

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6724 E Hearn Road, Scottsdale, AZ 85254

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Susan Mattinson
 Schedule : 9:00 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 488
 Web Address : www.pvUSD.k12.az.us/
 Phone Number : (480) 367-5800
 Fax Number : (480) 367-5805
 E-mail : smattinson@pvUSD.k12.az.us

Mission

Provide a high quality education to promote academic excellence, strong character and positive attitudes. Sandpiper values challenge and success; traditional learning; teamwork among staff and community; fine arts experiences; community partnerships.

School / Academic Goals

- ü Math/Science/Technology Instruction: Encourage an attitude of curiosity and a high degree of competence in math, science and technological skills.
- ü Student Literacy: Create a community of readers and writers, through the use of research-based strategies, Scholastic Literacy Place, Six Trait Writing Strategies and Accelerated Reader.

Enrollment

October 1, 2003 School Year Student Enrollment : 466
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 93

Instructional Programs

- Ü Accelerated Reader
- Ü Hands-on Learning Experiences
- Ü Cooperative Learning
- Ü Enriched Early Literacy Programs

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The Sandpiper faculty and staff are committed to providing students with a safe learning environment; setting high academic expectations; promoting good home-school communication; and creating many opportunities for parent and student involvement.

Parents

Parent involvement is encouraged through: conferences and activities; monitoring and support of student learning; support of school and district goals, policies and procedures; PTO activities and family learning; and ongoing communication.

Transportation Policy

Transportation policy allows bus service to Kindergartners who live more than one-half mile from the school, and 1st-6th graders more than one mile from school. Special education students are accommodated according to the IEP.

School Honors

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

Award/Honor	Year
Ü Arizona A+ School of Excellence	2003
Ü Arizona Environment Ed. Grant Award	2001
Ü Student Art/Literature Winners (Numerous)	2001
Ü 1st Place School of Excellence: Kennedy Center for Arts	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	64	2710	75509	100	100	100	556	538	521	2	7	13	11	17	23	32	34	33	55	42	31
All Students (Prior Year)	68	2687	75372	99	100	100	533	538	523	4	4	9	21	19	25	44	36	36	31	42	30
Female	38	1339	37013	100	100	100	548	538	522	3	7	12	18	17	24	32	36	33	47	39	31
Male	26	1369	38430	100	99	99	570	539	521	0	8	14	0	16	22	33	32	33	67	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	52	1908	35192	100	99	99	559	543	534	2	6	8	8	14	19	34	34	35	56	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	57	2317	65801	100	99	98	553	542	525	2	6	11	12	16	23	33	34	34	53	44	33
Limited English Proficient Students	--	315	16928	--	89	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	871	36411				NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	55	1839	39040				560	546	534	0	5	8	9	14	19	30	33	34	60	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	64	2702	75492	100	100	100	544	528	519	2	7	12	5	12	16	34	49	47	60	32	24
All Students (Prior Year)	68	2699	75221	99	100	100	531	532	523	3	4	8	9	11	16	62	57	56	26	28	21
Female	38	1335	37014	100	100	100	544	531	523	3	6	10	8	10	15	29	49	48	61	35	27
Male	26	1365	38400	100	99	99	543	525	516	0	9	14	0	13	17	42	49	47	58	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	52	1906	35177	100	99	99	545	531	528	2	6	8	2	10	13	36	49	49	60	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	57	2312	65785	100	99	98	543	531	522	2	5	10	5	11	16	33	50	49	60	34	26
Limited English Proficient Students	--	312	16905	--	88	100	--	461	489	--	100	34	--	0	28	--	0	32	--	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	867	36302				NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	55	1835	39164				549	533	528	0	5	8	2	10	13	34	49	48	64	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	64	2688	75053	100	99	99	678	634	597	0	4	7	10	8	12	63	74	72	27	14	9
All Students (Prior Year)	67	2644	73654	97	99	99	547	541	530	1	4	9	7	8	13	79	78	70	12	10	7
Female	38	1334	36872	100	100	99	698	656	621	0	3	5	11	6	9	55	72	74	34	19	12
Male	26	1352	38109	100	98	99	647	611	573	0	4	10	8	10	14	75	76	69	17	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	52	1896	35028	100	99	99	683	642	613	0	3	6	10	7	10	58	74	73	32	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	57	2303	65428	100	98	98	681	642	604	0	3	6	9	6	11	63	76	73	28	15	10
Limited English Proficient Students	--	309	16765	--	87	100	--	563	525	--	0	17	--	0	20	--	100	60	--	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	860	36077				NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	55	1828	38950				686	651	618	0	2	5	8	6	9	62	75	73	30	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	516	513	499	3	9	14	40	32	39	23	16	14	34	43	33
All Students (Prior Year)	81	2748	76230	100	100	100	516	513	498	1	7	12	34	32	38	9	13	12	56	49	37
Female	30	1336	37207	100	99	100	492	511	499	7	9	12	55	34	41	24	16	14	14	41	33
Male	45	1408	38677	100	99	100	532	515	498	0	9	15	30	31	38	23	15	13	48	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	68	1990	35880	100	99	100	518	521	515	3	5	7	36	30	32	24	16	16	36	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	71	2385	66233	97	99	99	518	517	503	1	7	11	41	31	39	22	16	14	36	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	10	805	35714				509	481	480	0	22	20	33	42	47	44	14	12	22	22	20
Non-Economically Disadvantaged	65	1951	40266				517	524	513	3	5	9	41	29	33	20	16	15	36	50	43

