

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

18440 N. 15th Avenue, Phoenix, AZ 85023

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 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. Katherine Griffith
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 774
 Web Address : constitution.dvusd.org/
 Phone Number : (602) 467-6100
 Fax Number : (602) 467-6180
 E-mail : kgriffith@ce.dvusd.org

Mission

Constitution Elementary Staff creates partnerships with families and the community to model and instill a passion for learning, high standards, and life skills in a safe, supportive, and enriched environment, thus promoting success for all.

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

- ü Students will demonstrate proficiency in basic reading skills and reading comprehension as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.
- ü Students will demonstrate their understanding and application of the Six Trait Writing Model as measured by AIMS and DVUSD Assessments.
- ü Students will demonstrate proficiency in math skills as measured by AIMS and the Deer Valley Unified School District (DVUSD) Assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 763
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 42

Instructional Programs

- ü Accelerated Reader Program
- ü Gifted Classes (SAGE)
- ü EL Education
- ü Tutoring
- ü Homework Club
- ü Extended Day EL Kindergarten

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

Constitution provides a safe learning environment with quality instructional programs designed for mastery of Arizona State Standards. We emphasize positive student behavior and personal development. Positive, frequent communication with parents is a priority. Our Parent Resource Center is open to parents and families interested in resource information and instructional materials. We are committed to creating strong family connections and continually seek ways to promote parental involvement.

Parents

Parents are responsible for ensuring student attendance, proper nutrition and clothing, supporting school behavior codes, homework procedures, being aware of school goals/expectations, as well as communicating regularly with their child's teacher. Parents may utilize instructional material made available in our Resource Center, as suggested by their children's teacher.

Transportation Policy

Buses are provided for students in grades 1-6 living over 1 mile from school. Kindergartners living more than 1/2 mile are bused. Attendance boundaries are Bell Road to Union Hills and 7th Avenue to 19th Ave. Special needs are handled individually.

School Honors

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

Award/Honor	Year
ü Reading Renaissance Master Classroom	2004
ü DVUSD Teacher of the Year	2003
ü Reading Renaissance Model Classroom	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	109	2528	75509	99	99	100	503	532	521	15	7	13	34	19	23	36	38	33	15	36	31
All Students (Prior Year)	136	2543	75372	100	100	100	526	538	523	6	2	9	24	19	25	40	40	36	29	39	30
Female	49	1212	37013	100	99	100	489	530	522	17	7	12	45	19	24	34	39	33	3	35	31
Male	60	1311	38430	98	99	99	514	533	521	13	7	14	26	18	22	37	37	33	24	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	54	360	30486	98	98	99	507	519	505	9	10	18	35	23	29	35	39	32	22	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	43	1956	35192	96	99	99	513	534	534	12	6	8	26	18	19	47	38	35	15	38	39
Students with Disabilities	15	347	9708	100	100	100	471	499	489	33	24	32	33	26	27	33	29	24	0	21	17
Students without Disabilities	94	2181	65801	98	99	98	504	535	525	14	5	11	34	18	23	36	39	34	16	38	33
Limited English Proficient Students	33	133	16928	100	80	100	NA	485	485	NA	31	29	NA	31	33	NA	23	26	NA	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	75	604	36411				496	513	503	16	16	19	42	25	29	29	32	32	13	27	20
Non-Economically Disadvantaged	34	1924	39040				513	537	534	14	5	8	24	17	19	45	40	34	17	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	109	2538	75492	99	100	100	514	528	519	10	7	12	10	12	16	67	52	47	12	30	24
All Students (Prior Year)	135	2540	75221	100	100	100	525	532	523	8	2	8	10	11	16	60	60	56	22	27	21
Female	49	1215	37014	100	99	100	512	531	523	10	6	10	10	10	15	76	52	48	3	33	27
Male	60	1317	38400	98	99	99	515	525	516	11	8	14	11	13	17	61	53	47	18	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	54	363	30438	98	99	99	513	520	508	9	11	17	9	14	21	74	53	47	9	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	43	1956	35177	96	99	99	519	529	528	6	6	8	12	11	13	65	52	49	18	31	31
Students with Disabilities	15	347	9707	100	100	100	513	502	495	0	25	33	33	25	21	67	36	33	0	14	13
Students without Disabilities	94	2191	65785	98	99	98	514	530	522	11	5	10	9	11	16	67	53	49	13	31	26
Limited English Proficient Students	33	133	16905	100	80	100	NA	484	489	NA	23	34	NA	46	28	NA	31	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	75	606	36302				509	515	507	16	15	18	11	17	21	66	48	46	8	20	14
Non-Economically Disadvantaged	34	1932	39164				520	531	528	3	4	8	10	10	13	69	53	48	17	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	109	2525	75053	99	99	99	535	625	597	19	4	7	10	8	12	71	76	72	0	12	9
All Students (Prior Year)	134	2511	73654	100	99	99	543	542	530	3	3	9	8	7	13	80	79	70	10	11	7
Female	49	1212	36872	100	99	99	565	651	621	13	3	5	10	6	9	77	75	74	0	16	12
Male	60	1310	38109	98	99	99	511	600	573	24	6	10	11	9	14	66	76	69	0	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	54	362	30235	98	99	98	559	609	575	9	4	9	9	9	14	83	79	70	0	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	43	1948	35028	96	99	99	517	626	613	26	5	6	9	8	10	66	75	73	0	12	11
Students with Disabilities	15	343	9625	100	100	100	467	551	530	25	12	21	25	21	21	50	63	55	0	4	4
Students without Disabilities	94	2182	65428	98	99	98	539	631	604	19	4	6	9	6	11	72	77	73	0	13	10
Limited English Proficient Students	33	132	16765	100	79	100	NA	546	525	NA	8	17	NA	0	20	NA	92	60	NA	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	75	601	36077				533	590	566	18	8	10	10	13	16	72	70	69	0	8	5
Non-Economically Disadvantaged	34	1924	38950				538	634	618	21	4	5	10	6	9	69	77	73	0	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	78	2572	76019	100	100	100	505	517	499	11	5	14	36	33	39	16	18	14	36	44	33
All Students (Prior Year)	124	2489	76230	100	100	100	503	516	498	2	4	12	43	32	38	20	14	12	35	50	37
Female	33	1284	37207	100	100	100	496	515	499	19	5	12	44	36	41	11	18	14	26	41	33
Male	45	1284	38677	100	100	100	514	519	498	4	5	15	29	30	38	21	18	13	46	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	37	299	29458	100	100	100	505	502	480	11	10	20	28	40	48	28	23	12	33	28	20
Asian/Pacific Islander	--	79	1673	--	99	99	--	547	531	--	1	4	--	19	29	--	15	14	--	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	39	2080	35880	98	99	100	508	518	515	8	4	7	42	33	32	11	17	16	39	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	69	2234	66233	100	99	99	505	519	503	11	4	11	37	33	39	17	18	14	35	46	35
Limited English Proficient Students	20	99	15206	100	79	100	458	476	459	50	25	31	50	42	53	0	25	7	0	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	54	532	35714				496	495	480	18	10	20	33	45	47	15	20	12	33	26	20
Non-Economically Disadvantaged	24	2040	40266				519	522	513	0	4	9	41	31	33	18	17	15	41	48	43

