



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4215 E. Andora Dr., Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Troy J. Bales
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 513
Web Address : villagevista.pvUSD.k12.az.us
Phone Number : (602) 493-6230
Fax Number : (602) 493-6239
E-mail : tbales@pvUSD.k12.az.us

Mission

The mission of Village Vista Elementary School is to lead students to high achievement and individual excellence through a professional learning community.

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

- Implement Accelerated Reader as a tool to increase reading skills in fluency and text comprehension.
Implement our new Standards-based Report Card to communicate student progress in meeting Arizona State Academic Standards.
Consistently implement Make Your Day, our schoolwide citizenship program.

Enrollment

October 1, 2003 School Year Student Enrollment : 533
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 68

Instructional Programs

- Ü Full-day Kindergarten
- Ü Honors Classes
- Ü Physical Education
- Ü Music
- Ü Computers and Library
- Ü Art
- Ü Reading Assistance
- Ü Special Education

Calendar Information

Number of Instruction Days :	180
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

Village Vista provides a standards-based instructional program. We want each student to demonstrate mastery of the basic skills. Our goal is to teach children to become proficient in reading, writing, and math.

Parents

The responsibilities of the parents for students enrolled at Village Vista include ensuring the daily attendance of students, committing time to helping students be academically successful, and being responsible citizens in our school community.

Transportation Policy

The district transportation policy provides bus service to kindergartners living more than one-half mile from the school and to students in grades one through six who live more than one mile from the school.

School Honors

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

Award/Honor	Year
Ü Phoenix Arts Commission Grant	2002
Ü National Board Certified Teacher Award	1999
Ü Phoenix Arts Commission Grant	1997

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	81	2710	75509	100	100	100	527	538	521	8	7	13	27	17	23	36	34	33	29	42	31
All Students (Prior Year)	56	2687	75372	100	100	100	523	538	523	4	4	9	33	19	25	35	36	36	28	42	30
Female	51	1339	37013	100	100	100	525	538	522	5	7	12	33	17	24	37	36	33	26	39	31
Male	30	1369	38430	100	99	99	531	539	521	13	8	14	17	16	22	35	32	33	35	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	23	599	30486	100	99	99	504	512	505	20	16	18	27	25	29	40	34	32	13	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	52	1908	35192	100	99	99	531	543	534	2	6	8	29	14	19	38	34	35	31	46	39
Students with Disabilities	11	393	9708	100	100	100	501	511	489	0	20	32	33	22	27	67	30	24	0	28	17
Students without Disabilities	70	2317	65801	99	99	98	528	542	525	8	6	11	27	16	23	35	34	34	30	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	28	871	36411	--	--	--	511	513	503	18	16	19	24	24	29	47	37	32	12	23	20
Non-Economically Disadvantaged	53	1839	39040	--	--	--	532	546	534	4	5	8	29	14	19	33	33	34	35	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	81	2702	75492	100	100	100	525	528	519	9	7	12	11	12	16	56	49	47	24	32	24
All Students (Prior Year)	57	2699	75221	100	100	100	534	532	523	2	4	8	15	11	16	64	57	56	19	28	21
Female	51	1335	37014	100	100	100	522	531	523	9	6	10	14	10	15	60	49	48	16	35	27
Male	30	1365	38400	100	99	99	530	525	516	9	9	14	4	13	17	48	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	23	595	30438	100	98	99	513	511	508	20	16	17	13	18	21	47	50	47	20	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	52	1906	35177	100	99	99	529	531	528	7	6	8	11	10	13	56	49	49	27	35	31
Students with Disabilities	11	390	9707	100	100	100	531	505	495	0	24	33	33	17	21	33	41	33	33	18	13
Students without Disabilities	70	2312	65785	99	99	98	525	531	522	10	5	10	10	11	16	57	50	49	24	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	28	867	36302	--	--	--	514	511	507	18	16	18	6	18	21	65	50	46	12	17	14
Non-Economically Disadvantaged	53	1835	39164	--	--	--	529	533	528	6	5	8	12	10	13	53	49	48	29	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	81	2688	75053	100	99	99	597	634	597	3	4	7	11	8	12	80	74	72	6	14	9
All Students (Prior Year)	55	2644	73654	98	99	99	526	541	530	11	4	9	7	8	13	83	78	70	0	10	7
Female	51	1334	36872	100	100	99	597	656	621	5	3	5	14	6	9	74	72	74	7	19	12
Male	30	1352	38109	100	98	99	597	611	573	0	4	10	4	10	14	91	76	69	4	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	23	591	30235	100	98	98	582	586	575	7	6	9	7	12	14	87	78	70	0	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	52	1896	35028	100	99	99	595	642	613	2	3	6	13	7	10	78	74	73	7	16	11
Students with Disabilities	11	385	9625	100	100	100	580	574	530	0	12	21	33	19	21	67	62	55	0	7	4
Students without Disabilities	70	2303	65428	99	98	98	598	642	604	3	3	6	10	6	11	81	76	73	6	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	28	860	36077	--	--	--	555	581	566	6	8	10	12	14	16	82	72	69	0	6	5
Non-Economically Disadvantaged	53	1828	38950	--	--	--	612	651	618	2	2	5	10	6	9	80	75	73	8	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	72	2756	76019	100	100	100	498	513	499	12	9	14	37	32	39	18	16	14	33	43	33
All Students (Prior Year)	86	2748	76230	100	100	100	506	513	498	4	7	12	41	32	38	12	13	12	43	49	37
Female	34	1336	37207	100	99	100	492	511	499	17	9	12	37	34	41	23	16	14	23	41	33
Male	37	1408	38677	97	99	100	505	515	498	7	9	15	34	31	38	14	15	13	45	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	13	539	29458	93	98	100	492	476	480	11	26	20	44	42	48	22	12	12	22	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	48	1990	35880	96	99	100	502	521	515	12	5	7	33	30	32	19	16	16	37	49	45
Students with Disabilities	11	371	9786	100	100	100	467	469	457	0	29	39	100	45	40	0	11	7	0	14	13
Students without Disabilities	61	2385	66233	98	99	99	499	517	503	12	7	11	36	31	39	19	16	14	34	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	29	805	35714				478	481	480	22	22	20	43	42	47	17	14	12	17	22	20
Non-Economically Disadvantaged	43	1951	40266				511	524	513	5	5	9	32	29	33	19	16	15	43	50	43

