



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4701 W. Grovers Ave., 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 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 : Mrs. Patricia R. Mourtada
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 730
Web Address : bellair.dvusd.org/
Phone Number : (602) 467-5700
Fax Number : (602) 467-5780
E-mail : pmourtada@be.dvusd.org

Mission

Bellair's mission is to provide an educational environment that ensures teaching for learning for all and promotes positive student growth in social and emotional behavior. Our goal is to develop productive citizens for our ever-changing society.

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

- To improve student self-esteem and respectful behavior.
To enhance student learning and achievement through instructional strategies.

Enrollment

October 1, 2003 School Year Student Enrollment : 707
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 144

Instructional Programs

- Ü On-site Special Education
- Ü Gifted Program
- Ü Special Education Preschool
- Ü Kindergarten Enrichment Program

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

Bellair communicates to parents its policies, procedures and discipline program to maintain a safe and orderly environment. School goals are focused on maintaining high expectations and high academic standards.

Parents

Parents' provide children with the proper home environment to ensure physical and mental preparation to learn. Consistent attendance and punctuality is critical.

Transportation Policy

Students in grades 1-6 living beyond one mile from our school attendance area are bused, as well as all Kindergarten students living more than 1/2 mile. Special Education and 504 students are bused when appropriate.

School Honors

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

Award/Honor	Year
Ü AZCOTT Grant	2002
Ü Wells Fargo Grant	2001
Ü \$6,000.00 Learn & Serve Grant	2002
Ü Artist-in-Residence Grant	2003

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	85	2528	75509	98	99	100	506	532	521	18	7	13	24	19	23	36	38	33	22	36	31
All Students (Prior Year)	108	2543	75372	99	100	100	528	538	523	2	2	9	23	19	25	45	40	36	30	39	30
Female	38	1212	37013	100	99	100	517	530	522	14	7	12	27	19	24	30	39	33	30	35	31
Male	47	1311	38430	96	99	99	498	533	521	22	7	14	22	18	22	41	37	33	15	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	17	360	30486	100	98	99	504	519	505	24	10	18	24	23	29	29	39	32	24	28	21
Asian/Pacific Islander	--	90	1780	--	97	98	--	542	549	--	3	5	--	14	13	--	44	33	--	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	65	1956	35192	97	99	99	509	534	534	16	6	8	22	18	19	40	38	35	22	38	39
Students with Disabilities	14	347	9708	100	100	100	454	499	489	64	24	32	21	26	27	14	29	24	0	21	17
Students without Disabilities	71	2181	65801	97	99	98	517	535	525	9	5	11	25	18	23	41	39	34	26	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	20	604	36411				489	513	503	21	16	19	37	25	29	26	32	32	16	27	20
Non-Economically Disadvantaged	65	1924	39040				512	537	534	17	5	8	20	17	19	39	40	34	23	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	86	2538	75492	99	100	100	511	528	519	17	7	12	19	12	16	49	52	47	15	30	24
All Students (Prior Year)	108	2540	75221	99	100	100	527	532	523	3	2	8	15	11	16	58	60	56	24	27	21
Female	38	1215	37014	100	99	100	516	531	523	11	6	10	16	10	15	59	52	48	14	33	27
Male	48	1317	38400	98	99	99	508	525	516	21	8	14	21	13	17	40	53	47	17	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	17	363	30438	100	99	99	510	520	508	18	11	17	24	14	21	47	53	47	12	22	15
Asian/Pacific Islander	--	90	1773	--	97	98	--	532	534	--	1	4	--	11	10	--	65	50	--	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	66	1956	35177	99	99	99	513	529	528	14	6	8	19	11	13	50	52	49	17	31	31
Students with Disabilities	15	347	9707	100	100	100	479	502	495	53	25	33	20	25	21	27	36	33	0	14	13
Students without Disabilities	71	2191	65785	97	99	98	518	530	522	9	5	10	19	11	16	54	53	49	19	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	20	606	36302				498	515	507	32	15	18	16	17	21	47	48	46	5	20	14
Non-Economically Disadvantaged	66	1932	39164				515	531	528	12	4	8	20	10	13	49	53	48	18	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	86	2525	75053	99	99	99	588	625	597	12	4	7	11	8	12	70	76	72	7	12	9
All Students (Prior Year)	107	2511	73654	98	99	99	539	542	530	2	3	9	9	7	13	81	79	70	8	11	7
Female	38	1212	36872	100	99	99	618	651	621	5	3	5	11	6	9	76	75	74	8	16	12
Male	48	1310	38109	98	99	99	565	600	573	17	6	10	11	9	14	66	76	69	6	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	17	362	30235	100	99	98	578	609	575	18	4	9	12	9	14	59	79	70	12	8	6
Asian/Pacific Islander	--	89	1768	--	96	98	--	663	651	--	0	3	--	1	5	--	79	72	--	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	66	1948	35028	99	99	99	591	626	613	11	5	6	11	8	10	72	75	73	6	12	11
Students with Disabilities	15	343	9625	100	100	100	501	551	530	27	12	21	33	21	21	40	63	55	0	4	4
Students without Disabilities	71	2182	65428	97	99	98	607	631	604	9	4	6	6	6	11	77	77	73	9	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	20	601	36077				543	590	566	16	8	10	16	13	16	68	70	69	0	8	5
Non-Economically Disadvantaged	66	1924	38950				602	634	618	11	4	5	9	6	9	71	77	73	9	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	115	2572	76019	100	100	100	504	517	499	8	5	14	46	33	39	17	18	14	30	44	33
All Students (Prior Year)	102	2489	76230	99	100	100	514	516	498	6	4	12	32	32	38	8	14	12	54	50	37
Female	61	1284	37207	100	100	100	502	515	499	7	5	12	52	36	41	18	18	14	23	41	33
Male	54	1284	38677	100	100	100	505	519	498	9	5	15	39	30	38	15	18	13	37	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	12	299	29458	100	100	100	482	502	480	27	10	20	27	40	48	18	23	12	27	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	85	2080	35880	99	99	100	505	518	515	5	4	7	49	33	32	16	17	16	29	46	45
Students with Disabilities	20	338	9786	100	100	100	475	482	457	20	19	39	45	43	40	20	13	7	15	25	13
Students without Disabilities	95	2234	66233	100	99	99	510	519	503	5	4	11	46	33	39	16	18	14	33	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	29	532	35714				484	495	480	7	10	20	61	45	47	25	20	12	7	26	20
Non-Economically Disadvantaged	86	2040	40266				510	522	513	8	4	9	41	31	33	14	17	15	37	48	43

