to develop within each student those skills and attitudes which will enable him or her to become a positive, contributing member of society.

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 Student Achievement: To meet the academic needs of all students through the use of a variety of teaching strategies, aligned with State Standards.
ü Writing Process: To create a community of writers through the use of the Six Trait Writing process.

Enrollment

October 1, 2003 School Year Student Enrollment : 572
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 23

Instructional Programs

- ü Honors Classes
- ü Accelerated Reading and Math
- ü Artist-in-Residence
- ü Six Trait Writing & Reading Renaissance
- ü Junior Achievement
- ü Exchange City
- ü Classroom of Difference
- ü Title I Remedial

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

Parents are viewed as stakeholders who actively participate in Site Council as well as standing and Ad Hoc committees.

Parents

Academic excellence can be achieved through our parent community. We endorse parent involvement and partnership through participation in conferences, PTSA activities, projects, classroom visitations, monitoring of assignments, and collaborative input groups.

Transportation Policy

Transportation is provided to students who live outside a one-mile radius and to most Kindergarten students. Larkspur attendance boundaries are Cave Creek Road, Cactus Road, 32nd Street and Redfield.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Master Classroom	2004
ü Reading Renaissance Model Classrooms	2004
ü Artist-in-Residence	2003
ü Wal-Mart Teacher 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	79	2710	75509	100	100	100	556	538	521	9	7	13	2	17	23	29	34	33	60	42	31
All Students (Prior Year)	78	2687	75372	100	100	100	574	538	523	2	4	9	5	19	25	27	36	36	67	42	30
Female	32	1339	37013	100	100	100	567	538	522	4	7	12	4	17	24	32	36	33	61	39	31
Male	47	1369	38430	100	99	99	548	539	521	14	8	14	0	16	22	27	32	33	59	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	18	599	30486	100	99	99	557	512	505	0	16	18	0	25	29	60	34	32	40	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	54	1908	35192	100	99	99	555	543	534	10	6	8	2	14	19	24	34	35	63	46	39
Students with Disabilities	25	393	9708	100	100	100	521	511	489	33	20	32	0	22	27	28	30	24	39	28	17
Students without Disabilities	54	2317	65801	96	99	98	569	542	525	0	6	11	2	16	23	30	34	34	68	44	33
Limited English Proficient Students	10	315	16928	100	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	31	871	36411	--	--	--	555	513	503	9	16	19	0	24	29	45	37	32	45	23	20
Non-Economically Disadvantaged	48	1839	39040	--	--	--	557	546	534	9	5	8	2	14	19	21	33	34	67	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	79	2702	75492	100	100	100	543	528	519	3	7	12	12	12	16	37	49	47	48	32	24
All Students (Prior Year)	79	2699	75221	100	100	100	550	532	523	0	4	8	2	11	16	50	57	56	48	28	21
Female	32	1335	37014	100	100	100	548	531	523	4	6	10	4	10	15	54	49	48	39	35	27
Male	47	1365	38400	100	99	99	539	525	516	3	9	14	19	13	17	24	49	47	54	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	18	595	30438	100	98	99	530	511	508	0	16	17	0	18	21	70	50	47	30	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	54	1906	35177	100	99	99	546	531	528	2	6	8	16	10	13	31	49	49	51	35	31
Students with Disabilities	25	390	9707	100	100	100	519	505	495	11	24	33	33	17	21	28	41	33	28	18	13
Students without Disabilities	54	2312	65785	96	99	98	552	531	522	0	5	10	4	11	16	40	50	49	55	34	26
Limited English Proficient Students	10	312	16905	100	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	31	867	36302	--	--	--	525	511	507	5	16	18	9	18	21	68	50	46	18	17	14
Non-Economically Disadvantaged	48	1835	39164	--	--	--	552	533	528	2	5	8	14	10	13	21	49	48	63	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	79	2688	75053	100	99	99	629	634	597	2	4	7	8	8	12	77	74	72	14	14	9
All Students (Prior Year)	79	2644	73654	100	99	99	557	541	530	4	4	9	2	8	13	73	78	70	21	10	7
Female	32	1334	36872	100	100	99	674	656	621	0	3	5	4	6	9	71	72	74	25	19	12
Male	47	1352	38109	100	98	99	594	611	573	3	4	10	11	10	14	81	76	69	5	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	18	591	30235	100	98	98	654	586	575	0	6	9	0	12	14	100	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	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	54	1896	35028	100	99	99	619	642	613	2	3	6	8	7	10	76	74	73	14	16	11
Students with Disabilities	25	385	9625	100	100	100	569	574	530	6	12	21	22	19	21	67	62	55	6	7	4
Students without Disabilities	54	2303	65428	96	98	98	652	642	604	0	3	6	2	6	11	81	76	73	17	15	10
Limited English Proficient Students	10	309	16765	100	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	31	860	36077	--	--	--	636	581	566	0	8	10	14	14	16	68	72	69	18	6	5
Non-Economically Disadvantaged	48	1828	38950	--	--	--	625	651	618	2	2	5	5	6	9	81	75	73	12	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	117	2756	76019	100	100	100	521	513	499	8	9	14	25	32	39	13	16	14	54	43	33
All Students (Prior Year)	86	2748	76230	100	100	100	533	513	498	0	7	12	22	32	38	13	13	12	65	49	37
Female	58	1336	37207	100	99	100	524	511	499	8	9	12	25	34	41	13	16	14	55	41	33
Male	59	1408	38677	100	99	100	518	515	498	8	9	15	25	31	38	13	15	13	54	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	30	539	29458	100	98	100	512	476	480	20	26	20	25	42	48	5	12	12	50	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	80	1990	35880	100	99	100	523	521	515	4	5	7	26	30	32	15	16	16	55	49	45
Students with Disabilities	32	371	9786	100	100	100	473	469	457	21	29	39	57	45	40	14	11	7	7	14	13
Students without Disabilities	85	2385	66233	100	99	99	538	517	503	3	7	11	13	31	39	13	16	14	71	46	35
Limited English Proficient Students	14	271	15206	100	89	100	485	448	459	40	43	31	0	42	53	20	8	7	40	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	50	805	35714				508	481	480	15	22	20	30	42	47	13	14	12	43	22	20
Non-Economically Disadvantaged	67	1951	40266				529	524	513	3	5	9	22	29	33	14	16	15	62	50	43

