



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

251 W. Mohawk, Phoenix, AZ 85027

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mrs. Lynn Byrn
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 670
Web Address : esperanza.dvUSD.org/
Phone Number : (623) 445-3700
Fax Number : (623) 445-3780
E-mail : lbyrn@es.dvUSD.org

Mission

Esperanza believes all students must achieve mastery of Essential Skills. We provide a level of education which meets or exceeds district and state guidelines. We accept the responsibility to teach all students.

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 Raising Expectations: All students at Esperanza will improve their reading ability, writing skills and math skills.
ü District Image: Esperanza will provide an inviting campus that is safe and orderly.

Enrollment

October 1, 2003 School Year Student Enrollment : 664
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- ü Schoolwide Title I Program
- ü Content Mastery Lab
- ü ELL Program
- ü Reading Program
- ü Head Start
- ü Gifted
- ü On-site Special Education

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

We follow the correlates of Effective Schools: Providing a safe and orderly climate; maintain high expectations; provide instructional leadership; monitor student progress; establish positive home/school relations; increase time-on-task for students.

Parents

Parents are responsible for maintaining high expectations for their children; communicating with and supporting the school; keeping informed of school activities; fostering study habits; encourage reading activities; promoting organizational skills.

Transportation Policy

District buses transport Kindergarten students that live more than one-half mile from school. Students in grades 1-6 are transported by district buses if they live more than one mile from the school.

School Honors

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

Award/Honor	Year
ü AzTEA Website Award	2002
ü AGCS Business Partnership Grant \$15,000	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	114	2528	75509	99	99	100	538	532	521	4	7	13	21	19	23	39	38	33	35	36	31
All Students (Prior Year)	100	2543	75372	100	100	100	536	538	523	5	2	9	16	19	25	39	40	36	40	39	30
Female	46	1212	37013	98	99	100	533	530	522	9	7	12	19	19	24	40	39	33	33	35	31
Male	68	1311	38430	100	99	99	542	533	521	0	7	14	23	18	22	39	37	33	38	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	20	360	30486	100	98	99	529	519	505	0	10	18	33	23	29	40	39	32	27	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	85	1956	35192	100	99	99	539	534	534	4	6	8	19	18	19	39	38	35	38	38	39
Students with Disabilities	19	347	9708	100	100	100	529	499	489	9	24	32	27	26	27	36	29	24	27	21	17
Students without Disabilities	95	2181	65801	99	99	98	539	535	525	3	5	11	20	18	23	40	39	34	36	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	52	604	36411				524	513	503	7	16	19	21	25	29	47	32	32	26	27	20
Non-Economically Disadvantaged	62	1924	39040				548	537	534	2	5	8	21	17	19	34	40	34	43	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	115	2538	75492	100	100	100	535	528	519	5	7	12	7	12	16	60	52	47	27	30	24
All Students (Prior Year)	100	2540	75221	100	100	100	529	532	523	4	2	8	18	11	16	49	60	56	30	27	21
Female	47	1215	37014	100	99	100	531	531	523	5	6	10	9	10	15	63	52	48	23	33	27
Male	68	1317	38400	100	99	99	538	525	516	6	8	14	6	13	17	58	53	47	30	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	20	363	30438	100	99	99	530	520	508	7	11	17	14	14	21	64	53	47	14	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	86	1956	35177	100	99	99	536	529	528	5	6	8	5	11	13	60	52	49	29	31	31
Students with Disabilities	19	347	9707	100	100	100	537	502	495	0	25	33	0	25	21	71	36	33	29	14	13
Students without Disabilities	96	2191	65785	100	99	98	535	530	522	6	5	10	8	11	16	60	53	49	27	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	54	606	36302				533	515	507	7	15	18	12	17	21	57	48	46	24	20	14
Non-Economically Disadvantaged	61	1932	39164				536	531	528	4	4	8	4	10	13	63	53	48	30	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	115	2525	75053	100	99	99	630	625	597	0	4	7	6	8	12	86	76	72	8	12	9
All Students (Prior Year)	100	2511	73654	100	99	99	534	542	530	8	3	9	7	7	13	79	79	70	7	11	7
Female	47	1212	36872	100	99	99	658	651	621	0	3	5	5	6	9	77	75	74	18	16	12
Male	68	1310	38109	100	99	99	609	600	573	0	6	10	6	9	14	92	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	20	362	30235	100	99	98	610	609	575	0	4	9	6	9	14	94	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	86	1948	35028	100	99	99	632	626	613	0	5	6	6	8	10	83	75	73	11	12	11
Students with Disabilities	19	343	9625	100	100	100	581	551	530	0	12	21	6	21	21	94	63	55	0	4	4
Students without Disabilities	96	2182	65428	100	99	98	638	631	604	0	4	6	6	6	11	84	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	54	601	36077				608	590	566	0	8	10	6	13	16	91	70	69	2	8	5
Non-Economically Disadvantaged	61	1924	38950				646	634	618	0	4	5	5	6	9	81	77	73	14	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	87	2572	76019	100	100	100	509	517	499	8	5	14	34	33	39	13	18	14	45	44	33
All Students (Prior Year)	106	2489	76230	100	100	100	516	516	498	5	4	12	29	32	38	11	14	12	55	50	37
Female	50	1284	37207	100	100	100	514	515	499	5	5	12	35	36	41	12	18	14	49	41	33
Male	37	1284	38677	100	100	100	503	519	498	12	5	15	32	30	38	15	18	13	41	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	10	299	29458	100	100	100	517	502	480	17	10	20	50	40	48	0	23	12	33	28	20
Asian/Pacific Islander	--	79	1673	--	99	99	--	547	531	--	1	4	--	19	29	--	15	14	--	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	74	2080	35880	100	99	100	508	518	515	7	4	7	32	33	32	13	17	16	47	46	45
Students with Disabilities	12	338	9786	100	100	100	464	482	457	38	19	39	50	43	40	0	13	7	13	25	13
Students without Disabilities	75	2234	66233	100	99	99	514	519	503	4	4	11	32	33	39	14	18	14	49	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	36	532	35714				510	495	480	10	10	20	37	45	47	13	20	12	40	26	20
Non-Economically Disadvantaged	51	2040	40266				508	522	513	6	4	9	32	31	33	13	17	15	49	48	43