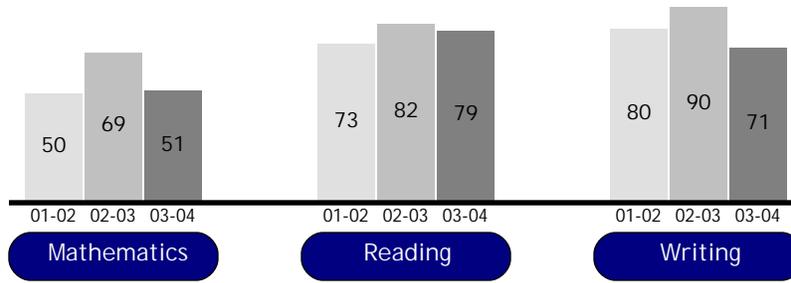
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2572	76020	100	100	100	500	510	503	24	14	25	31	21	23	33	50	40	13	15	12
All Students (Prior Year)	127	2490	76202	100	100	100	505	510	505	14	10	19	31	21	24	41	57	46	14	12	11
Female	33	1284	37213	100	100	100	496	510	504	30	12	22	30	22	23	30	52	42	11	15	13
Male	45	1284	38666	100	100	100	503	510	501	18	17	29	32	19	22	36	49	38	14	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	37	298	29442	100	100	99	503	500	494	22	19	37	28	26	26	33	48	31	17	7	6
Asian/Pacific Islander	--	79	1672	--	99	99	--	516	513	--	6	12	--	12	19	--	54	49	--	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	39	2081	35890	98	100	100	499	511	511	22	14	15	33	20	20	33	51	48	11	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	69	2233	66236	100	99	99	500	511	504	24	12	23	31	21	23	31	52	42	13	15	13
Limited English Proficient Students	20	99	15198	100	79	100	477	489	483	100	58	59	0	0	25	0	42	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	54	533	35703				497	499	494	33	25	37	24	26	26	27	42	31	15	7	6
Non-Economically Disadvantaged	24	2039	40274				503	512	509	9	12	17	41	19	20	41	52	47	9	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	78	2565	75673	100	100	100	520	553	530	13	7	12	29	20	25	55	66	58	4	6	4
All Students (Prior Year)	126	2460	74692	100	100	99	505	518	502	9	8	18	36	23	27	53	59	47	2	10	8
Female	33	1281	37099	100	100	100	513	570	548	15	5	8	33	15	22	44	71	64	7	8	6
Male	45	1280	38441	100	100	99	528	536	513	11	10	16	25	25	29	64	60	52	0	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	37	298	29305	100	100	99	524	537	507	17	8	16	22	27	31	50	61	51	11	5	2
Asian/Pacific Islander	--	79	1665	--	99	99	--	597	573	--	6	6	--	12	16	--	65	67	--	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	39	2074	35760	98	99	99	520	556	550	11	7	9	31	19	21	58	67	64	0	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	69	2226	65967	100	98	99	520	558	536	13	6	10	30	19	25	54	68	60	4	7	5
Limited English Proficient Students	20	98	15115	100	78	100	272	420	471	100	50	26	0	17	38	0	33	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	54	532	35541				507	519	504	15	14	17	27	26	31	55	57	50	3	4	2
Non-Economically Disadvantaged	24	2033	40091				541	561	550	9	6	9	32	19	21	55	68	64	5	7	6

