

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6150 W. Greenbriar Dr., 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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Ms. Jody J Brammer
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 585
Web Address : greenbrier.dvUSD.org/
Phone Number : (602) 467-5500
Fax Number : (602) 467-5580
E-mail : jsimo@gb.dvUSD.org

Mission

Greenbrier provides an environment for students to learn academic and social skills. An atmosphere that fosters cooperation, respect, responsibility, and challenges and encourages students is provided. Greenbrier's focus is academic excellence.

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 meet or exceed the Arizona Academic Standards in mathematics in the following: number sense; data analysis and probability; patterns, algebra and functions; geometry; measurement and discrete mathematics and mathematical computation.
- ü Greenbrier students will meet or exceed the Arizona Academic Standards in applying a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts.
- ü Students will meet or exceed the Arizona Academic Standards in writing using the Six Traits Rubric and writing across the curriculum.

Enrollment

October 1, 2003 School Year Student Enrollment : 563
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 43

Instructional Programs

- Ü Developmental Kindergarten and Preschool
- Ü Special Education
- Ü Gifted
- Ü Reading Specialist
- Ü Speech
- Ü ELL

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

Communication is on-going via newsletters, handbooks, PTA, phone calls, grading and conferences. Safety procedures in all areas are monitored on a continuing basis. Goals and strategies are set each year to increase and maintain student achievement.

Parents

Students are to arrive on-time, every day. Parents must monitor nightly homework, help when needed and sign student's notebook. Involvement in classroom and school activities is vital. Communication between school and home is required for student success.

Transportation Policy

Transportation is provided for students in gr. 1-6 living beyond one mile from school and for Kindergarteners living beyond one-half mile from school. School boundaries are from 59th Avenue to 71st Ave., north of Bell Rd. and south of Union Hills.

School Honors

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

Award/Honor	Year
Ü Deer Valley Nurse of the Year	2004
Ü District Spelling Bee Champ	2004
Ü District Teacher of the Year	2003
Ü District Pride Award Winners	2004

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	87	2528	75509	98	99	100	561	532	521	5	7	13	6	19	23	35	38	33	54	36	31
All Students (Prior Year)	84	2543	75372	100	100	100	556	538	523	0	2	9	7	19	25	39	40	36	54	39	30
Female	31	1212	37013	97	99	100	558	530	522	3	7	12	3	19	24	40	39	33	53	35	31
Male	56	1311	38430	98	99	99	563	533	521	6	7	14	8	18	22	31	37	33	55	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	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	78	1956	35192	99	99	99	559	534	534	5	6	8	7	18	19	35	38	35	53	38	39
Students with Disabilities	13	347	9708	93	100	100	523	499	489	13	24	32	13	26	27	25	29	24	50	21	17
Students without Disabilities	74	2181	65801	99	99	98	566	535	525	4	5	11	5	18	23	36	39	34	55	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	NC	604	36411				NC	513	503	NC	16	19	NC	25	29	NC	32	32	NC	27	20
Non-Economically Disadvantaged	81	1924	39040				561	537	534	5	5	8	6	17	19	35	40	34	53	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	88	2538	75492	99	100	100	540	528	519	4	7	12	6	12	16	49	52	47	41	30	24
All Students (Prior Year)	84	2540	75221	100	100	100	536	532	523	0	2	8	3	11	16	68	60	56	30	27	21
Female	32	1215	37014	100	99	100	544	531	523	3	6	10	3	10	15	45	52	48	48	33	27
Male	56	1317	38400	98	99	99	538	525	516	4	8	14	8	13	17	51	53	47	37	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	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	78	1956	35177	99	99	99	540	529	528	4	6	8	5	11	13	49	52	49	42	31	31
Students with Disabilities	13	347	9707	93	100	100	517	502	495	13	25	33	13	25	21	50	36	33	25	14	13
Students without Disabilities	75	2191	65785	100	99	98	543	530	522	3	5	10	5	11	16	49	53	49	43	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	NC	606	36302				NC	515	507	NC	15	18	NC	17	21	NC	48	46	NC	20	14
Non-Economically Disadvantaged	82	1932	39164				541	531	528	4	4	8	6	10	13	47	53	48	42	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	88	2525	75053	99	99	99	670	625	597	0	4	7	2	8	12	83	76	72	15	12	9
All Students (Prior Year)	82	2511	73654	98	99	99	553	542	530	0	3	9	3	7	13	80	79	70	18	11	7
Female	32	1212	36872	100	99	99	692	651	621	0	3	5	3	6	9	81	75	74	16	16	12
Male	56	1310	38109	98	99	99	657	600	573	0	6	10	2	9	14	84	76	69	14	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	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	78	1948	35028	99	99	99	671	626	613	0	5	6	3	8	10	82	75	73	15	12	11
Students with Disabilities	13	343	9625	93	100	100	602	551	530	0	12	21	13	21	21	75	63	55	13	4	4
Students without Disabilities	75	2182	65428	100	99	98	678	631	604	0	4	6	1	6	11	84	77	73	15	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	NC	601	36077				NC	590	566	NC	8	10	NC	13	16	NC	70	69	NC	8	5
Non-Economically Disadvantaged	82	1924	38950				666	634	618	0	4	5	3	6	9	85	77	73	13	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	80	2572	76019	98	100	100	531	517	499	3	5	14	22	33	39	21	18	14	55	44	33
All Students (Prior Year)	91	2489	76230	100	100	100	536	516	498	1	4	12	19	32	38	12	14	12	68	50	37
Female	35	1284	37207	97	100	100	532	515	499	3	5	12	21	36	41	18	18	14	59	41	33
Male	45	1284	38677	98	100	100	530	519	498	2	5	15	23	30	38	23	18	13	52	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	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	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	68	2080	35880	97	99	100	530	518	515	3	4	7	21	33	32	22	17	16	54	46	45
Students with Disabilities	12	338	9786	92	100	100	490	482	457	20	19	39	20	43	40	30	13	7	30	25	13
Students without Disabilities	68	2234	66233	99	99	99	537	519	503	0	4	11	22	33	39	19	18	14	59	46	35
Limited English Proficient Students	--	99	15206	--	79	100	--	476	459	--	25	31	--	42	53	--	25	7	--	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	11	532	35714				502	495	480	11	10	20	44	45	47	0	20	12	44	26	20
Non-Economically Disadvantaged	69	2040	40266				535	522	513	1	4	9	19	31	33	23	17	15	57	48	43

