

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

22801 North 22nd Street, Phoenix, AZ 85024

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.

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 : Ms. Linda Grovert
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 603
 Web Address :
 Phone Number : (480) 419-5640
 Fax Number : (480) 419-5648
 E-mail : lgrovert@pvusd.k12.az.us

Mission

Our goal is to offer a safe and accepting environment where all excel in learning. We believe that all children can learn through a balanced, integrated program. We value and respect individual excellence, academic achievement and quality citizenship.

School / Academic Goals

- ü Using the collaborative process and the aligned curriculum, raise student achievement.
- ü Continue to implement the CELL/ExLL program and Core Knowledge® curriculum.
- ü Continuously assess all students with continued emphasis on analysis and appropriate interventions.

Enrollment

October 1, 2003 School Year Student Enrollment : 604
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 40

Instructional Programs

- ü California Early Literacy (CELL/ExLL)
- ü Core Knowledge ®
- ü Learning Disabled/Special Ed./Autism
- ü Honors
- ü Accelerated Reader

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

The staff is committed to collaborating with parents to maximize student learning. We maintain a safe environment and an effective learning atmosphere so students will reach their full potential and become responsible, self-disciplined adults.

Parents

Parents are expected to cooperate and work collaboratively with the school, support its policies and notify the school of any special circumstances which may affect the child's learning. We welcome parents to provide input, feedback and suggestions.

Transportation Policy

Students in grades 1-6 living more than one mile from school may ride the bus. Kindergarten students living more than one-half mile are eligible for transportation. Parent-signed permission slips are required for field trip participation.

School Honors

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

Award/Honor	Year
ü Project Goal: Grade One At the Library	2004
ü 7 Students Work Publish 'A Celebration of Young Poets'	2003
ü 2 Honorable Mention District Poetry Contest	2003
ü Math Honors Stock Mrkt Competition, 1st Place	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	88	2710	75509	94	100	100	543	538	521	5	7	13	20	17	23	28	34	33	48	42	31
All Students (Prior Year)	86	2687	75372	99	100	100	513	538	523	6	4	9	30	19	25	52	36	36	13	42	30
Female	48	1339	37013	92	100	100	540	538	522	4	7	12	23	17	24	31	36	33	42	39	31
Male	40	1369	38430	95	99	99	546	539	521	5	8	14	16	16	22	24	32	33	55	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	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	78	1908	35192	93	99	99	539	543	534	5	6	8	22	14	19	29	34	35	44	46	39
Students with Disabilities	14	393	9708	78	100	100	521	511	489	14	20	32	29	22	27	14	30	24	43	28	17
Students without Disabilities	74	2317	65801	97	99	98	547	542	525	3	6	11	18	16	23	31	34	34	49	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	NC	871	36411				NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	79	1839	39040				547	546	534	4	5	8	18	14	19	26	33	34	52	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	94	100	100	536	528	519	1	7	12	12	12	16	45	49	47	42	32	24
All Students (Prior Year)	87	2699	75221	100	100	100	531	532	523	3	4	8	4	11	16	68	57	56	25	28	21
Female	48	1335	37014	92	100	100	537	531	523	2	6	10	10	10	15	44	49	48	44	35	27
Male	40	1365	38400	95	99	99	535	525	516	0	9	14	13	13	17	47	49	47	39	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	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	78	1906	35177	93	99	99	534	531	528	1	6	8	13	10	13	46	49	49	40	35	31
Students with Disabilities	14	390	9707	78	100	100	514	505	495	7	24	33	29	17	21	36	41	33	29	18	13
Students without Disabilities	74	2312	65785	97	99	98	540	531	522	0	5	10	8	11	16	47	50	49	44	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	NC	867	36302				NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	79	1835	39164				539	533	528	1	5	8	10	10	13	43	49	48	45	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	88	2688	75053	94	99	99	664	634	597	2	4	7	3	8	12	71	74	72	23	14	9
All Students (Prior Year)	85	2644	73654	98	99	99	536	541	530	4	4	9	4	8	13	86	78	70	6	10	7
Female	48	1334	36872	92	100	99	680	656	621	2	3	5	2	6	9	71	72	74	25	19	12
Male	40	1352	38109	95	98	99	645	611	573	3	4	10	5	10	14	71	76	69	21	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	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	78	1896	35028	93	99	99	654	642	613	3	3	6	4	7	10	74	74	73	19	16	11
Students with Disabilities	14	385	9625	78	100	100	605	574	530	0	12	21	14	19	21	79	62	55	7	7	4
Students without Disabilities	74	2303	65428	97	98	98	676	642	604	3	3	6	1	6	11	69	76	73	26	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	NC	860	36077				NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	79	1828	38950				666	651	618	3	2	5	3	6	9	70	75	73	25	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	76	2756	76019	95	100	100	516	513	499	5	9	14	36	32	39	12	16	14	47	43	33
All Students (Prior Year)	94	2748	76230	100	100	100	498	513	498	16	7	12	32	32	38	16	13	12	36	49	37
Female	39	1336	37207	100	99	100	508	511	499	8	9	12	36	34	41	15	16	14	41	41	33
Male	37	1408	38677	90	99	100	526	515	498	3	9	15	36	31	38	8	15	13	53	45	34
African American	--	84	3817	--	95	100	--	492	475	--	14	23	--	43	47	--	16	11	--	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	66	1990	35880	93	99	100	515	521	515	6	5	7	38	30	32	9	16	16	47	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	67	2385	66233	97	99	99	521	517	503	5	7	11	33	31	39	14	16	14	48	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	NC	805	35714				NC	481	480	NC	22	20	NC	42	47	NC	14	12	NC	22	20
Non-Economically Disadvantaged	69	1951	40266				520	524	513	3	5	9	36	29	33	12	16	15	49	50	43

