



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

19602 N. 45th 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 : Dr. Vicki A. Edwards
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 938
Web Address : mountainshadows.dvUSD.org/
Phone Number : (623) 445-4300
Fax Number : (623) 445-4380
E-mail : vedwards@ms.dvUSD.org

Mission

Mountain Shadows' motto 'Can Do' exemplifies the positive, hard-working attitude of staff and students as students are prepared for the challenges of the future through the development of lifelong learning skills.

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

- The number of 3rd and 5th grade students meeting proficiency on AIMS Math will increase during a two-year period.
The percentage of 3rd and 5th students who meet or exceed the standard on AIMS Reading will increase during a two-year period.
The percentage of 3rd and 5th grade students who meet or exceed the standard on AIMS Writing will increase during a two-year period.
Multiple strategies will be implemented to continue effective communication with parents.

Enrollment

October 1, 2003 School Year Student Enrollment : 937
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 116

Instructional Programs

- Ü Regular Education
- Ü Gifted
- Ü On-site Special Education
- Ü Flexible Reading Groups
- 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

School employees are responsible for providing an effective and orderly education for students. Individual teachers are responsible for communicating directly with parents or guardians about a student's progress at school at least four times a year.

Parents

Parents are expected to take an active role in their child's education by requiring consistent school attendance and are also responsible for seeing that a child's basic physical and emotional needs are met.

Transportation Policy

Deer Valley authorizes transportation to and from school for Special Education students with IEPs; kindergarten students who live beyond a one-half mile radius from school; and students in grades 1 through 6 who live more than one mile from school.

School Honors

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

Award/Honor	Year
Ü Principal chosen as Master Teacher at Midland College	2004
Ü Student Poem Included in National Publication	2003
Ü Continuous Improvement Grant Funding for Homework Lab	2002
Ü Continuous Improvement Grant Funding/Reading Booster	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	136	2528	75509	100	99	100	523	532	521	6	7	13	24	19	23	43	38	33	27	36	31
All Students (Prior Year)	129	2543	75372	100	100	100	538	538	523	2	2	9	14	19	25	47	40	36	38	39	30
Female	63	1212	37013	100	99	100	522	530	522	8	7	12	19	19	24	47	39	33	26	35	31
Male	73	1311	38430	100	99	99	525	533	521	4	7	14	28	18	22	39	37	33	28	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	18	360	30486	95	98	99	533	519	505	0	10	18	27	23	29	40	39	32	33	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	101	1956	35192	100	99	99	520	534	534	8	6	8	23	18	19	43	38	35	25	38	39
Students with Disabilities	19	347	9708	100	100	100	487	499	489	20	24	32	33	26	27	40	29	24	7	21	17
Students without Disabilities	117	2181	65801	99	99	98	528	535	525	4	5	11	23	18	23	43	39	34	30	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	31	604	36411				512	513	503	16	16	19	24	25	29	36	32	32	24	27	20
Non-Economically Disadvantaged	105	1924	39040				526	537	534	4	5	8	24	17	19	44	40	34	28	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	136	2538	75492	100	100	100	526	528	519	6	7	12	17	12	16	45	52	47	32	30	24
All Students (Prior Year)	129	2540	75221	100	100	100	531	532	523	1	2	8	11	11	16	63	60	56	25	27	21
Female	63	1215	37014	100	99	100	530	531	523	5	6	10	16	10	15	40	52	48	39	33	27
Male	73	1317	38400	100	99	99	523	525	516	8	8	14	18	13	17	48	53	47	26	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	18	363	30438	95	99	99	536	520	508	0	11	17	14	14	21	29	53	47	57	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	101	1956	35177	100	99	99	526	529	528	8	6	8	16	11	13	46	52	49	29	31	31
Students with Disabilities	19	347	9707	100	100	100	498	502	495	21	25	33	36	25	21	29	36	33	14	14	13
Students without Disabilities	117	2191	65785	99	99	98	530	530	522	4	5	10	15	11	16	46	53	49	34	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	31	606	36302				506	515	507	17	15	18	33	17	21	33	48	46	17	20	14
Non-Economically Disadvantaged	105	1932	39164				531	531	528	4	4	8	13	10	13	47	53	48	36	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	135	2525	75053	99	99	99	593	625	597	4	4	7	13	8	12	80	76	72	4	12	9
All Students (Prior Year)	128	2511	73654	100	99	99	540	542	530	1	3	9	6	7	13	86	79	70	6	11	7
Female	63	1212	36872	100	99	99	609	651	621	3	3	5	11	6	9	79	75	74	6	16	12
Male	72	1310	38109	99	99	99	578	600	573	5	6	10	14	9	14	80	76	69	2	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	18	362	30235	95	99	98	635	609	575	0	4	9	0	9	14	100	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	100	1948	35028	99	99	99	591	626	613	5	5	6	14	8	10	76	75	73	5	12	11
Students with Disabilities	20	343	9625	100	100	100	521	551	530	13	12	21	20	21	21	67	63	55	0	4	4
Students without Disabilities	115	2182	65428	97	99	98	603	631	604	3	4	6	12	6	11	81	77	73	4	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	31	601	36077				528	590	566	17	8	10	17	13	16	67	70	69	0	8	5
Non-Economically Disadvantaged	104	1924	38950				608	634	618	1	4	5	12	6	9	83	77	73	5	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	130	2572	76019	99	100	100	510	517	499	10	5	14	38	33	39	15	18	14	38	44	33
All Students (Prior Year)	141	2489	76230	100	100	100	502	516	498	7	4	12	40	32	38	20	14	12	33	50	37
Female	71	1284	37207	100	100	100	499	515	499	11	5	12	39	36	41	18	18	14	32	41	33
Male	58	1284	38677	97	100	100	524	519	498	8	5	15	35	30	38	12	18	13	45	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	11	299	29458	92	100	100	496	502	480	14	10	20	29	40	48	29	23	12	29	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	107	2080	35880	98	99	100	512	518	515	10	4	7	38	33	32	14	17	16	39	46	45
Students with Disabilities	26	338	9786	100	100	100	465	482	457	33	19	39	33	43	40	8	13	7	25	25	13
Students without Disabilities	104	2234	66233	99	99	99	515	519	503	7	4	11	38	33	39	16	18	14	39	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	25	532	35714				476	495	480	32	10	20	23	45	47	32	20	12	14	26	20
Non-Economically Disadvantaged	105	2040	40266				518	522	513	4	4	9	41	31	33	11	17	15	43	48	43

