ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Village Meadows Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2020 West Monringside Drive, Phoenix, AZ 85023

Deer Valley Unified District

AZ LEARNS[1]

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.

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.

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.

School Overview

Principal/Administrator :	Mrs. Cherryl Paul
Schedule :	7:30 AM to 4:30 PM
Grades :	K-6
2004 Enrollment :	742
Web Address :	www.dvusd.org/vm/
Phone Number :	(602) 467-6300
Fax Number :	(602) 467-6380
E-mail :	cpaul@vm.dvusd.org

Mission

The Village Meadows Elementary School family promotes a safe and positive learning environment that empowers students, staff, and the community to maximize their personal, and academic potential in order to become lifelong responsible learners. Using a data driven decision making process, Village Meadows established a Campus Improvement Plan that created specific academic goals. Standards based curriculum and instruction form the foundation of the K-6 program.

School / Academic Goals

- Reading is a building-wide focus along with the accountability of students academically and behaviorally. Our staff is diligently working to raise student achievement by aligning curriculum and assessment with district standards.
- Our Campus Improvement Plan provides a framework which focuses on geometry, alignment of our math curriculum, and assessments to assure students will meet AIMS standards for their grade level. Teaching teams meet bimonthly to evaluate our progress.
- Teachers collaborate on common strategies and assessments that are implemented within an established time frame. Educators dialogue both vertically and horizontally about the results of the assessments and plan for effective instruction.
- We will continue to provide opportunities for all students to extend and enrich their learning opportunities. Diverse student learning needs are met in a variety of environments and through differentiated teaching strategies.

Enrollment

October 1, 2003 School Year Student Enrollment :	724
Accepting New Students in 2004-05 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2003-04 :	55

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Gifted
- On-site Special Education
- Head Start
- Schoolwide Title I
- Extended School Day Opportunities
- Summer School

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our Village Meadows School family seeks to provide a safe, positive, orderly learning environment that empowers all students. We analyze all of our test results, both formal and informal to design the best curriculm experiences for our students.

Parents

Children have greater success in school when parents are involved in their education, set high expectations, encourage good attendance, and support school procedures and rules. We consistently seek and appreciate volunteers at Village Meadows. Parent involvement is critical to student success. We continue to improve our website as a communication tool for parents and students. Updates are made on a weekly basis:villagemeadows.vm.dvusd.org.

Transportation Policy

Village Meadows school boundaries are north of Bell Road, south of Beardsley Road, east of Interstate 17 and west of 19th Avenue. Children north of Union Hills Drive are transported in school buses. The Deer Valley School District also provides special services to those students with special needs regardless of where they live. To view boundary grid maps please visit the District web sight at www.dvusd.org.

