

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4035 W. Alameda, Glendale, AZ 85310

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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Randy Coen
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 880
 Web Address : desertsage.dvusd.org/
 Phone Number : (623) 445-4700
 Fax Number : (623) 445-4780
 E-mail : rcoen@de.dvusd.org

Mission

Desert Sage Elementary School is committed to educating students to be learners and problem solvers who are inquisitive, respectful, resourceful, cooperative, independent, self-evaluative, successful, confident and proud.

School / Academic Goals

- ü Desert Sage students will continue to show improvement in the area of reading with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of mathematics with an emphasis on raising levels of performance for all at-risk students.
- ü Desert Sage students will continue to show improvement in the area of writing with an emphasis on raising levels of performance for all at-risk students.
- ü All students will be educated in learning environments that are safe, drug free and conducive to learning with an emphasis on violence prevention and intervention.

Enrollment

October 1, 2003 School Year Student Enrollment : 878
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 100

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Speech Therapy
- ü OT/PT/Adaptive PE Services

Calendar Information

Number of Instruction Days :	178
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

Our students will be provided quality experiences by caring and competent staff in a dynamic and safe environment. Instruction is interesting and meaningful, and aligned to district curriculum standards and state standards.

Parents

Success in school is achieved through a working partnership between home and school. Our expectation is that parents will share the responsibility for developing positive attitudes regarding discipline, accountability and academic achievement.

Transportation Policy

Busing is provided for students living farther than one mile and for Kindergarten students living farther than one-half mile from school. Special Education students receive transportation as needed.

School Honors

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

Award/Honor	Year
ü District Teacher of the Year	2004
ü Arizona Pageant of Bands Superior Rating	2003
ü Arizona Pageant of Bands Superior Rating	2002
ü District Teacher of the Year	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	100	2528	75509	100	99	100	552	532	521	1	7	13	15	19	23	31	38	33	53	36	31
All Students (Prior Year)	146	2543	75372	99	100	100	543	538	523	0	2	9	17	19	25	43	40	36	40	39	30
Female	51	1212	37013	100	99	100	548	530	522	0	7	12	20	19	24	34	39	33	46	35	31
Male	49	1311	38430	100	99	99	556	533	521	2	7	14	9	18	22	28	37	33	60	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	86	1956	35192	99	99	99	554	534	534	1	6	8	15	18	19	29	38	35	55	38	39
Students with Disabilities	11	347	9708	100	100	100	548	499	489	0	24	32	20	26	27	20	29	24	60	21	17
Students without Disabilities	89	2181	65801	100	99	98	552	535	525	1	5	11	15	18	23	32	39	34	52	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	10	604	36411				501	513	503	10	16	19	50	25	29	20	32	32	20	27	20
Non-Economically Disadvantaged	90	1924	39040				558	537	534	0	5	8	11	17	19	33	40	34	57	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	100	2538	75492	100	100	100	532	528	519	2	7	12	12	12	16	56	52	47	30	30	24
All Students (Prior Year)	143	2540	75221	97	100	100	536	532	523	2	2	8	8	11	16	60	60	56	29	27	21
Female	51	1215	37014	100	99	100	533	531	523	4	6	10	14	10	15	48	52	48	34	33	27
Male	49	1317	38400	100	99	99	532	525	516	0	8	14	9	13	17	65	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	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	86	1956	35177	99	99	99	533	529	528	2	6	8	12	11	13	55	52	49	30	31	31
Students with Disabilities	12	347	9707	100	100	100	503	502	495	20	25	33	0	25	21	80	36	33	0	14	13
Students without Disabilities	88	2191	65785	99	99	98	534	530	522	1	5	10	13	11	16	55	53	49	32	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	10	606	36302				516	515	507	0	15	18	40	17	21	50	48	46	10	20	14
Non-Economically Disadvantaged	90	1932	39164				534	531	528	2	4	8	8	10	13	57	53	48	33	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	100	2525	75053	100	99	99	620	625	597	6	4	7	10	8	12	69	76	72	15	12	9
All Students (Prior Year)	142	2511	73654	97	99	99	546	542	530	1	3	9	10	7	13	75	79	70	14	11	7
Female	51	1212	36872	100	99	99	633	651	621	6	3	5	12	6	9	64	75	74	18	16	12
Male	49	1310	38109	100	99	99	604	600	573	7	6	10	7	9	14	74	76	69	12	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	86	1948	35028	99	99	99	625	626	613	6	5	6	9	8	10	70	75	73	16	12	11
Students with Disabilities	12	343	9625	100	100	100	573	551	530	0	12	21	40	21	21	60	63	55	0	4	4
Students without Disabilities	88	2182	65428	99	99	98	623	631	604	7	4	6	8	6	11	69	77	73	16	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	10	601	36077				493	590	566	20	8	10	30	13	16	40	70	69	10	8	5
Non-Economically Disadvantaged	90	1924	38950				635	634	618	5	4	5	7	6	9	72	77	73	16	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	157	2572	76019	100	100	100	512	517	499	5	5	14	37	33	39	17	18	14	41	44	33
All Students (Prior Year)	145	2489	76230	100	100	100	512	516	498	7	4	12	34	32	38	13	14	12	46	50	37
Female	82	1284	37207	99	100	100	512	515	499	4	5	12	44	36	41	16	18	14	36	41	33
Male	75	1284	38677	100	100	100	511	519	498	6	5	15	29	30	38	18	18	13	47	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	18	299	29458	100	100	100	515	502	480	0	10	20	53	40	48	7	23	12	40	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	128	2080	35880	99	99	100	511	518	515	6	4	7	35	33	32	17	17	16	42	46	45
Students with Disabilities	17	338	9786	100	100	100	502	482	457	17	19	39	33	43	40	0	13	7	50	25	13
Students without Disabilities	140	2234	66233	96	99	99	512	519	503	4	4	11	37	33	39	17	18	14	41	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	15	532	35714				498	495	480	0	10	20	54	45	47	23	20	12	23	26	20
Non-Economically Disadvantaged	142	2040	40266				513	522	513	5	4	9	36	31	33	16	17	15	43	48	43