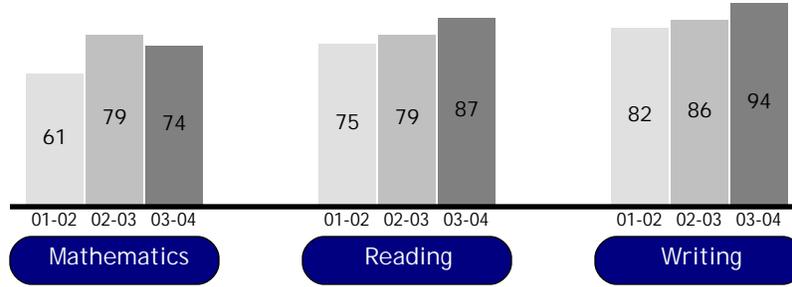
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2572	76020	100	100	100	501	510	503	24	14	25	23	21	23	47	50	40	7	15	12
All Students (Prior Year)	106	2490	76202	100	100	100	504	510	505	18	10	19	22	21	24	53	57	46	7	12	11
Female	50	1284	37213	100	100	100	504	510	504	14	12	22	26	22	23	51	52	42	9	15	13
Male	37	1284	38666	100	100	100	497	510	501	38	17	29	19	19	22	41	49	38	3	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	10	298	29442	100	100	99	490	500	494	50	19	37	17	26	26	33	48	31	0	7	6
Asian/Pacific Islander	--	79	1672	--	99	99	--	516	513	--	6	12	--	12	19	--	54	49	--	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	74	2081	35890	100	100	100	502	511	511	23	14	15	21	20	20	48	51	48	8	16	18
Students with Disabilities	12	339	9784	100	100	100	498	492	485	50	43	58	0	19	19	33	33	19	17	6	4
Students without Disabilities	75	2233	66236	100	99	99	501	511	504	22	12	23	25	21	23	48	52	42	6	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	36	533	35703				500	499	494	30	25	37	23	26	26	33	42	31	13	7	6
Non-Economically Disadvantaged	51	2039	40274				502	512	509	20	12	17	22	19	20	56	52	47	2	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	87	2565	75673	100	100	100	511	553	530	9	7	12	32	20	25	55	66	58	4	6	4
All Students (Prior Year)	105	2460	74692	99	100	99	503	518	502	15	8	18	26	23	27	54	59	47	5	10	8
Female	50	1281	37099	100	100	100	534	570	548	5	5	8	27	15	22	61	71	64	7	8	6
Male	37	1280	38441	100	100	99	480	536	513	15	10	16	38	25	29	47	60	52	0	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	10	298	29305	100	100	99	512	537	507	0	8	16	50	27	31	50	61	51	0	5	2
Asian/Pacific Islander	--	79	1665	--	99	99	--	597	573	--	6	6	--	12	16	--	65	67	--	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	74	2074	35760	100	99	99	511	556	550	9	7	9	32	19	21	55	67	64	4	6	6
Students with Disabilities	12	339	9706	100	100	100	484	488	462	0	26	36	44	31	32	56	40	31	0	2	1
Students without Disabilities	75	2226	65967	100	98	99	514	558	536	10	6	10	30	19	25	55	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	36	532	35541				497	519	504	17	14	17	40	26	31	40	57	50	3	4	2
Non-Economically Disadvantaged	51	2033	40091				519	561	550	4	6	9	27	19	21	65	68	64	4	7	6