School Honors

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

Award/Honor	Year
Title 1 Distinguished Award Finalist	2003
Parent, Certified and Classified: District Pride Award	2003
Students Attended All-State Elementary Choir	2003
Awards Earned at Earthfest 2001, 2002, and 2003	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	101	2528	75509	96	99	100	526	532	521	9	7	13	17	19	23	48	38	33	25	36	31
All Students (Prior Year)	128	2543	75372	100	100	100	531	538	523	1	2	9	24	19	25	42	40	36	33	39	30
Female	50	1212	37013	98	99	100	530	530	522	6	7	12	12	19	24	57	39	33	24	35	31
Male	51	1311	38430	94	99	99	522	533	521	13	7	14	22	18	22	39	37	33	26	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	31	360	30486	97	98	99	519	519	505	8	10	18	23	23	29	42	39	32	27	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	62	1956	35192	95	99	99	526	534	534	11	6	8	16	18	19	48	38	35	24	38	39
Students with Disabilities	NC	347	9708	NC	100	100	NC	499	489	NC	24	32	NC	26	27	NC	29	24	NC	21	17
Students without Disabilities	92	2181	65801	100	99	98	527	535	525	9	5	11	15	18	23	51	39	34	25	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	53	604	36411				517	513	503	9	16	19	23	25	29	49	32	32	19	27	20
Non-Economically Disadvantaged	48	1924	39040				535	537	534	10	5	8	10	17	19	48	40	34	31	39	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	101	2538	75492	96	100	100	515	528	519	18	7	12	15	12	16	44	52	47	23	30	24
All Students (Prior Year)	128	2540	75221	100	100	100	529	532	523	0	2	8	15	11	16	61	60	56	23	27	21
Female	50	1215	37014	98	99	100	523	531	523	14	6	10	10	10	15	51	52	48	24	33	27
Male	51	1317	38400	94	99	99	508	525	516	22	8	14	20	13	17	37	53	47	22	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	31	363	30438	97	99	99	507	520	508	19	11	17	19	14	21	50	53	47	12	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	62	1956	35177	95	99	99	517	529	528	19	6	8	13	11	13	42	52	49	26	31	31
Students with Disabilities	NC	347	9707	NC	100	100	NC	502	495	NC	25	33	NC	25	21	NC	36	33	NC	14	13
Students without Disabilities	92	2191	65785	100	99	98	518	530	522	15	5	10	15	11	16	45	53	49	25	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	53	606	36302				510	515	507	21	15	18	17	17	21	43	48	46	19	20	14
Non-Economically Disadvantaged	48	1932	39164				521	531	528	15	4	8	13	10	13	46	53	48	27	32	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	100	2525	75053	95	99	99	637	625	597	3	4	7	7	8	12	74	76	72	16	12	9
All Students (Prior Year)	122	2511	73654	97	99	99	536	542	530	7	3	9	7	7	13	72	79	70	13	11	7
Female	50	1212	36872	98	99	99	671	651	621	0	3	5	6	6	9	73	75	74	20	16	12
Male	50	1310	38109	93	99	99	601	600	573	7	6	10	9	9	14	74	76	69	11	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	31	362	30235	97	99	98	620	609	575	0	4	9	8	9	14	81	79	70	12	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	62	1948	35028	95	99	99	638	626	613	5	5	6	8	8	10	73	75	73	15	12	11
Students with Disabilities	NC	343	9625	NC	100	100	NC	551	530	NC	12	21	NC	21	21	NC	63	55	NC	4	4
Students without Disabilities	91	2182	65428	100	99	98	644	631	604	2	4	6	7	6	11	74	77	73	17	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	52	601	36077				634	590	566	2	8	10	9	13	16	70	70	69	19	8	5
Non-Economically Disadvantaged	48	1924	38950				640	634	618	4	4	5	6	6	9	77	77	73	13	13	12

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	98	2572	76019	100	100	100	507	517	499	5	5	14	40	33	39	22	18	14	34	44	33
All Students (Prior Year)	119	2489	76230	99	100	100	512	516	498	5	4	12	34	32	38	11	14	12	49	50	37
Female	51	1284	37207	100	100	100	502	515	499	4	5	12	47	36	41	19	18	14	30	41	33
Male	47	1284	38677	98	100	100	513	519	498	5	5	15	32	30	38	24	18	13	39	47	34
African American	NC	73	3817	NC	97	100	NC	494	475	NC	10	23	NC	41	47	NC	25	11	NC	24	18
Hispanic	25	299	29458	100	100	100	501	502	480	6	10	20	31	40	48	38	23	12	25	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	504	466	NC	13	28	NC	29	49	NC	13	10	NC	46	13
White	67	2080	35880	100	99	100	509	518	515	5	4	7	39	33	32	20	17	16	36	46	45
Students with Disabilities	10	338	9786	83	100	100	476	482	457	0	19	39	75	43	40	13	13	7	13	25	13
Students without Disabilities	88	2234	66233	100	99	99	510	519	503	5	4	11	36	33	39	23	18	14	36	46	35
Limited English Proficient Students	10	99	15206	91	79	100	NA	476	459	NA	25	31	NA	42	53	NA	25	7	NA	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	48	532	35714				503	495	480	3	10	20	41	45	47	26	20	12	31	26	20
Non-Economically Disadvantaged	50	2040	40266				511	522	513	6	4	9	39	31	33	18	17	15	37	48	43