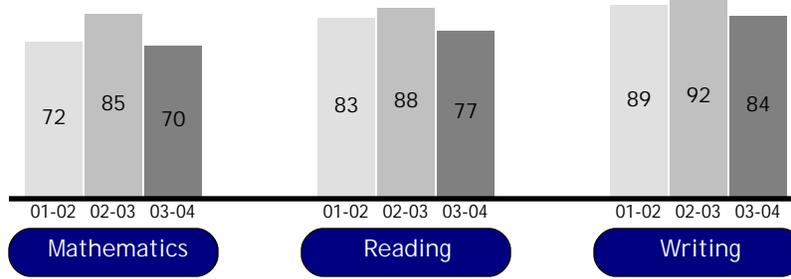
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2572	76020	100	100	100	510	510	503	23	14	25	22	21	23	39	50	40	16	15	12
All Students (Prior Year)	141	2490	76202	100	100	100	506	510	505	8	10	19	28	21	24	56	57	46	8	12	11
Female	71	1284	37213	100	100	100	504	510	504	26	12	22	24	22	23	39	52	42	11	15	13
Male	59	1284	38666	98	100	100	517	510	501	19	17	29	19	19	22	38	49	38	23	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	11	298	29442	92	100	99	490	500	494	43	19	37	0	26	26	43	48	31	14	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	108	2081	35890	99	100	100	513	511	511	19	14	15	24	20	20	38	51	48	19	16	18
Students with Disabilities	27	339	9784	100	100	100	511	492	485	40	43	58	10	19	19	40	33	19	10	6	4
Students without Disabilities	104	2233	66236	99	99	99	509	511	504	21	12	23	23	21	23	39	52	42	17	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	26	533	35703				494	499	494	43	25	37	14	26	26	33	42	31	10	7	6
Non-Economically Disadvantaged	105	2039	40274				513	512	509	18	12	17	24	19	20	40	52	47	18	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	131	2565	75673	100	100	100	509	553	530	15	7	12	28	20	25	56	66	58	1	6	4
All Students (Prior Year)	139	2460	74692	99	100	99	514	518	502	4	8	18	29	23	27	64	59	47	3	10	8
Female	71	1281	37099	100	100	100	504	570	548	16	5	8	24	15	22	60	71	64	0	8	6
Male	59	1280	38441	98	100	99	516	536	513	14	10	16	31	25	29	53	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	11	298	29305	92	100	99	521	537	507	14	8	16	29	27	31	57	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	108	2074	35760	99	99	99	515	556	550	14	7	9	28	19	21	57	67	64	1	6	6
Students with Disabilities	27	339	9706	100	100	100	457	488	462	33	26	36	50	31	32	17	40	31	0	2	1
Students without Disabilities	104	2226	65967	99	98	99	515	558	536	13	6	10	25	19	25	61	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	26	532	35541				468	519	504	32	14	17	23	26	31	45	57	50	0	4	2
Non-Economically Disadvantaged	105	2033	40091				519	561	550	11	6	9	29	19	21	59	68	64	1	7	6