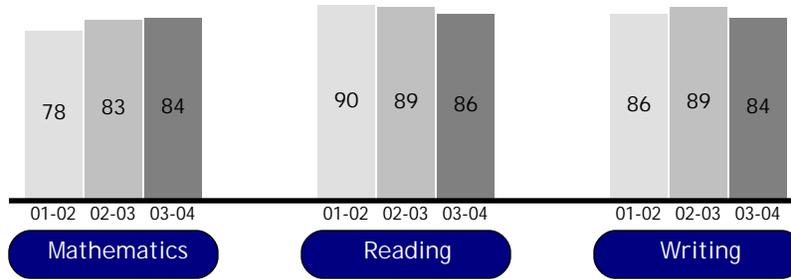
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2572	76020	100	100	100	510	510	503	12	14	25	22	21	23	51	50	40	15	15	12
All Students (Prior Year)	145	2490	76202	100	100	100	512	510	505	6	10	19	18	21	24	63	57	46	13	12	11
Female	82	1284	37213	99	100	100	509	510	504	9	12	22	30	22	23	44	52	42	17	15	13
Male	75	1284	38666	100	100	100	512	510	501	15	17	29	13	19	22	59	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	18	298	29442	100	100	99	508	500	494	7	19	37	20	26	26	60	48	31	13	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	128	2081	35890	99	100	100	510	511	511	12	14	15	22	20	20	51	51	48	14	16	18
Students with Disabilities	17	339	9784	100	100	100	497	492	485	33	43	58	0	19	19	67	33	19	0	6	4
Students without Disabilities	140	2233	66236	96	99	99	511	511	504	11	12	23	23	21	23	50	52	42	16	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	15	533	35703				501	499	494	23	25	37	23	26	26	54	42	31	0	7	6
Non-Economically Disadvantaged	142	2039	40274				511	512	509	11	12	17	22	19	20	51	52	47	17	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	157	2565	75673	100	100	100	537	553	530	10	7	12	23	20	25	62	66	58	5	6	4
All Students (Prior Year)	145	2460	74692	100	100	99	521	518	502	5	8	18	21	23	27	63	59	47	11	10	8
Female	82	1281	37099	99	100	100	563	570	548	8	5	8	18	15	22	66	71	64	8	8	6
Male	75	1280	38441	100	100	99	508	536	513	12	10	16	29	25	29	57	60	52	1	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	18	298	29305	100	100	99	523	537	507	7	8	16	27	27	31	67	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	128	2074	35760	99	99	99	540	556	550	10	7	9	23	19	21	61	67	64	6	6	6
Students with Disabilities	17	339	9706	100	100	100	566	488	462	17	26	36	17	31	32	50	40	31	17	2	1
Students without Disabilities	140	2226	65967	96	98	99	536	558	536	9	6	10	24	19	25	63	68	60	4	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	15	532	35541				481	519	504	23	14	17	23	26	31	54	57	50	0	4	2
Non-Economically Disadvantaged	142	2033	40091				542	561	550	8	6	9	23	19	21	63	68	64	5	7	6

