

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7490 W. Union Hills 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 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Ms. Sharon Matt
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 900
Web Address : arrowhead.dvusd.org/
Phone Number : (623) 376-4100
Fax Number : (623) 376-4180
E-mail : smatt@ah.dvusd.org

Mission

Arrowhead is a preschool-6 school. Our mission at Arrowhead is to be committed to the principle that all students will learn. To that end, we will ensure a nurturing and serious academic environment where the 6 Pillars of Character are emphasized.

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 Improve student proficiency in written communication.
- ü Increase reading proficiency.

Enrollment

October 1, 2003 School Year Student Enrollment : 896
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 14

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü Success in Reading
- Ü Reading Support Group

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

The responsibilities of Arrowhead Elementary to parents include the implementation of the Continuous Improvement Plan. Our focus is to provide a well rounded curriculum where students feel challenged, nurtured and safe.

Parents

At Arrowhead, we promote a partnership with parents to create an enriching, nurturing, safe, standards-based academic environment for all children. We have high standards for student achievement, behavior and attendance.

Transportation Policy

Students are bused in grades one through six if their residence is farther than one mile from school. All kindergarten students are bused if they live within a half mile. Our boundaries are Bell Road; 83rd Avenue; Beardsley and 67th Avenue.

School Honors

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

Award/Honor	Year
Ü 3 Arizona State Cultural Arts Winners	2004
Ü Arizona Knowledge Master Comp - 1st	2004
Ü Jump Rope for Heart - 2nd Place	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	122	2528	75509	100	99	100	542	532	521	4	7	13	13	19	23	39	38	33	44	36	31
All Students (Prior Year)	141	2543	75372	100	100	100	552	538	523	1	2	9	13	19	25	34	40	36	53	39	30
Female	60	1212	37013	100	99	100	540	530	522	6	7	12	10	19	24	37	39	33	48	35	31
Male	62	1311	38430	100	99	99	544	533	521	2	7	14	17	18	22	41	37	33	41	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	10	360	30486	100	98	99	525	519	505	11	10	18	33	23	29	22	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	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	96	1956	35192	100	99	99	544	534	534	3	6	8	12	18	19	41	38	35	44	38	39
Students with Disabilities	11	347	9708	100	100	100	509	499	489	0	24	32	0	26	27	100	29	24	0	21	17
Students without Disabilities	111	2181	65801	100	99	98	542	535	525	4	5	11	13	18	23	38	39	34	45	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	28	604	36411				533	513	503	8	16	19	12	25	29	40	32	32	40	27	20
Non-Economically Disadvantaged	94	1924	39040				545	537	534	2	5	8	14	17	19	38	40	34	46	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	122	2538	75492	100	100	100	536	528	519	1	7	12	9	12	16	52	52	47	38	30	24
All Students (Prior Year)	141	2540	75221	100	100	100	544	532	523	1	2	8	3	11	16	61	60	56	35	27	21
Female	60	1215	37014	100	99	100	546	531	523	0	6	10	6	10	15	46	52	48	48	33	27
Male	62	1317	38400	100	99	99	527	525	516	2	8	14	13	13	17	57	53	47	28	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	10	363	30438	100	99	99	526	520	508	11	11	17	11	14	21	33	53	47	44	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	96	1956	35177	100	99	99	537	529	528	0	6	8	9	11	13	55	52	49	36	31	31
Students with Disabilities	11	347	9707	100	100	100	490	502	495	0	25	33	100	25	21	0	36	33	0	14	13
Students without Disabilities	111	2191	65785	100	99	98	537	530	522	1	5	10	9	11	16	52	53	49	38	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	28	606	36302				535	515	507	4	15	18	12	17	21	44	48	46	40	20	14
Non-Economically Disadvantaged	94	1932	39164				537	531	528	0	4	8	9	10	13	54	53	48	37	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	121	2525	75053	99	99	99	603	625	597	4	4	7	14	8	12	72	76	72	10	12	9
All Students (Prior Year)	141	2511	73654	100	99	99	551	542	530	1	3	9	4	7	13	84	79	70	11	11	7
Female	59	1212	36872	98	99	99	620	651	621	4	3	5	8	6	9	73	75	74	15	16	12
Male	62	1310	38109	100	99	99	585	600	573	4	6	10	20	9	14	70	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	10	362	30235	100	99	98	624	609	575	0	4	9	11	9	14	78	79	70	11	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	95	1948	35028	100	99	99	602	626	613	3	5	6	15	8	10	71	75	73	10	12	11
Students with Disabilities	10	343	9625	91	100	100	455	551	530	0	12	21	100	21	21	0	63	55	0	4	4
Students without Disabilities	111	2182	65428	100	99	98	604	631	604	4	4	6	13	6	11	72	77	73	10	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	28	601	36077				582	590	566	8	8	10	24	13	16	60	70	69	8	8	5
Non-Economically Disadvantaged	93	1924	38950				609	634	618	2	4	5	11	6	9	75	77	73	11	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	144	2572	76019	100	100	100	519	517	499	5	5	14	30	33	39	20	18	14	44	44	33
All Students (Prior Year)	149	2489	76230	100	100	100	529	516	498	4	4	12	18	32	38	13	14	12	65	50	37
Female	76	1284	37207	100	100	100	523	515	499	3	5	12	31	36	41	20	18	14	46	41	33
Male	68	1284	38677	100	100	100	515	519	498	8	5	15	29	30	38	20	18	13	43	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	14	299	29458	100	100	100	501	502	480	0	10	20	46	40	48	31	23	12	23	28	20
Asian/Pacific Islander	18	79	1673	100	99	99	556	547	531	0	1	4	0	19	29	9	15	14	91	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	108	2080	35880	100	99	100	519	518	515	6	4	7	31	33	32	20	17	16	43	46	45
Students with Disabilities	14	338	9786	100	100	100	468	482	457	31	19	39	46	43	40	8	13	7	15	25	13
Students without Disabilities	130	2234	66233	98	99	99	524	519	503	2	4	11	29	33	39	21	18	14	48	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	20	532	35714	--	--	--	487	495	480	6	10	20	53	45	47	29	20	12	12	26	20
Non-Economically Disadvantaged	124	2040	40266	--	--	--	524	522	513	5	4	9	27	31	33	19	17	15	49	48	43