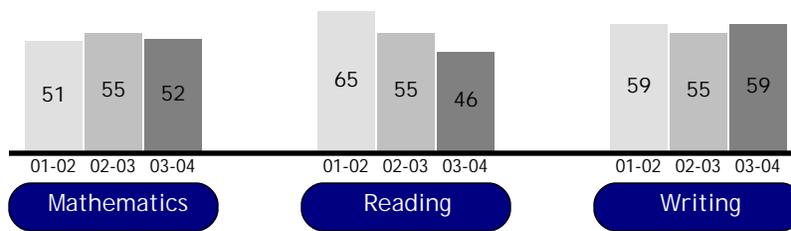
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	31	54	44	94	53	63	50	93	55	NA	58
	Language	95	25	54	39	96	47	58	43	93	47	61	50
	Mathematics	96	35	60	52	96	62	70	57	93	68	72	64
3	Reading	99	24	53	43	100	46	61	47	96	52	NA	55
	Language	100	29	61	50	97	58	67	54	97	54	70	61
	Mathematics	95	32	61	50	100	53	66	54	98	51	69	61
4	Reading	100	32	57	47	95	40	66	52	100	54	NA	56
	Language	100	31	54	45	96	42	61	48	100	57	63	52
	Mathematics	99	42	64	52	98	57	73	57	100	61	74	61
5	Reading	100	43	57	46	98	43	62	50	99	51	NA	55
	Language	99	40	52	43	97	43	57	46	100	59	60	49
	Mathematics	97	60	68	54	99	59	73	57	100	68	75	63
6	Reading	100	32	57	49	100	46	66	53	97	59	NA	56
	Language	99	24	52	42	98	43	60	45	99	52	60	48
	Mathematics	98	38	68	58	97	61	79	62	97	72	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."

Constitution Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Programs/Strategies
- Ü Parent/Community Involvement
- Ü School Improvement
- Ü Extra-curricular Activities
- Ü School Safety Issues
- Ü School/Business/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	4	2	0	0
10 or more years	20	13	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Mac Lab/Classroom Macs
- Ü Mobile Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Tutoring
- Ü Homework Club
- Ü Chorus

Social Services

- Ü Parent Workshops/Family Nights
- Ü Parent Resource Center
- Ü Breakfast/Lunch Programs
- Ü Clothing/Food Banks
- Ü Phoenix Parks & Rec. After School Prog.

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Over 175 students participated in after school tutoring and Homework Club to extend their learning time.

ü Fifty-eight English Learner (EL) Kindergarten students participated in extended day instruction provided by an EL teacher.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% 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	53	55
Grades 3-4	76	74
Grades 4-5	67	65
Grades 5-6	75	71

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 employ a comprehensive Emergency Preparedness Plan. Teachers help students strengthen responsibility and decision making skills. We often review discipline policies. Programs to recognize responsible and respectful behavior are also in place, including a Student of the Month Program where students displaying positive character traits are honored.

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	Katherine Griffith	(602) 467-6104
Transportation Policy	Transportation	(602) 467-5090
Community Resources	Patricia Haasnoot	(602) 467-6117
School Nutrition Programs	Martha Guzman	(602) 467-6114
Parent Organization	Debbie Denk	(602) 467-6109
Student Health/Nurse	Becky Van Buren	(602) 467-6110

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.

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.