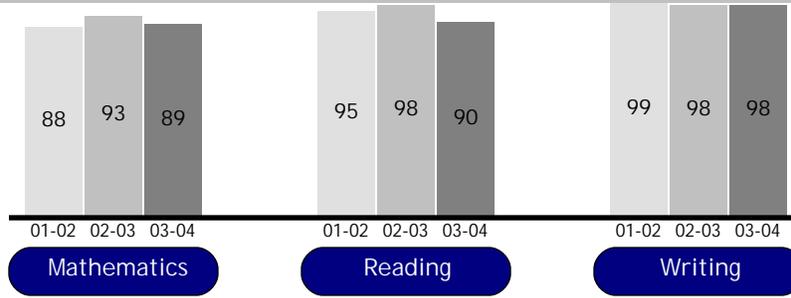
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2572	76020	98	100	100	518	510	503	6	14	25	16	21	23	55	50	40	23	15	12
All Students (Prior Year)	91	2490	76202	100	100	100	518	510	505	8	10	19	19	21	24	50	57	46	23	12	11
Female	35	1284	37213	97	100	100	525	510	504	3	12	22	15	22	23	53	52	42	29	15	13
Male	45	1284	38666	98	100	100	512	510	501	9	17	29	16	19	22	56	49	38	19	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	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	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	68	2081	35890	97	100	100	519	511	511	8	14	15	15	20	20	53	51	48	24	16	18
Students with Disabilities	12	339	9784	92	100	100	495	492	485	22	43	58	33	19	19	33	33	19	11	6	4
Students without Disabilities	68	2233	66236	99	99	99	521	511	504	4	12	23	13	21	23	57	52	42	25	15	13
Limited English Proficient Students	--	99	15198	--	79	100	--	489	483	--	58	59	--	0	25	--	42	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	11	533	35703				504	499	494	22	25	37	11	26	26	44	42	31	22	7	6
Non-Economically Disadvantaged	69	2039	40274				520	512	509	4	12	17	16	19	20	56	52	47	24	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	80	2565	75673	98	100	100	579	553	530	4	7	12	13	20	25	74	66	58	9	6	4
All Students (Prior Year)	88	2460	74692	100	100	99	532	518	502	3	8	18	19	23	27	64	59	47	15	10	8
Female	35	1281	37099	97	100	100	606	570	548	0	5	8	12	15	22	71	71	64	18	8	6
Male	45	1280	38441	98	100	99	558	536	513	7	10	16	14	25	29	77	60	52	2	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	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	68	2074	35760	97	99	99	575	556	550	5	7	9	12	19	21	76	67	64	8	6	6
Students with Disabilities	12	339	9706	92	100	100	532	488	462	11	26	36	44	31	32	33	40	31	11	2	1
Students without Disabilities	68	2226	65967	99	98	99	585	558	536	3	6	10	9	19	25	79	68	60	9	7	5
Limited English Proficient Students	--	98	15115	--	78	100	--	420	471	--	50	26	--	17	38	--	33	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	11	532	35541				576	519	504	0	14	17	11	26	31	78	57	50	11	4	2
Non-Economically Disadvantaged	69	2033	40091				580	561	550	4	6	9	13	19	21	74	68	64	9	7	6