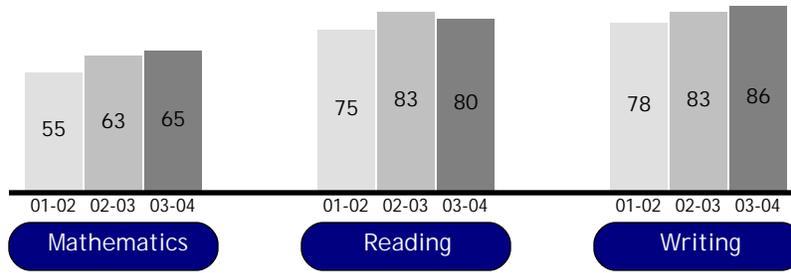
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2754	76020	100	100	100	505	510	503	18	17	25	27	18	23	47	47	40	8	18	12
All Students (Prior Year)	86	2755	76202	100	100	100	518	513	505	8	11	19	21	20	24	48	51	46	23	18	11
Female	34	1335	37213	100	99	100	501	511	504	17	15	22	30	19	23	43	47	42	10	19	13
Male	37	1407	38666	97	99	100	509	509	501	21	19	29	21	16	22	52	48	38	7	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	13	537	29442	93	98	99	498	494	494	22	40	37	44	23	26	33	31	31	0	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	48	1990	35890	96	99	100	509	514	511	14	11	15	21	16	20	53	52	48	12	21	18
Students with Disabilities	11	372	9784	100	100	100	504	490	485	0	46	58	0	24	19	100	25	19	0	5	4
Students without Disabilities	61	2382	66236	98	98	99	505	512	504	19	14	23	27	17	23	46	49	42	8	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	29	802	35703				491	494	494	30	37	37	39	25	26	30	33	31	0	6	6
Non-Economically Disadvantaged	43	1952	40274				514	515	509	11	10	17	19	15	20	57	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	72	2748	75673	100	99	100	542	558	530	8	7	12	22	18	25	67	68	58	3	7	4
All Students (Prior Year)	86	2708	74692	100	99	99	518	519	502	5	10	18	29	22	27	53	56	47	12	12	8
Female	34	1333	37099	100	99	100	552	572	548	7	5	8	20	14	22	70	73	64	3	8	6
Male	37	1403	38441	97	99	99	535	543	513	10	9	16	21	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	13	535	29305	93	98	99	544	508	507	0	17	16	22	29	31	78	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	48	1989	35760	96	99	99	546	568	550	12	5	9	19	15	21	65	73	64	5	7	6
Students with Disabilities	11	369	9706	100	100	100	480	486	462	0	22	36	100	31	32	0	46	31	0	1	1
Students without Disabilities	61	2379	65967	98	98	99	543	564	536	8	5	10	20	17	25	68	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	29	800	35541				521	511	504	13	15	17	22	29	31	65	54	50	0	2	2
Non-Economically Disadvantaged	43	1948	40091				556	574	550	5	4	9	22	15	21	68	73	64	5	8	6