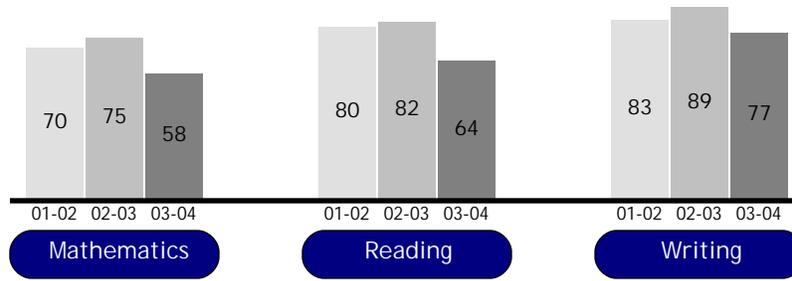
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2572	76020	100	100	100	503	510	503	24	14	25	22	21	23	40	50	40	14	15	12
All Students (Prior Year)	101	2490	76202	98	100	100	511	510	505	6	10	19	19	21	24	64	57	46	11	12	11
Female	61	1284	37213	100	100	100	506	510	504	15	12	22	27	22	23	43	52	42	15	15	13
Male	54	1284	38666	100	100	100	499	510	501	33	17	29	17	19	22	37	49	38	13	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	100	100	99	490	500	494	45	19	37	9	26	26	45	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	85	2081	35890	99	100	100	502	511	511	21	14	15	25	20	20	39	51	48	15	16	18
Students with Disabilities	20	339	9784	100	100	100	488	492	485	55	43	58	5	19	19	30	33	19	10	6	4
Students without Disabilities	95	2233	66236	100	99	99	506	511	504	17	12	23	26	21	23	43	52	42	15	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	29	533	35703				493	499	494	32	25	37	32	26	26	36	42	31	0	7	6
Non-Economically Disadvantaged	86	2039	40274				506	512	509	21	12	17	19	19	20	42	52	47	19	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	115	2565	75673	100	100	100	528	553	530	15	7	12	23	20	25	57	66	58	5	6	4
All Students (Prior Year)	99	2460	74692	96	100	99	508	518	502	11	8	18	27	23	27	56	59	47	5	10	8
Female	61	1281	37099	100	100	100	547	570	548	8	5	8	15	15	22	70	71	64	7	8	6
Male	54	1280	38441	100	100	99	506	536	513	22	10	16	31	25	29	43	60	52	4	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	12	298	29305	100	100	99	490	537	507	18	8	16	36	27	31	45	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	85	2074	35760	99	99	99	535	556	550	15	7	9	20	19	21	58	67	64	7	6	6
Students with Disabilities	20	339	9706	100	100	100	488	488	462	35	26	36	20	31	32	45	40	31	0	2	1
Students without Disabilities	95	2226	65967	100	98	99	536	558	536	11	6	10	23	19	25	60	68	60	6	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	29	532	35541				516	519	504	11	14	17	29	26	31	61	57	50	0	4	2
Non-Economically Disadvantaged	86	2033	40091				532	561	550	16	6	9	21	19	21	56	68	64	7	7	6