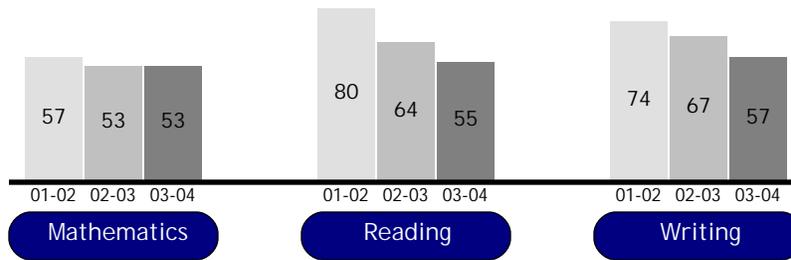
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	67	54	44	98	66	63	50	96	66	NA	58
	Language	97	67	54	39	99	61	58	43	93	59	61	50
	Mathematics	99	67	60	52	100	76	70	57	99	79	72	64
3	Reading	99	54	53	43	99	66	61	47	100	67	NA	55
	Language	99	60	61	50	99	68	67	54	100	65	70	61
	Mathematics	100	60	61	50	100	69	66	54	100	66	69	61
4	Reading	94	59	57	47	96	67	66	52	94	68	NA	56
	Language	94	57	54	45	100	60	61	48	97	63	63	52
	Mathematics	97	63	64	52	100	76	73	57	96	79	74	61
5	Reading	97	63	57	46	100	60	62	50	98	63	NA	55
	Language	95	58	52	43	100	57	57	46	98	50	60	49
	Mathematics	98	71	68	54	99	69	73	57	100	72	75	63
6	Reading	98	61	57	49	98	70	66	53	99	68	NA	56
	Language	97	57	52	42	99	63	60	45	100	54	60	48
	Mathematics	99	63	68	58	100	76	79	62	100	73	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

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

Council Duties

- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Staff Development
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	3.55	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	0	0	0
10 or more years	24	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	47
Core academic classes taught by Highly Qualified (NCLB) teachers.	132
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Mad Science
- Ü Boy Scouts

Social Services

- Ü Before School Day Care Program
- Ü After School Day Care Program
- Ü Summer Day Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Implementation of multiple strategies to maintain effective communication with parents continued. Forms of communication included: newsletters; marquee information; school , teacher & administrator websites; PTSA meetings; and Monday folders.
- ü Teacher knowledge of differentiated instruction increased through participation in intensive staff development activities. Teachers demonstrated a common vocabulary and understanding of differentiated instruction in planning and classroom practice.
- ü Differences in math instruction between primary and intermediate teachers decreased after participation in workshops focusing on differentiated instruction and best practices.
- ü All teachers completed 40+ hours of staff development outside of school time. Workshops focused on differentiated instruction, best practices, and curriculum mapping.

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	8	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	0	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	67	52
Grades 3-4	78	85
Grades 4-5	60	60
Grades 5-6	83	72

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

Campus safety is a concern that we take seriously. Safety procedures followed on a daily basis include closing and locking exterior gates during the school day and requiring visitors to sign-in at the office. We hold monthly fire/evacuation and quarterly safety alert drills. In addition, we have a schoolwide discipline program that teaches students responsibility and self-discipline. Our efforts are reflected in a consistently low number of discipline referrals each year.

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) :

2

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	Vicki Edwards	(623) 445-4304
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Andrea Rojas	(623) 445-4304
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Heather Dahl	(623) 322-8262
Student Health/Nurse	Ginny Strole	(623) 445-4310

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.