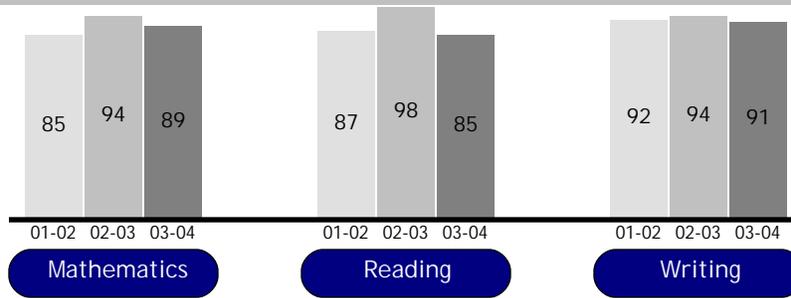
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2754	76020	100	100	100	512	510	503	10	17	25	14	18	23	56	47	40	19	18	12
All Students (Prior Year)	86	2755	76202	100	100	100	518	513	505	1	11	19	18	20	24	63	51	46	18	18	11
Female	58	1335	37213	100	99	100	511	511	504	8	15	22	15	19	23	55	47	42	23	19	13
Male	59	1407	38666	100	99	100	513	509	501	13	19	29	13	16	22	58	48	38	15	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	30	537	29442	100	98	99	507	494	494	5	40	37	25	23	26	60	31	31	10	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	80	1990	35890	100	99	100	514	514	511	12	11	15	12	16	20	55	52	48	22	21	18
Students with Disabilities	32	372	9784	100	100	100	493	490	485	36	46	58	25	24	19	39	25	19	0	5	4
Students without Disabilities	85	2382	66236	100	98	99	519	512	504	1	14	23	10	17	23	62	49	42	26	19	13
Limited English Proficient Students	14	271	15198	100	89	100	500	480	483	0	67	59	60	22	25	40	9	14	0	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	50	802	35703				502	494	494	20	37	37	18	25	26	50	33	31	13	6	6
Non-Economically Disadvantaged	67	1952	40274				518	515	509	5	10	17	12	15	20	60	52	47	23	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	117	2748	75673	100	99	100	561	558	530	7	7	12	14	18	25	71	68	58	8	7	4
All Students (Prior Year)	86	2708	74692	100	99	99	534	519	502	4	10	18	14	22	27	67	56	47	14	12	8
Female	58	1333	37099	100	99	100	578	572	548	4	5	8	11	14	22	74	73	64	11	8	6
Male	59	1403	38441	100	99	99	543	543	513	10	9	16	17	22	29	69	64	52	4	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	30	535	29305	100	98	99	539	508	507	15	17	16	10	29	31	65	51	51	10	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	80	1989	35760	100	99	99	565	568	550	5	5	9	15	15	21	73	73	64	6	7	6
Students with Disabilities	32	369	9706	100	100	100	499	486	462	14	22	36	29	31	32	57	46	31	0	1	1
Students without Disabilities	85	2379	65967	100	98	99	583	564	536	4	5	10	9	17	25	77	70	60	10	7	5
Limited English Proficient Students	14	269	15115	100	88	100	504	457	471	20	30	26	40	42	38	40	28	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	50	800	35541				541	511	504	13	15	17	15	29	31	68	54	50	5	2	2
Non-Economically Disadvantaged	67	1948	40091				573	574	550	3	4	9	14	15	21	74	73	64	9	8	6