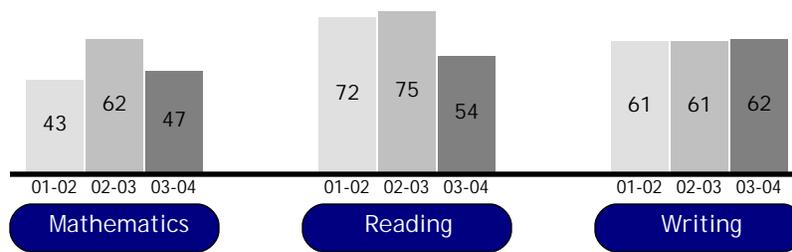
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	54	54	44	98	51	63	50	89	60	NA	58
	Language	97	48	54	39	100	37	58	43	97	52	61	50
	Mathematics	97	55	60	52	100	47	70	57	100	60	72	64
3	Reading	96	36	53	43	100	59	61	47	97	56	NA	55
	Language	96	48	61	50	99	60	67	54	97	61	70	61
	Mathematics	100	37	61	50	98	63	66	54	97	57	69	61
4	Reading	98	59	57	47	100	57	66	52	100	60	NA	56
	Language	98	48	54	45	100	50	61	48	100	49	63	52
	Mathematics	98	61	64	52	100	65	73	57	100	60	74	61
5	Reading	91	60	57	46	100	65	62	50	100	56	NA	55
	Language	91	49	52	43	99	55	57	46	100	52	60	49
	Mathematics	91	65	68	54	99	72	73	57	100	63	75	63
6	Reading	96	39	57	49	99	66	66	53	100	70	NA	56
	Language	95	36	52	42	100	54	60	45	100	59	60	48
	Mathematics	99	49	68	58	100	80	79	62	100	79	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)
- 7 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Raising Expectations
- Ü Alternatives/Options/Choices
- Ü School Image
- Ü Parental/Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	16.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	7	4	0	0
7 to 9 years	3	2	0	0
10 or more years	6	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Project Lab

Extracurricular Activities

- Ü Chorus
- Ü Band
- Ü Imovie Club
- Ü Student Council
- Ü Chess Club
- Ü Hip Hop
- Ü Karate

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Successful 'No Tolerance For Violence' policy where children are taught to recognize violent situations before they occur and to use taught techniques to avoid violence.

- ü Literature-based reading program to include a strong decoding component and emphasis on comprehension and writing skills.

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	59	69
Grades 3-4	74	69
Grades 4-5	68	64
Grades 5-6	76	88

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 are a No Tolerance For Violence school. We use a positive system for students to learn ways to avoid violence. Some are: Kids At Hope, Character Counts, Get Real About Violence and Tobacco, and morning announcements.

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) :

1

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	Patricia R. Mourtada	(602) 467-5721
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Patricia R. Mourtada	(602) 467-5721
School Nutrition Programs	Elizabeth Walmsley	(602) 467-5714
Parent Organization	Cheryl Robertson	(602) 938-5954
Student Health/Nurse	Andrea Gearing	(602) 467-5710

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.