



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

20012 N. 35th Avenue, Glendale, AZ 85308

Deer 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 LEARNS<sup>1</sup>

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 : Mrs. Sue Clark
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 747
Web Address : www.dvUSD.org
Phone Number : (623) 445-4100
Fax Number : (623) 445-4180
E-mail : spclark@pm.dvUSD.org

Mission

The Park Meadows mission is: The staff at Park Meadows will develop a safe and orderly environment which encourages academic success, open communication, school pride and positive feelings among students, staff and 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

- All students will demonstrate academic progress in writing, mathematics and reading.
All students will demonstrate appropriate behavior through the positive discipline program which includes recognition of, and reward for, positive student behavior.

Enrollment

October 1, 2003 School Year Student Enrollment : 736
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 15

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Special Needs Preschool
- ü Special Reading

Calendar Information

Number of Instruction Days :	179
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

Park Meadows School maintains high academic and behavioral standards. The school motto, 'Teaching for learning for all', demonstrates Park Meadows belief that all students can and will learn.

Parents

Parents are responsible for the child's attendance at school. Parents are expected to actively support the child's education by providing a study area at home, helping with the child's homework and attending Parent/Teacher conferences.

Transportation Policy

Bus transportation is provided for all Kindergarten students outside of a one-mile radius of the school. First through sixth graders outside a one and one-half mile radius are also provided with bus transportation.

School Honors

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

Award/Honor	Year
ü Teacher of the Year	2004
ü Pride Award	2004
ü Lifetime Achievement Award	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2528	75509	99	99	100	502	532	521	17	7	13	27	19	23	41	38	33	15	36	31
All Students (Prior Year)	109	2543	75372	100	100	100	533	538	523	2	2	9	28	19	25	37	40	36	33	39	30
Female	51	1212	37013	100	99	100	501	530	522	14	7	12	29	19	24	43	39	33	14	35	31
Male	53	1311	38430	98	99	99	503	533	521	20	7	14	25	18	22	39	37	33	16	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	12	360	30486	100	98	99	518	519	505	9	10	18	36	23	29	27	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	NC	19	4075	NC	86	100	NC	509	486	NC	19	28	NC	31	34	NC	25	26	NC	25	12
White	77	1956	35192	99	99	99	501	534	534	17	6	8	24	18	19	46	38	35	13	38	39
Students with Disabilities	17	347	9708	100	100	100	464	499	489	47	24	32	24	26	27	29	29	24	0	21	17
Students without Disabilities	87	2181	65801	97	99	98	510	535	525	11	5	11	28	18	23	43	39	34	18	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	33	604	36411				485	513	503	31	16	19	34	25	29	25	32	32	9	27	20
Non-Economically Disadvantaged	71	1924	39040				510	537	534	10	5	8	24	17	19	49	40	34	18	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	104	2538	75492	99	100	100	517	528	519	11	7	12	14	12	16	55	52	47	21	30	24
All Students (Prior Year)	109	2540	75221	100	100	100	532	532	523	3	2	8	16	11	16	53	60	56	28	27	21
Female	51	1215	37014	100	99	100	520	531	523	8	6	10	17	10	15	52	52	48	23	33	27
Male	53	1317	38400	98	99	99	514	525	516	13	8	14	11	13	17	57	53	47	19	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	12	363	30438	100	99	99	528	520	508	9	11	17	9	14	21	55	53	47	27	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	NC	19	4081	NC	86	100	NC	516	498	NC	19	25	NC	13	26	NC	44	40	NC	25	8
White	77	1956	35177	99	99	99	517	529	528	10	6	8	13	11	13	56	52	49	21	31	31
Students with Disabilities	17	347	9707	100	100	100	495	502	495	25	25	33	17	25	21	58	36	33	0	14	13
Students without Disabilities	87	2191	65785	97	99	98	520	530	522	8	5	10	13	11	16	54	53	49	24	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	33	606	36302				503	515	507	23	15	18	19	17	21	45	48	46	13	20	14
Non-Economically Disadvantaged	71	1932	39164				524	531	528	5	4	8	11	10	13	59	53	48	25	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	104	2525	75053	99	99	99	592	625	597	11	4	7	10	8	12	70	76	72	10	12	9
All Students (Prior Year)	108	2511	73654	99	99	99	540	542	530	6	3	9	6	7	13	79	79	70	8	11	7
Female	51	1212	36872	100	99	99	603	651	621	9	3	5	6	6	9	77	75	74	9	16	12
Male	53	1310	38109	98	99	99	581	600	573	13	6	10	13	9	14	64	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	12	362	30235	100	99	98	620	609	575	0	4	9	9	9	14	82	79	70	9	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	NC	19	4044	NC	86	99	NC	584	550	NC	13	13	NC	13	17	NC	69	66	NC	6	4
White	77	1948	35028	99	99	99	584	626	613	13	5	6	10	8	10	67	75	73	10	12	11
Students with Disabilities	17	343	9625	100	100	100	506	551	530	27	12	21	27	21	21	45	63	55	0	4	4
Students without Disabilities	87	2182	65428	97	99	98	604	631	604	8	4	6	7	6	11	73	77	73	11	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	33	601	36077				514	590	566	23	8	10	19	13	16	52	70	69	6	8	5
Non-Economically Disadvantaged	71	1924	38950				631	634	618	5	4	5	5	6	9	79	77	73	11	13	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	89	2572	76019	99	100	100	523	517	499	3	5	14	29	33	39	23	18	14	45	44	33
All Students (Prior Year)	94	2489	76230	99	100	100	525	516	498	0	4	12	29	32	38	20	14	12	51	50	37
Female	41	1284	37207	100	100	100	523	515	499	0	5	12	30	36	41	18	18	14	52	41	33
Male	48	1284	38677	98	100	100	524	519	498	5	5	15	29	30	38	26	18	13	40	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	16	299	29458	100	100	100	518	502	480	0	10	20	42	40	48	8	23	12	50	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	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	61	2080	35880	100	99	100	529	518	515	2	4	7	25	33	32	26	17	16	47	46	45
Students with Disabilities	16	338	9786	100	100	100	472	482	457	20	19	39	40	43	40	40	13	7	0	25	13
Students without Disabilities	73	2234	66233	96	99	99	527	519	503	1	4	11	29	33	39	21	18	14	49	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	33	532	35714	--	--	--	502	495	480	3	10	20	47	45	47	27	20	12	23	26	20
Non-Economically Disadvantaged	56	2040	40266	--	--	--	538	522	513	2	4	9	18	31	33	20	17	15	60	48	43