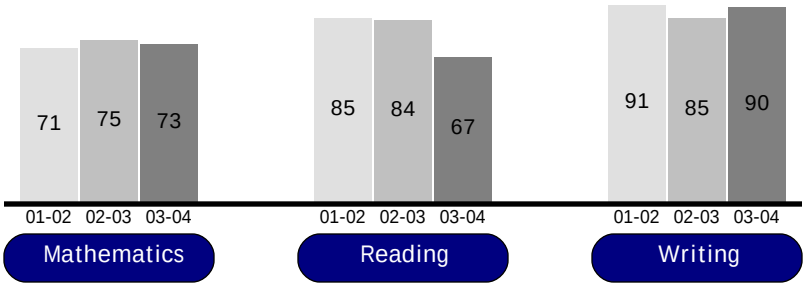
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2572	76020	100	100	100	505	510	503	16	14	25	32	21	23	48	50	40	5	15	12
All Students (Prior Year)	120	2490	76202	100	100	100	504	510	505	16	10	19	25	21	24	55	57	46	4	12	11
Female	51	1284	37213	100	100	100	509	510	504	13	12	22	32	22	23	49	52	42	6	15	13
Male	47	1284	38666	98	100	100	500	510	501	20	17	29	32	19	22	46	49	38	2	15	12
African American	NC	74	3819	NC	99	100	NC	500	494	NC	24	37	NC	28	26	NC	41	31	NC	7	6
Hispanic	25	298	29442	100	100	99	497	500	494	13	19	37	44	26	26	44	48	31	0	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	510	489	NC	22	48	NC	9	25	NC	65	24	NC	4	3
White	67	2081	35890	100	100	100	503	511	511	18	14	15	29	20	20	48	51	48	5	16	18
Students with Disabilities	10	339	9784	83	100	100	484	492	485	38	43	58	63	19	19	0	33	19	0	6	4
Students without Disabilities	88	2233	66236	100	99	99	507	511	504	14	12	23	29	21	23	53	52	42	5	15	13
Limited English Proficient Students	10	99	15198	91	79	100	NA	489	483	NA	58	59	NA	0	25	NA	42	14	NA	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	48	533	35703				510	499	494	15	25	37	26	26	26	54	42	31	5	7	6
Non-Economically Disadvantaged	50	2039	40274				500	512	509	16	12	17	37	19	20	43	52	47	4	16	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	98	2565	75673	100	100	100	515	553	530	14	7	12	23	20	25	60	66	58	3	6	4
All Students (Prior Year)	110	2460	74692	92	100	99	498	518	502	13	8	18	35	23	27	48	59	47	4	10	8
Female	51	1281	37099	100	100	100	519	570	548	15	5	8	15	15	22	66	71	64	4	8	6
Male	47	1280	38441	98	100	99	511	536	513	12	10	16	32	25	29	54	60	52	2	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	25	298	29305	100	100	99	541	537	507	6	8	16	31	27	31	63	61	51	0	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	535	492	NC	4	19	NC	21	33	NC	75	46	NC	0	1
White	67	2074	35760	100	99	99	503	556	550	17	7	9	23	19	21	56	67	64	5	6	6
Students with Disabilities	10	339	9706	83	100	100	498	488	462	13	26	36	50	31	32	38	40	31	0	2	1
Students without Disabilities	88	2226	65967	100	98	99	517	558	536	14	6	10	20	19	25	63	68	60	4	7	5
Limited English Proficient Students	10	98	15115	91	78	100	NA	420	471	NA	50	26	NA	17	38	NA	33	35	NA	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	48	532	35541				524	519	504	5	14	17	26	26	31	67	57	50	3	4	2
Non-Economically Disadvantaged	50	2033	40091				508	561	550	20	6	9	20	19	21	55	68	64	4	7	6