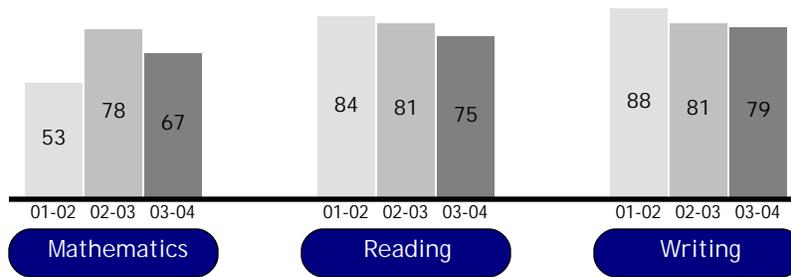
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	62	54	44	98	69	61	50	100	69	NA	58
	Language	90	54	48	39	98	59	54	43	100	67	59	50
	Mathematics	91	73	57	52	100	78	67	57	100	76	68	64
3	Reading	85	70	55	43	95	71	60	47	99	74	NA	55
	Language	85	76	63	50	98	78	64	54	100	82	69	61
	Mathematics	84	84	61	50	100	84	66	54	100	88	69	61
4	Reading	89	79	63	47	100	74	65	52	99	74	NA	56
	Language	90	73	59	45	99	70	60	48	99	74	63	52
	Mathematics	94	72	65	52	99	77	69	57	99	83	72	61
5	Reading	83	68	62	46	97	70	64	50	100	78	NA	55
	Language	80	64	57	43	99	67	58	46	100	73	60	49
	Mathematics	80	77	68	54	96	84	69	57	100	87	72	63
6	Reading	85	75	65	49	100	71	67	53	95	75	NA	56
	Language	85	67	59	42	100	68	60	45	95	70	61	48
	Mathematics	85	81	73	58	100	82	74	62	95	88	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

Council Duties

1 School Administrator(s)	Ü Mission of School
1 Non-certified Employee(s)	Ü Instructional Strategies
2 Teacher(s)	Ü Curriculum Development
2 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Parent/Educator Relations
0 Student(s)	Ü Financial Planning

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	7	7	0	0
10 or more years	11	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	84
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Macintosh Computer Lab
- Ü Full Service Library
- Ü Multimedia Station/Lab

Extracurricular Activities

- Ü Chorus/Band/Orchestra
- Ü Community Theatre
- Ü Student Council
- Ü Catalina Island Marine Institute
- Ü Title I Summer School

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Programs
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Accelerated Reader: Computerized reading program motivates students to read. AR is available to students grades 2-6. Five classes received national acclaim as Reading Renaissance/Master model classes. Media Center received a Model Library Award.
- ü Artist-in-Residence: Our integrated arts program across the curriculum includes band/strings/ orchestra/chorus/stage productions & Gala Arts Night featuring a student gallery of art. This inclusive arts exposure builds student confidence/creativity.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	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	77	81
Grades 3-4	71	60
Grades 4-5	65	88
Grades 5-6	80	81

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 staff, parents and other community members, have created a Safety Committee. Larkspur has the Make Your Day Program which teaches students to take responsibility and become positive community members. A School Emergency Plan has been developed.

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	Michelle M. Perryman	(602) 493-6150
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Cheryl McGurthy	(602) 493-6150
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Tammy Robinson	(602) 493-6150
Student Health/Nurse	Linda Krahulec	(602) 493-6153

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 602 Copies = \$230.00

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

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