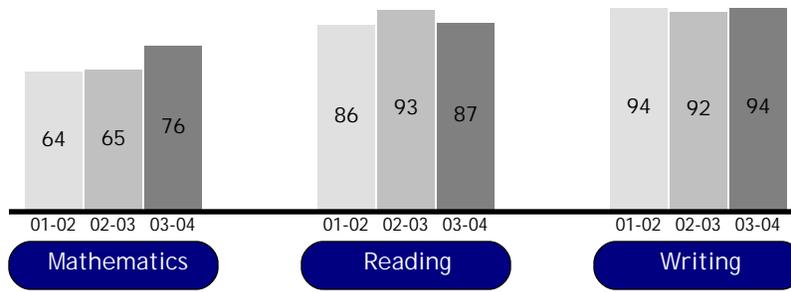
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2754	76020	95	100	100	511	510	503	9	17	25	23	18	23	51	47	40	17	18	12
All Students (Prior Year)	94	2755	76202	100	100	100	512	513	505	14	11	19	17	20	24	51	51	46	17	18	11
Female	39	1335	37213	100	99	100	514	511	504	8	15	22	26	19	23	41	47	42	26	19	13
Male	37	1407	38666	90	99	100	508	509	501	11	19	29	19	16	22	61	48	38	8	17	12
African American	--	84	3819	--	95	100	--	501	494	--	24	37	--	35	26	--	31	31	--	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	66	1990	35890	93	99	100	512	514	511	11	11	15	20	16	20	52	52	48	18	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	67	2382	66236	97	98	99	513	512	504	8	14	23	21	17	23	52	49	42	20	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	NC	802	35703				NC	494	494	NC	37	37	NC	25	26	NC	33	31	NC	6	6
Non-Economically Disadvantaged	69	1952	40274				512	515	509	7	10	17	23	15	20	52	52	47	17	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	76	2748	75673	95	99	100	572	558	530	4	7	12	15	18	25	77	68	58	4	7	4
All Students (Prior Year)	93	2708	74692	99	99	99	514	519	502	12	10	18	23	22	27	54	56	47	11	12	8
Female	39	1333	37099	100	99	100	583	572	548	3	5	8	8	14	22	87	73	64	3	8	6
Male	37	1403	38441	90	99	99	560	543	513	6	9	16	22	22	29	67	64	52	6	5	3
African American	--	83	3791	--	94	99	--	546	506	--	5	18	--	27	29	--	63	50	--	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	66	1989	35760	93	99	99	569	568	550	5	5	9	15	15	21	79	73	64	2	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	67	2379	65967	97	98	99	572	564	536	3	5	10	17	17	25	77	70	60	3	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	NC	800	35541				NC	511	504	NC	15	17	NC	29	31	NC	54	50	NC	2	2
Non-Economically Disadvantaged	69	1948	40091				573	574	550	4	4	9	14	15	21	78	73	64	3	8	6

