

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

19825 N. 15th Avenue, Phoenix, AZ 85027

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	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Krista Howard
 Schedule : 7:15 AM to 4:15 PM
 Grades : K-6
 2004 Enrollment : 533
 Web Address : desertwinds.dvusd.org
 Phone Number : (623) 445-3900
 Fax Number : (623) 445-3980
 E-mail : khoward@dw.dvusd.org

Mission

Desert Winds is committed to helping children develop positive attitudes and perceptions about learning. We will help children learn to use basic academic skills, solve problems, develop decision-making and social skills to instill high standards.

School / Academic Goals

- ü Provide quality communications involving teachers, administration, students and parents.
- ü Improve student achievement in all areas.

Enrollment

October 1, 2003 School Year Student Enrollment : 633
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 39

Instructional Programs

- ü Child-centered Education
- ü On-site Special Education
- ü Special Education Preschool
- ü Gifted/SAGE

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

Desert Winds School will provide a safe and orderly environment for students. School furnishes necessary equipment and supplies. School communicates with parents. Parents and school work together to maintain the highest educational standards.

Parents

Parents should work together with the school in order to maximize learning for their children with the school's available resources.

Transportation Policy

Kindergarten students are bused if they live outside a half-mile radius of school; grades one through six, outside a one-mile radius. Special considerations are given for unusual situations, example: street construction.

School Honors

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

Award/Honor	Year
ü Band Won 1st Place in Marching Competition	2004
ü Student won ribbon for art work at Arabian Horse Show	2004
ü Students won ribbons for art work at Rock Art Museum	2004
ü 3 Students Honored at ASU for Poems and Essays	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	80	2528	75509	100	99	100	537	532	521	11	7	13	26	19	23	22	38	33	42	36	31
All Students (Prior Year)	87	2543	75372	99	100	100	525	538	523	5	2	9	22	19	25	40	40	36	33	39	30
Female	41	1212	37013	100	99	100	544	530	522	6	7	12	27	19	24	27	39	33	39	35	31
Male	39	1311	38430	100	99	99	529	533	521	16	7	14	25	18	22	16	37	33	44	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	19	360	30486	100	98	99	503	519	505	14	10	18	57	23	29	14	39	32	14	28	21
Asian/Pacific Islander	--	90	1780	--	97	98	--	542	549	--	3	5	--	14	13	--	44	33	--	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	57	1956	35192	98	99	99	545	534	534	11	6	8	19	18	19	22	38	35	48	38	39
Students with Disabilities	17	347	9708	100	100	100	491	499	489	25	24	32	50	26	27	8	29	24	17	21	17
Students without Disabilities	63	2181	65801	97	99	98	547	535	525	8	5	11	21	18	23	25	39	34	47	38	33
Limited English Proficient Students	13	133	16928	76	80	100	486	485	485	0	31	29	100	31	33	0	23	26	0	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	33	604	36411				524	513	503	25	16	19	33	25	29	4	32	32	38	27	20
Non-Economically Disadvantaged	47	1924	39040				544	537	534	2	5	8	22	17	19	32	40	34	44	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	82	2538	75492	100	100	100	519	528	519	15	7	12	17	12	16	44	52	47	24	30	24
All Students (Prior Year)	87	2540	75221	99	100	100	522	532	523	4	2	8	16	11	16	61	60	56	19	27	21
Female	42	1215	37014	100	99	100	526	531	523	6	6	10	24	10	15	47	52	48	24	33	27
Male	40	1317	38400	100	99	99	511	525	516	25	8	14	9	13	17	41	53	47	25	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	19	363	30438	100	99	99	496	520	508	29	11	17	29	14	21	43	53	47	0	22	15
Asian/Pacific Islander	--	90	1773	--	97	98	--	532	534	--	1	4	--	11	10	--	65	50	--	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	59	1956	35177	100	99	99	524	529	528	13	6	8	13	11	13	45	52	49	29	31	31
Students with Disabilities	18	347	9707	100	100	100	479	502	495	42	25	33	42	25	21	8	36	33	8	14	13
Students without Disabilities	64	2191	65785	98	99	98	528	530	522	9	5	10	11	11	16	52	53	49	28	31	26
Limited English Proficient Students	13	133	16905	76	80	100	484	484	489	0	23	34	100	46	28	0	31	32	0	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	34	606	36302				514	515	507	25	15	18	21	17	21	29	48	46	25	20	14
Non-Economically Disadvantaged	48	1932	39164				522	531	528	10	4	8	14	10	13	52	53	48	24	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	80	2525	75053	100	99	99	621	625	597	8	4	7	8	8	12	72	76	72	13	12	9
All Students (Prior Year)	87	2511	73654	99	99	99	545	542	530	7	3	9	6	7	13	75	79	70	12	11	7
Female	42	1212	36872	100	99	99	631	651	621	3	3	5	6	6	9	79	75	74	12	16	12
Male	38	1310	38109	97	99	99	610	600	573	13	6	10	10	9	14	63	76	69	13	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	19	362	30235	100	99	98	575	609	575	14	4	9	14	9	14	57	79	70	14	8	6
Asian/Pacific Islander	--	89	1768	--	96	98	--	663	651	--	0	3	--	1	5	--	79	72	--	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	57	1948	35028	98	99	99	635	626	613	6	5	6	6	8	10	75	75	73	13	12	11
Students with Disabilities	17	343	9625	100	100	100	517	551	530	27	12	21	18	21	21	55	63	55	0	4	4
Students without Disabilities	63	2182	65428	97	99	98	643	631	604	4	4	6	6	6	11	75	77	73	15	13	10
Limited English Proficient Students	13	132	16765	76	79	100	560	546	525	0	8	17	0	0	20	100	92	60	0	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	33	601	36077				608	590	566	9	8	10	17	13	16	57	70	69	17	8	5
Non-Economically Disadvantaged	47	1924	38950				628	634	618	7	4	5	2	6	9	80	77	73	10	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	98	2572	76019	99	100	100	485	517	499	10	5	14	60	33	39	12	18	14	18	44	33
All Students (Prior Year)	86	2489	76230	98	100	100	487	516	498	11	4	12	56	32	38	11	14	12	22	50	37
Female	50	1284	37207	98	100	100	482	515	499	13	5	12	62	36	41	6	18	14	19	41	33
Male	48	1284	38677	100	100	100	488	519	498	7	5	15	58	30	38	19	18	13	16	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	13	299	29458	100	100	100	479	502	480	8	10	20	69	40	48	15	23	12	8	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	78	2080	35880	99	99	100	487	518	515	10	4	7	59	33	32	11	17	16	20	46	45
Students with Disabilities	15	338	9786	100	100	100	425	482	457	67	19	39	33	43	40	0	13	7	0	25	13
Students without Disabilities	83	2234	66233	98	99	99	491	519	503	4	4	11	63	33	39	14	18	14	20	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	44	532	35714				476	495	480	10	10	20	70	45	47	13	20	12	8	26	20
Non-Economically Disadvantaged	54	2040	40266				491	522	513	10	4	9	52	31	33	12	17	15	26	48	43