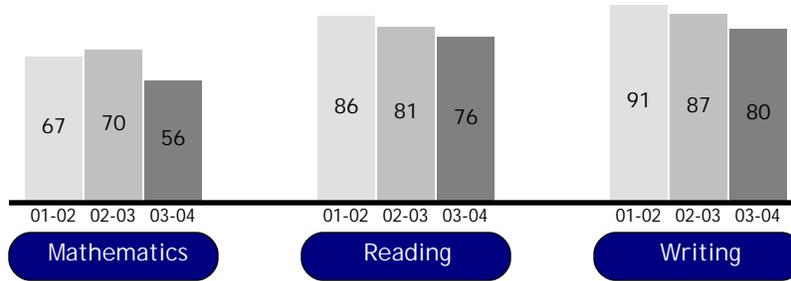
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2572	76020	100	100	100	507	510	503	12	14	25	22	21	23	55	50	40	11	15	12
All Students (Prior Year)	94	2490	76202	99	100	100	507	510	505	12	10	19	27	21	24	49	57	46	12	12	11
Female	41	1284	37213	100	100	100	511	510	504	12	12	22	24	22	23	48	52	42	15	15	13
Male	49	1284	38666	100	100	100	504	510	501	12	17	29	21	19	22	60	49	38	7	15	12
African American	10	74	3819	100	99	100	494	500	494	38	24	37	13	28	26	38	41	31	13	7	6
Hispanic	16	298	29442	100	100	99	508	500	494	8	19	37	8	26	26	75	48	31	8	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	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	61	2081	35890	100	100	100	509	511	511	9	14	15	26	20	20	53	51	48	11	16	18
Students with Disabilities	17	339	9784	100	100	100	480	492	485	50	43	58	33	19	19	17	33	19	0	6	4
Students without Disabilities	73	2233	66236	96	99	99	509	511	504	9	12	23	21	21	23	59	52	42	11	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	34	533	35703	--	--	--	498	499	494	19	25	37	26	26	26	52	42	31	3	7	6
Non-Economically Disadvantaged	56	2039	40274	--	--	--	513	512	509	7	12	17	20	19	20	58	52	47	16	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	89	2565	75673	99	100	100	567	553	530	11	7	12	19	20	25	57	66	58	13	6	4
All Students (Prior Year)	92	2460	74692	97	100	99	512	518	502	11	8	18	23	23	27	61	59	47	5	10	8
Female	41	1281	37099	100	100	100	616	570	548	0	5	8	15	15	22	61	71	64	24	8	6
Male	48	1280	38441	98	100	99	529	536	513	19	10	16	21	25	29	55	60	52	5	4	3
African American	10	74	3791	100	99	99	546	509	506	13	15	18	38	32	29	38	50	50	13	3	3
Hispanic	16	298	29305	100	100	99	605	537	507	8	8	16	8	27	31	67	61	51	17	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	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	60	2074	35760	98	99	99	558	556	550	12	7	9	19	19	21	58	67	64	12	6	6
Students with Disabilities	17	339	9706	100	100	100	474	488	462	50	26	36	0	31	32	50	40	31	0	2	1
Students without Disabilities	72	2226	65967	95	98	99	575	558	536	7	6	10	20	19	25	58	68	60	14	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	34	532	35541	--	--	--	574	519	504	13	14	17	10	26	31	61	57	50	16	4	2
Non-Economically Disadvantaged	55	2033	40091	--	--	--	562	561	550	9	6	9	25	19	21	55	68	64	11	7	6