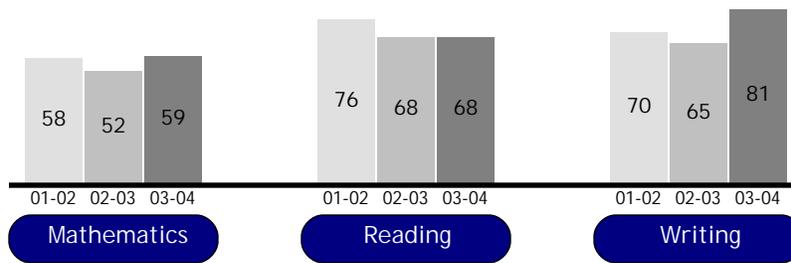
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	61	54	44	99	69	61	50	96	63	NA	58
	Language	99	46	48	39	100	59	54	43	96	52	59	50
	Mathematics	100	37	57	52	100	74	67	57	98	70	68	64
3	Reading	98	58	55	43	100	69	60	47	93	73	NA	55
	Language	100	65	63	50	99	68	64	54	93	77	69	61
	Mathematics	100	63	61	50	100	66	66	54	93	76	69	61
4	Reading	99	67	63	47	98	69	65	52	97	61	NA	56
	Language	100	60	59	45	98	65	60	48	96	63	63	52
	Mathematics	99	64	65	52	98	82	69	57	96	73	72	61
5	Reading	99	59	62	46	100	69	64	50	97	71	NA	55
	Language	99	56	57	43	99	59	58	46	96	63	60	49
	Mathematics	99	69	68	54	100	68	69	57	96	78	72	63
6	Reading	99	73	65	49	99	72	67	53	97	73	NA	56
	Language	99	70	59	42	100	63	60	45	97	64	61	48
	Mathematics	99	85	73	58	100	81	74	62	97	81	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 Act as an Advisory Group
- Ü Review School Safety Issues
- Ü Academic/Extracurricular Programs
- Ü Parent/Educator Relations
- Ü Long Range Planning

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	4.50	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	0	0	0
10 or more years	8	19	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 25
 Core academic classes taught by Highly Qualified (NCLB) teachers. 69
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multimedia Lab

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Programs
- Ü Special Singers

Social Services

- Ü Before School Program (Bobcat)
- Ü After School Program (Bobcat)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our staff continues to be trained in the California Early Literacy Learning Model. This involves intense professional development. We continue to train primary and intermediate teachers in ExLL (Extension of CELL).

- ü We continue to successfully implement the Core Knowledge® curriculum.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	4	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	72	65
Grades 3-4	66	82
Grades 4-5	74	68
Grades 5-6	86	91

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 Make Your Day Citizenship Program allows students the opportunity to learn to make choices, evaluate and self-correct. Staff members are prepared to preserve the safety of students during the educational day during emergency situations.

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	Sharon Mang	(480) 419-5640
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Camille Cupp	(480) 419-5640
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lynn James	(480) 419-5640
Student Health/Nurse	Camille Cupp	(480) 419-5640

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.