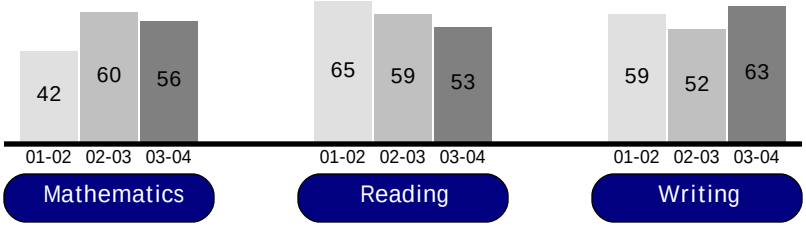
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	31	54	44	96	55	63	50	90	47	NA	58
	Language	94	24	54	39	98	46	58	43	89	30	61	50
	Mathematics	94	35	60	52	97	62	70	57	90	59	72	64
3	Reading	100	34	53	43	94	49	61	47	96	46	NA	55
	Language	100	40	61	50	95	59	67	54	94	60	70	61
	Mathematics	94	47	61	50	98	60	66	54	95	67	69	61
4	Reading	97	37	57	47	95	58	66	52	94	49	NA	56
	Language	96	36	54	45	99	56	61	48	95	52	63	52
	Mathematics	92	43	64	52	95	73	73	57	95	60	74	61
5	Reading	100	35	57	46	97	57	62	50	95	54	NA	55
	Language	100	31	52	43	98	51	57	46	95	53	60	49
	Mathematics	98	49	68	54	98	66	73	57	95	68	75	63
6	Reading	100	34	57	49	98	57	66	53	93	52	NA	56
	Language	100	29	52	42	96	55	60	45	94	41	60	48
	Mathematics	100	45	68	58	96	79	79	62	94	73	79	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 Development and Implementation of CIP
1 Non-certified Employee(s)	ü Data Collection and Analysis
9 Teacher(s)	ü Staff Development
4 Parent(s)	ü District Image: Safe School
0 Community Member(s)	ü Parent/Community Involvement
0 Student(s)	ü Evaluation of Results

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	4	0	0	0
10 or more years	15	17	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Science Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Reading Club
- ü Band
- ü Geometry Club
- ü Chorus
- ü Tutor Club
- ü Drama Club
- ü Hip Hop Dance

Social Services

- ü YMCA Extended Kindergarten
- ü Parent Organization Group PACT
- ü Parks and Recreation Afterschool Program
- ü YMCA Day Care
- ü Literacy Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Parent involvement and community partnerships increased. We will continue to promote opportunities for parent and community involvement. We offered various evening events: CIT, EL Parent Night, Title I Parent Night, Meet The Teacher Night, etc.
- Our academic scores improved from the previous year. We are working to constantly evaluate and improve our programs for all our students. We will continue to provide clear information about student performance to students and parents.
- Village Meadows was featured in the annual Report Card published by SAXON. We were one of three schools in the state to receive a site visit for the national Title 1 Distinguished School award. It was an honor just to have been a finalist.
- We are a child centered community school that strives to focus all efforts and resources on the success of all children. We instill ownership not only for ourselves, but for students and parents alike.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	94	95	93	95
Transfers Out [5]	--	21	20	24
Transfers In[6](Within District)	--	2	2	2
Transfers In[7] (Out of District)	--	10	9	9
Promotion Rate [8]	--	98	98	94
Retention Rate [9]	--	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	47	71
Grades 3-4	70	70
Grades 4-5	62	58
Grades 5-6	66	86

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

Our Safe School Committee will continue to maintain their efforts and provide a safe closed campus. All visitors are required to sign in and display a visitor's badge before entering the campus. We use positive proactive methods rather then a reactive negative stance. Character traits are taught and reinforced throughout the year. This philosophy promotes respect, responsibility, caring, citizenship, trustworthiness and fairness.

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) : 4

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	Dana Acosta	(602) 467-6304
Transportation Policy	Cindy Finn	(602) 467-5090
Community Resources	Patty Bernert	(602) 467-6323
School Nutrition Programs	Paula Moore	(602) 467-6314
Parent Organization	Tamara Beck	(602) 467-6300
Student Health/Nurse	Maria Lizanec	(602) 467-6310

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.