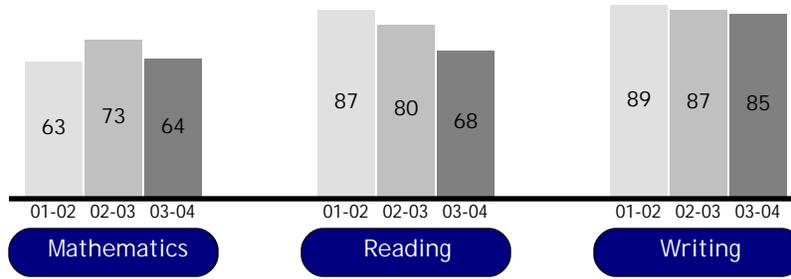
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2572	76020	98	100	100	502	510	503	22	14	25	26	21	23	43	50	40	9	15	12
All Students (Prior Year)	88	2490	76202	100	100	100	504	510	505	17	10	19	22	21	24	56	57	46	6	12	11
Female	49	1284	37213	96	100	100	504	510	504	22	12	22	28	22	23	41	52	42	9	15	13
Male	48	1284	38666	100	100	100	500	510	501	23	17	29	23	19	22	45	49	38	9	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	12	298	29442	92	100	99	502	500	494	25	19	37	17	26	26	50	48	31	8	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	78	2081	35890	99	100	100	503	511	511	20	14	15	27	20	20	44	51	48	10	16	18
Students with Disabilities	15	339	9784	100	100	100	478	492	485	70	43	58	20	19	19	10	33	19	0	6	4
Students without Disabilities	82	2233	66236	96	99	99	505	511	504	16	12	23	26	21	23	48	52	42	10	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	44	533	35703				497	499	494	25	25	37	25	26	26	48	42	31	3	7	6
Non-Economically Disadvantaged	53	2039	40274				506	512	509	20	12	17	26	19	20	40	52	47	14	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	96	2565	75673	97	100	100	520	553	530	8	7	12	34	20	25	57	66	58	1	6	4
All Students (Prior Year)	84	2460	74692	95	100	99	499	518	502	15	8	18	38	23	27	44	59	47	3	10	8
Female	50	1281	37099	98	100	100	532	570	548	6	5	8	30	15	22	62	71	64	2	8	6
Male	46	1280	38441	96	100	99	506	536	513	10	10	16	38	25	29	52	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	13	298	29305	100	100	99	492	537	507	8	8	16	46	27	31	46	61	51	0	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	76	2074	35760	96	99	99	523	556	550	9	7	9	32	19	21	58	67	64	1	6	6
Students with Disabilities	13	339	9706	93	100	100	424	488	462	63	26	36	25	31	32	13	40	31	0	2	1
Students without Disabilities	83	2226	65967	98	98	99	529	558	536	2	6	10	35	19	25	62	68	60	1	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	43	532	35541				515	519	504	8	14	17	38	26	31	53	57	50	3	4	2
Non-Economically Disadvantaged	53	2033	40091				524	561	550	8	6	9	31	19	21	61	68	64	0	7	6