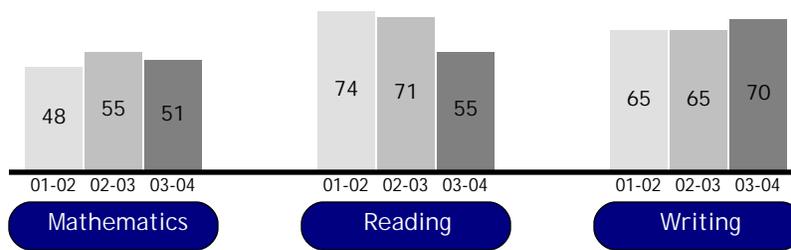
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	49	54	44	96	56	61	50	86	59	NA	58
	Language	97	46	48	39	99	53	54	43	87	50	59	50
	Mathematics	97	58	57	52	99	58	67	57	87	57	68	64
3	Reading	94	49	55	43	98	59	60	47	94	63	NA	55
	Language	94	59	63	50	100	57	64	54	100	67	69	61
	Mathematics	94	57	61	50	98	64	66	54	99	64	69	61
4	Reading	100	55	63	47	99	58	65	52	98	68	NA	56
	Language	100	54	59	45	99	47	60	48	98	61	63	52
	Mathematics	100	58	65	52	99	56	69	57	98	68	72	61
5	Reading	100	59	62	46	98	63	64	50	99	62	NA	55
	Language	100	51	57	43	99	52	58	46	100	52	60	49
	Mathematics	100	64	68	54	100	69	69	57	100	63	72	63
6	Reading	100	61	65	49	100	73	67	53	93	69	NA	56
	Language	100	54	59	42	100	62	60	45	94	58	61	48
	Mathematics	100	68	73	58	99	77	74	62	94	79	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 Advise the Principal
- Ü Evaluate Programs
- Ü Provide Feedback from Community
- Ü Enhance Parent/Educator Relations
- Ü Conduct Annual Family Survey

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	28.90
Other Professional Staff	3.20	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	4	0	0
10 or more years	4	15	0	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.	30
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Internet Research Lab

Extracurricular Activities

- Ü Chorus
- Ü Karate Classes
- Ü Computer Classes
- Ü Intramural Basketball
- Ü Art Club
- Ü Mad Science Club

Social Services

- Ü Before/After School Programs
- Ü Health Services
- Ü Support Group Referrals
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Village Vista consistently scores above Arizona state averages on norm-referenced tests.

- ü We strive to increase instructional time to meet the high district expectations that are aligned with the Arizona Academic Standards.

- ü Village Vista is a participant in the district pilots for Standards-based Report Cards, computer-based student assessments, and the new Teacher Evaluation System.

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)	1	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	98	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	71	77
Grades 3-4	84	63
Grades 4-5	71	72
Grades 5-6	88	87

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

We plan for and regularly practice lock-down and evacuation procedures. Students are taught safety procedures and reminded frequently on daily video announcements. All classrooms have doors with view finders, telephones, internet computers, and TVs.

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	Dr. Troy J. Bales	(602) 493-6230
Transportation Policy	Mr. Jeff Cook	(602) 493-6320
Community Resources	Dr. Troy J. Bales	(602) 493-6230
School Nutrition Programs	Mrs. Lois Muscari	(602) 493-6237
Parent Organization	Ms. Shannon Dowdell	(602) 493-6230
Student Health/Nurse	Mrs. Ann Street	(602) 493-6233

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.