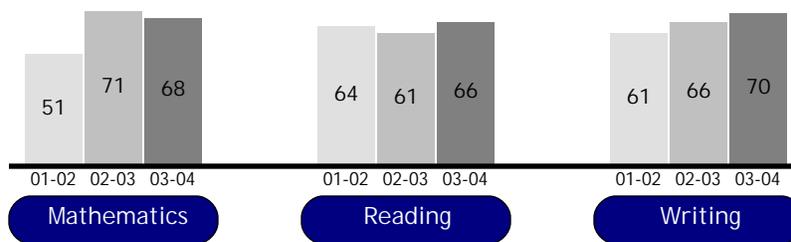
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	92	45	54	44	93	57	63	50	95	71	NA	58
	Language	92	45	54	39	100	47	58	43	99	62	61	50
	Mathematics	92	43	60	52	100	57	70	57	99	59	72	64
3	Reading	88	57	53	43	99	58	61	47	100	59	NA	55
	Language	88	62	61	50	100	63	67	54	99	68	70	61
	Mathematics	88	50	61	50	100	53	66	54	99	55	69	61
4	Reading	89	60	57	47	99	60	66	52	99	72	NA	56
	Language	89	50	54	45	100	57	61	48	99	60	63	52
	Mathematics	89	61	64	52	99	74	73	57	99	78	74	61
5	Reading	88	52	57	46	100	64	62	50	99	64	NA	55
	Language	88	44	52	43	100	52	57	46	100	55	60	49
	Mathematics	88	64	68	54	100	71	73	57	100	72	75	63
6	Reading	90	62	57	49	95	57	66	53	100	65	NA	56
	Language	90	49	52	42	97	52	60	45	100	54	60	48
	Mathematics	90	64	68	58	97	68	79	62	100	71	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

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

Council Duties

- Ü School Goals and Objectives
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	12	3	0	0
7 to 9 years	5	1	0	0
10 or more years	13	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	39.5
Core academic classes taught by Highly Qualified (NCLB) teachers.	112.5
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü 32-station Mac Computer Lab
- Ü Multimedia Center

Extracurricular Activities

- Ü Chorus
- Ü Band

Social Services

- Ü Before/After School Program YMCA
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü There has been a dramatic decrease in office discipline referrals attributed to the positive discipline plan.

ü Integrated instruction, in some form, has been implemented throughout the school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	62	57
Grades 3-4	78	91
Grades 4-5	78	61
Grades 5-6	69	68

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 have initiated tighter facility protection, i.e., locks on exterior gates; ID badges for all staff members; improved ID badges for visitors and installation of a telephone in every classroom. Expanded adult supervision on the school campus.

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) :

5
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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	Sue Clark	(623) 445-4100
Transportation Policy	Cindi Finn	(602) 467-5090
Community Resources	Nick Portonova	(602) 467-5090
School Nutrition Programs	Judy Gaines	(623) 445-4114
Parent Organization	Kathi Cross	(623) 581-8299
Student Health/Nurse	Jeane Ryan	(623) 445-4110

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](http://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](http://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](http://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](http://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.