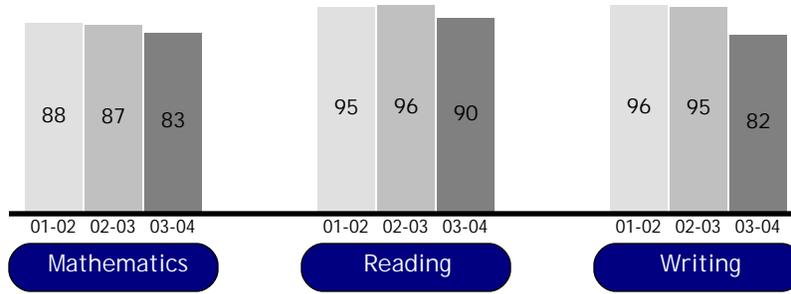
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2572	76020	100	100	100	517	510	503	7	14	25	19	21	23	56	50	40	19	15	12
All Students (Prior Year)	149	2490	76202	100	100	100	518	510	505	7	10	19	21	21	24	53	57	46	19	12	11
Female	76	1284	37213	100	100	100	521	510	504	3	12	22	17	22	23	61	52	42	19	15	13
Male	68	1284	38666	100	100	100	513	510	501	12	17	29	20	19	22	49	49	38	18	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	14	298	29442	100	100	99	505	500	494	15	19	37	15	26	26	54	48	31	15	7	6
Asian/Pacific Islander	18	79	1672	100	99	99	521	516	513	0	6	12	0	12	19	64	54	49	36	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	108	2081	35890	100	100	100	519	511	511	6	14	15	20	20	20	56	51	48	18	16	18
Students with Disabilities	14	339	9784	100	100	100	487	492	485	46	43	58	23	19	19	31	33	19	0	6	4
Students without Disabilities	130	2233	66236	98	99	99	520	511	504	3	12	23	18	21	23	58	52	42	20	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	20	533	35703	--	--	--	507	499	494	18	25	37	47	26	26	29	42	31	6	7	6
Non-Economically Disadvantaged	124	2039	40274	--	--	--	518	512	509	6	12	17	14	19	20	59	52	47	20	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	143	2565	75673	100	100	100	588	553	530	7	7	12	17	20	25	62	66	58	13	6	4
All Students (Prior Year)	149	2460	74692	100	100	99	538	518	502	5	8	18	11	23	27	60	59	47	23	10	8
Female	75	1281	37099	100	100	100	623	570	548	3	5	8	9	15	22	71	71	64	17	8	6
Male	68	1280	38441	100	100	99	550	536	513	12	10	16	26	25	29	52	60	52	9	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	93	100	99	558	537	507	8	8	16	31	27	31	54	61	51	8	5	2
Asian/Pacific Islander	18	79	1665	100	99	99	660	597	573	0	6	6	0	12	16	82	65	67	18	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	108	2074	35760	100	99	99	589	556	550	6	7	9	17	19	21	63	67	64	14	6	6
Students with Disabilities	14	339	9706	100	100	100	434	488	462	62	26	36	15	31	32	23	40	31	0	2	1
Students without Disabilities	129	2226	65967	97	98	99	604	558	536	2	6	10	17	19	25	66	68	60	15	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	19	532	35541	--	--	--	531	519	504	24	14	17	18	26	31	53	57	50	6	4	2
Non-Economically Disadvantaged	124	2033	40091	--	--	--	596	561	550	5	6	9	17	19	21	64	68	64	14	7	6