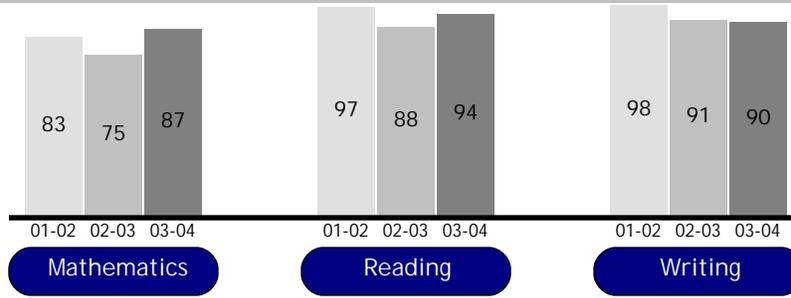
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2754	76020	100	100	100	511	510	503	8	17	25	18	18	23	59	47	40	15	18	12
All Students (Prior Year)	81	2755	76202	100	100	100	515	513	505	4	11	19	18	20	24	56	51	46	23	18	11
Female	30	1335	37213	100	99	100	502	511	504	14	15	22	24	19	23	62	47	42	0	19	13
Male	45	1407	38666	100	99	100	517	509	501	5	19	29	14	16	22	57	48	38	25	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	68	1990	35890	100	99	100	512	514	511	8	11	15	18	16	20	58	52	48	17	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	71	2382	66236	97	98	99	512	512	504	7	14	23	16	17	23	62	49	42	14	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	10	802	35703				512	494	494	0	37	37	22	25	26	56	33	31	22	6	6
Non-Economically Disadvantaged	65	1952	40274				511	515	509	9	10	17	17	15	20	59	52	47	14	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	75	2748	75673	100	99	100	565	558	530	8	7	12	8	18	25	77	68	58	7	7	4
All Students (Prior Year)	79	2708	74692	98	99	99	536	519	502	0	10	18	23	22	27	60	56	47	17	12	8
Female	30	1333	37099	100	99	100	569	572	548	10	5	8	7	14	22	76	73	64	7	8	6
Male	45	1403	38441	100	99	99	563	543	513	7	9	16	9	22	29	77	64	52	7	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	68	1989	35760	100	99	99	568	568	550	8	5	9	9	15	21	76	73	64	8	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	71	2379	65967	97	98	99	566	564	536	9	5	10	7	17	25	77	70	60	7	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	10	800	35541				587	511	504	0	15	17	0	29	31	100	54	50	0	2	2
Non-Economically Disadvantaged	65	1948	40091				562	574	550	9	4	9	9	15	21	73	73	64	8	8	6