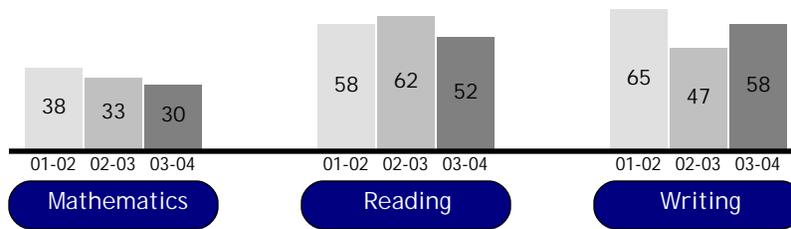
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	48	54	44	95	70	63	50	100	62	NA	58
	Language	94	39	54	39	99	57	58	43	100	48	61	50
	Mathematics	99	57	60	52	99	81	70	57	100	62	72	64
3	Reading	97	43	53	43	93	51	61	47	100	61	NA	55
	Language	94	57	61	50	91	57	67	54	96	66	70	61
	Mathematics	100	45	61	50	99	56	66	54	100	66	69	61
4	Reading	99	44	57	47	98	64	66	52	98	52	NA	56
	Language	99	46	54	45	97	54	61	48	98	47	63	52
	Mathematics	100	52	64	52	100	65	73	57	98	59	74	61
5	Reading	98	44	57	46	94	53	62	50	96	55	NA	55
	Language	97	46	52	43	94	46	57	46	96	47	60	49
	Mathematics	98	55	68	54	98	65	73	57	96	62	75	63
6	Reading	99	44	57	49	95	57	66	53	100	56	NA	56
	Language	99	35	52	42	93	54	60	45	100	47	60	48
	Mathematics	99	61	68	58	100	73	79	62	100	67	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Curriculum Issues
- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Parent/Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 2 Multi-Media Labs
- Ü Recording Studio
- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Desert Winds Steel Drums
- Ü Student Council
- Ü Community School Sports
- Ü Homework Club
- Ü Instrumental Band
- Ü Chorus

Social Services

- Ü Day Care/Preschool Community School
- Ü Community Steel Drums
- Ü Breakfast Program
- Ü Lunch Program
- Ü Phoenix Activity City

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teacher was semi-finalist for Teacher of the Year award.

- ü School added an additional computer lab.

- ü Teacher was featured in Arizona Education Association Magazine for developing and organizing Camp Out and Read for over 300 students during Read Across America Week. This event was held to promote reading.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	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	48	53
Grades 3-4	75	69
Grades 4-5	57	66
Grades 5-6	77	77

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

Safety Plan for fire, lockdown and evacuation situations in place. Plans posted in classrooms. Drills practiced on quarterly basis. Fences and gates locked during the day. Staff ID badges worn. Visitors must sign in at office and wear a badge.

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	Krista Howard	(623) 445-3904
Transportation Policy	Nick Portonova	(602) 467-5072
Community Resources	Eva Harlow	(623) 445-3934
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Natasha Gieber	(623) 445-3944
Student Health/Nurse	Margie David	(623) 445-3910

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.