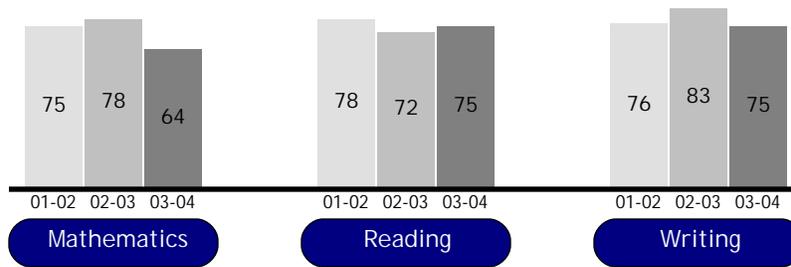
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	68	54	44	98	71	63	50	97	73	NA	58
	Language	100	68	54	39	99	67	58	43	100	72	61	50
	Mathematics	100	67	60	52	98	71	70	57	100	75	72	64
3	Reading	100	62	53	43	97	72	61	47	100	68	NA	55
	Language	100	71	61	50	98	74	67	54	100	77	70	61
	Mathematics	100	73	61	50	99	72	66	54	100	75	69	61
4	Reading	99	72	57	47	100	72	66	52	100	78	NA	56
	Language	99	66	54	45	100	70	61	48	100	73	63	52
	Mathematics	99	70	64	52	100	80	73	57	100	76	74	61
5	Reading	99	59	57	46	100	66	62	50	100	69	NA	55
	Language	98	57	52	43	100	61	57	46	100	67	60	49
	Mathematics	99	74	68	54	100	80	73	57	100	75	75	63
6	Reading	98	71	57	49	97	76	66	53	100	76	NA	56
	Language	99	60	52	42	97	71	60	45	100	70	60	48
	Mathematics	99	78	68	58	99	89	79	62	100	86	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)
- 9 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Staff Development
- Ü Budget
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Data Analysis

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	44.00
Other Professional Staff	5.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	7	2	0	0
10 or more years	11	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	96
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Mac Computer Lab
- Ü KAAR RADIO
- Ü PTV

Extracurricular Activities

- Ü Student Council
- Ü School Newspaper
- Ü Drama Club
- Ü Computer Club

Social Services

- Ü Preschool
- Ü Breakfast Program
- Ü Prevention Team
- Ü Health Care

ü First place in Arizona Knowledge Master Competition.

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	--	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	52	64
Grades 3-4	75	77
Grades 4-5	63	63
Grades 5-6	82	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

Prevention Team; Safe School Plan; Emergency Preparedness Plan; secured campus; safety drills; employee ID badges; visitor sign-in/sign-out; Bully Prevention Program, drug, tobacco and violence program, DARE (grade 6).

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	Sharon Matt	(623) 376-4104
Transportation Policy	Nick Portnova	(602) 467-5090
Community Resources	Rebecca Bierner	(623) 376-4104
School Nutrition Programs	Gretchen Forsley	(623) 376-4114
Parent Organization	Lauren Novoselac	(623) 376-4146
Student Health/Nurse	Joan Moore	(623) 376-4110

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.