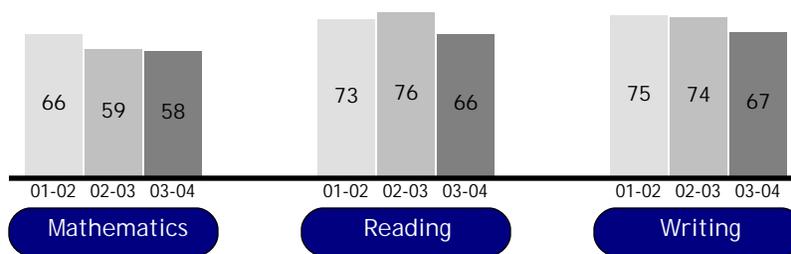
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	37	54	44	99	66	63	50	92	57	NA	58
	Language	95	57	54	39	100	66	58	43	92	62	61	50
	Mathematics	95	63	60	52	100	67	70	57	93	66	72	64
3	Reading	96	61	53	43	100	67	61	47	100	66	NA	55
	Language	96	68	61	50	99	76	67	54	99	74	70	61
	Mathematics	95	72	61	50	98	70	66	54	99	74	69	61
4	Reading	93	65	57	47	99	72	66	52	99	74	NA	56
	Language	93	60	54	45	98	64	61	48	100	67	63	52
	Mathematics	93	71	64	52	99	78	73	57	100	80	74	61
5	Reading	92	66	57	46	99	73	62	50	100	65	NA	55
	Language	91	50	52	43	99	65	57	46	100	57	60	49
	Mathematics	93	75	68	54	99	78	73	57	100	74	75	63
6	Reading	95	66	57	49	98	74	66	53	99	73	NA	56
	Language	94	57	52	42	98	66	60	45	99	66	60	48
	Mathematics	95	77	68	58	98	86	79	62	99	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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum & Staff Development
- Ü Assessment Data & Decision Making
- Ü School & Student Safety
- Ü Alternatives/Options/Choices
- Ü Parent/Educator /Community Relations
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	49.00
Other Professional Staff	3.30	Teacher Aide	6.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	5	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	1	0	0
10 or more years	12	14	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Macintosh Computer Lab
- Ü Yamaha Keyboard Lab

Extracurricular Activities

- Ü Community Schools Program
- Ü Chess Club
- Ü Homework Club
- Ü Instrumental & Vocal Music

Social Services

- Ü Community Classes
- Ü Breakfast/Lunch Programs
- Ü Health Services
- Ü Before/After School Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Writing samples of all students in Kindergarten through sixth grade are evaluated and placed on a writing continuum at two different times during the school year.
- ü All teachers are trained to use the Developmental Reading Assessment to assess students and identify where they are on the reading continuum. Students in grades Kindergarten through six are assessed.
- ü All teachers were involved in a training to unwrap and map the state standards.
- ü This past year our instrumental music teacher was selected as one of the Deer Valley Teachers of the Year.

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	7	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	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	70	66
Grades 3-4	76	84
Grades 4-5	61	65
Grades 5-6	71	85

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

Students in grades 4-6 are trained in peer mediation. Students in the sixth grade participate in CHAMPS and DARE. An intramurals program is available. Students participate in an Adopt a Hallway Program to develop caring, cooperation and pride.

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	Randy Coen	(623) 445-4700
Transportation Policy	Nick Portanova	(623) 467-5090
Community Resources	Tim Tait	(623) 445-5016
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Debbie Werly	(623) 445-4777
Student Health/Nurse	Julie Seifritz	(623) 445-4714

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.