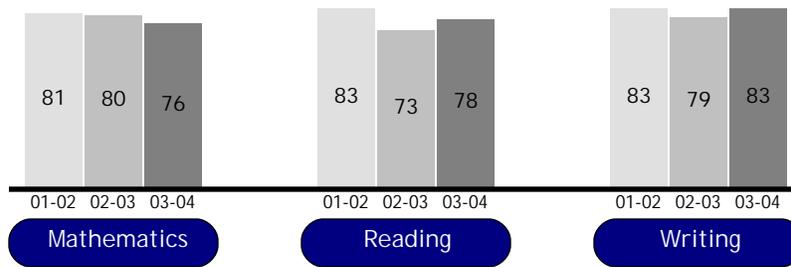
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	62	54	44	100	79	63	50	88	77	NA	58
	Language	92	56	54	39	100	72	58	43	89	72	61	50
	Mathematics	92	65	60	52	100	68	70	57	90	80	72	64
3	Reading	99	58	53	43	100	68	61	47	98	70	NA	55
	Language	99	68	61	50	100	75	67	54	97	77	70	61
	Mathematics	97	83	61	50	100	85	66	54	98	85	69	61
4	Reading	96	65	57	47	100	75	66	52	99	71	NA	56
	Language	96	59	54	45	99	72	61	48	99	68	63	52
	Mathematics	91	72	64	52	100	81	73	57	99	83	74	61
5	Reading	96	69	57	46	99	67	62	50	95	72	NA	55
	Language	97	68	52	43	99	71	57	46	95	67	60	49
	Mathematics	94	80	68	54	100	81	73	57	95	84	75	63
6	Reading	98	64	57	49	100	77	66	53	94	78	NA	56
	Language	98	65	52	42	100	73	60	45	94	76	60	48
	Mathematics	96	86	68	58	100	89	79	62	94	89	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)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü No Child Left Behind
- Ü Data Analysis
- Ü Continuous Improvement Plan
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	5.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	4	1	0	0
10 or more years	24	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	21
Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü One 32-station Computer Lab
- Ü Media Center
- Ü Band Room
- Ü Music Room

Extracurricular Activities

- Ü Band
- Ü DARE
- Ü Student Council
- Ü Chorus
- Ü Chess Club
- Ü Computer Club

Social Services

- Ü Kindergarten Enrichment/PreSchool
- Ü School Psychologist
- Ü Breakfast Program
- Ü Lunch Program
- Ü Intervention Specialist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü One of the top 5 schools in the district with math scores (grades two, three, four, five, six) on Stanford 9 (Spring 2003).

- ü One of the top 5 schools in the district with reading scores (grades two, three, four, five, six) on Stanford 9 (Spring 2003).

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	6	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	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	56	87
Grades 3-4	75	65
Grades 4-5	61	83
Grades 5-6	86	87

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

Safe Schools Plan is revised and monitored on a continuing basis. The staff has received training on campus lock-down and evacuation procedures. Monthly Fire Drill and Lock-down Drills completed. Parents are notified of the campus evacuation plan.

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	Jody Brammer	(602) 467-5500
Transportation Policy	Kent Davis	(623) 445-4951
Community Resources	Jody Brammer	(602) 467-5500
School Nutrition Programs	Sheila Munn	(602) 467-5514
Parent Organization	Heather Calderon	(602) 548-2393
Student Health/Nurse	Raianne Hodges-Melton	(602) 467-5510

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.