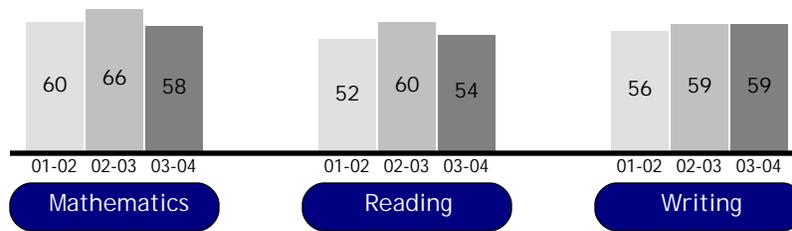
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	40	54	44	93	56	63	50	91	60	NA	58
	Language	94	47	54	39	98	51	58	43	97	57	61	50
	Mathematics	94	61	60	52	98	61	70	57	99	68	72	64
3	Reading	98	44	53	43	96	48	61	47	96	68	NA	55
	Language	98	52	61	50	97	55	67	54	100	71	70	61
	Mathematics	96	49	61	50	97	53	66	54	100	73	69	61
4	Reading	91	37	57	47	93	56	66	52	94	59	NA	56
	Language	90	37	54	45	95	54	61	48	99	55	63	52
	Mathematics	88	46	64	52	99	61	73	57	97	66	74	61
5	Reading	100	37	57	46	98	50	62	50	100	57	NA	55
	Language	99	35	52	43	98	48	57	46	100	58	60	49
	Mathematics	99	51	68	54	96	66	73	57	100	68	75	63
6	Reading	91	55	57	49	95	56	66	53	99	59	NA	56
	Language	91	55	52	42	98	50	60	45	99	51	60	48
	Mathematics	90	72	68	58	98	74	79	62	99	78	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)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facilitate School Improvement
- Ü Participate in Informed Decision Making
- Ü Implement Strategic Plan of School
- Ü Encourage Team Building Among Community
- Ü Analyze School Data
- Ü Communicate with Esperanza Community

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	8.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	3	6	0	0
10 or more years	5	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Video Tree

Extracurricular Activities

- Ü Student Council
- Ü Library Assistants
- Ü Intermediate/Advanced Band
- Ü Intramurals
- Ü Choir
- Ü Chess Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Business Partnerships
- Ü Day Care
- Ü Student Assistance Program
- Ü Adult Night Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Esperanza provided choices for academic learning opportunities beyond a typical school day which resulted in an increase in math scores of 22%.
- ü Esperanza implemented a schoolwide social skills program which resulted in a decrease in office referrals.

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	--	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	70	42
Grades 3-4	81	84
Grades 4-5	52	68
Grades 5-6	79	86

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

During the the 2004-2005 school year, Esperanza will implement a bullying prevention program called "Peace Begins with Me." The program will include assemblies, videos and classroom lessons that promote good decision making skills. This program will enhance our tobacco and violence prevention activities.

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	Lynn Byrn	(623) 445-3700
Transportation Policy	Office	(623) 467-5090
Community Resources	School Nurse	(623) 445-3700
School Nutrition Programs	Catherine Hamilton	(623) 445-3714
Parent Organization	Debra Campbell	(623) 445-3700
Student Health/Nurse	School Nurse	(623) 445-3710

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 0 Copies = \$0.00

** 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.