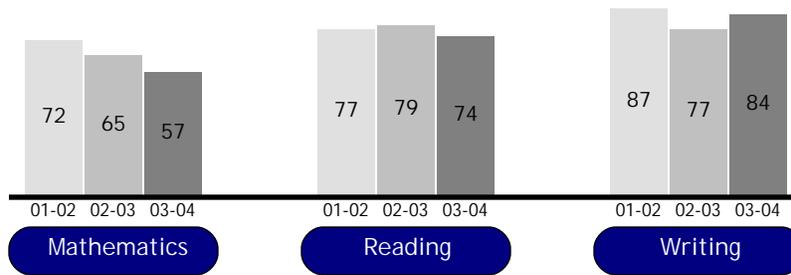
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	68	54	44	92	77	61	50	99	75	NA	58
	Language	100	65	48	39	100	76	54	43	100	69	59	50
	Mathematics	100	66	57	52	97	80	67	57	100	76	68	64
3	Reading	100	71	55	43	100	70	60	47	100	81	NA	55
	Language	100	72	63	50	100	70	64	54	100	81	69	61
	Mathematics	100	63	61	50	100	68	66	54	100	78	69	61
4	Reading	100	79	63	47	97	76	65	52	100	79	NA	56
	Language	100	73	59	45	99	69	60	48	100	69	63	52
	Mathematics	100	75	65	52	99	71	69	57	100	76	72	61
5	Reading	100	76	62	46	100	76	64	50	100	73	NA	55
	Language	100	70	57	43	100	66	58	46	100	63	60	49
	Mathematics	100	76	68	54	99	78	69	57	100	75	72	63
6	Reading	100	78	65	49	99	79	67	53	100	83	NA	56
	Language	100	75	59	42	99	72	60	45	100	78	61	48
	Mathematics	100	83	73	58	99	82	74	62	100	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

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

Council Duties

- Ü School Improvement Planning
- Ü Oversight of School Goals
- Ü Safety and Well-Being
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Planning District Budget Priorities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	5	20	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	21
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Math/Science Lab
- Ü Teacher/Parent Literacy Library

Extracurricular Activities

- Ü TEAM Family Activity Nights
- Ü Chorus/Performing Arts Group
- Ü Band and Orchestra
- Ü Student Council
- Ü Parent Information Nights

Social Services

- Ü Before/After School Child Care
- Ü Full-time Nurse/Health Services
- Ü Counseling Services
- Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Sandpiper won several grants, including a prestigious state of Arizona environmental grant, to provide an all-school thematic unit of study of the ocean's ecosystems, called MARE Ocean Study.
- ü Sandpiper has a network of staff/community involvement, including an active PTO, Site Council, Student Publishing Center, Foreign Language Club, Student Council, Chorus, K-6 Chess Club, Science Club, Homework Club and Family Night Activities.

Student Activity Rates for School Year 2003-04

	% School	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)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	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	75	67
Grades 3-4	86	87
Grades 4-5	63	75
Grades 5-6	80	85

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 Count Program teaches responsibility, communication and conflict resolution skills. Communication, positive reinforcement, and fair consequences, are all important elements. A Safety Plan is backed by extensive district resources.

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	Susan Mattinson	(480) 367-5800
Transportation Policy	Jeffrey Cook	(480) 493-6320
Community Resources	Hariann Pfeifer	(480) 367-5800
School Nutrition Programs	Chris Horonenko	(480) 367-5807
Parent Organization	Sue Snedden	(480) 367-5800
Student Health/Nurse	Joyce King	(480) 367-5803

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 0 Copies = \$0.00

** 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.