

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17300 East Calaveras, Fountain Hills, AZ 85268

Fountain Hills 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Highly Performing  
2002-03 Highly Performing  
2001-02 Improving

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

### School Overview

Principal/Administrator : Mrs. Rebecca C Romans  
Schedule : 7:00 AM to 4:00 PM  
Grades : 3-5  
2004 Enrollment : 505  
Web Address : fhUSD.org  
Phone Number : (480) 664-5100  
Fax Number : (480) 664-5199  
E-mail : bromans@fhUSD.org

### Mission

Our mission is to create an educational environment that emphasizes high academic achievement, character building, and an appreciation for diversity in a safe-stimulating setting.

### 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 Incorporate and implement Character Counts. Stress the six pillars of character development which includes: trustworthiness, respect, responsibility, fairness, caring, and citizenship throughout the 2004-05 school year.
- ü Promote the importance of understanding and appreciating the diversity in the Four Peaks school community.
- ü Incorporate and implement the strategies of being an effective school beginning in the fall of 2004.
- ü To increase the overall improvement in our reading, writing and math scores by reflecting on our past accomplishments to see what we need to change in order to improve.

### Enrollment

October 1, 2003 School Year Student Enrollment : 486  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 6

Instructional Programs

- Multi-Disciplined Instruction
- Inclusionary Intervention Program
- Title I Reading/SEI
- Gifted/Challenge

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We believe it is our responsibility to promote a safe, nurturing atmosphere that encourages each student in self-discovery, self-assurance, independence, and pride in school, community, and personal accomplishments.

Parents

Your role as a parent is to be the best you can be. We stress citizenship, academics, sportmanship, special talents and interests. Our theme is positive teamwork and support of each other. All we can ask of you is to become involved in our school.

Transportation Policy

The district provides bus transportation to and from school as authorized by our School Board Policy EAAA. All students including those with IEP(Ind. Education Plan) in grades 1-6 living one mile or more from school may be provided transportation.

School Honors

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

Award/Honor	Year
• Placed In the Top 5 in State with Challenger Program	2004
• Governors Calendar Contest Winner	2002
• Second and Third in Constitution Contest	2002
• Arbor Day Poster Winner	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	163	163	75509	98	98	100	554	554	521	3	3	13	10	10	23	39	39	33	49	49	31
All Students (Prior Year)	163	163	75372	100	100	100	550	550	523	1	1	9	9	9	25	46	46	36	44	44	30
Female	87	87	37013	100	100	100	556	556	522	0	0	12	10	10	24	40	40	33	51	51	31
Male	76	76	38430	95	95	99	551	551	521	6	6	14	10	10	22	38	38	33	46	46	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	16	16	4075	94	94	100	513	513	486	9	9	28	18	18	34	36	36	26	36	36	12
White	132	132	35192	98	98	99	560	560	534	2	2	8	10	10	19	37	37	35	52	52	39
Students with Disabilities	22	22	9708	96	96	100	489	489	489	17	17	32	42	42	27	42	42	24	0	0	17
Students without Disabilities	141	141	65801	98	98	98	559	559	525	1	1	11	7	7	23	39	39	34	53	53	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	30	30	36411				532	532	503	8	8	19	15	15	29	38	38	32	38	38	20
Non-Economically Disadvantaged	133	133	39040				558	558	534	2	2	8	9	9	19	39	39	34	51	51	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	164	164	75492	98	98	100	529	529	519	9	9	12	9	9	16	52	52	47	31	31	24
All Students (Prior Year)	163	163	75221	100	100	100	534	534	523	2	2	8	7	7	16	61	61	56	29	29	21
Female	87	87	37014	100	100	100	530	530	523	7	7	10	6	6	15	55	55	48	33	33	27
Male	77	77	38400	96	96	99	528	528	516	11	11	14	12	12	17	48	48	47	29	29	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	16	16	4081	94	94	100	494	494	498	27	27	25	27	27	26	47	47	40	0	0	8
White	133	133	35177	99	99	99	534	534	528	7	7	8	8	8	13	50	50	49	35	35	31
Students with Disabilities	23	23	9707	100	100	100	481	481	495	52	52	33	24	24	21	24	24	33	0	0	13
Students without Disabilities	141	141	65785	98	98	98	536	536	522	2	2	10	6	6	16	56	56	49	36	36	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	31	31	36302				515	515	507	17	17	18	10	10	21	50	50	46	23	23	14
Non-Economically Disadvantaged	133	133	39164				532	532	528	7	7	8	8	8	13	52	52	48	33	33	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	164	164	75053	98	98	99	654	654	597	3	3	7	3	3	12	77	77	72	17	17	9
All Students (Prior Year)	161	161	73654	99	99	99	551	551	530	2	2	9	6	6	13	81	81	70	11	11	7
Female	87	87	36872	100	100	99	685	685	621	0	0	5	4	4	9	75	75	74	21	21	12
Male	77	77	38109	96	96	99	618	618	573	6	6	10	3	3	14	80	80	69	11	11	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	16	16	4044	94	94	99	624	624	550	0	0	13	9	9	17	91	91	66	0	0	4
White	133	133	35028	99	99	99	659	659	613	2	2	6	2	2	10	76	76	73	19	19	11
Students with Disabilities	23	23	9625	100	100	100	534	534	530	9	9	21	9	9	21	73	73	55	9	9	4
Students without Disabilities	141	141	65428	98	98	98	663	663	604	2	2	6	3	3	11	78	78	73	17	17	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	31	31	36077				629	629	566	0	0	10	4	4	16	88	88	69	8	8	5
Non-Economically Disadvantaged	133	133	38950				659	659	618	3	3	5	3	3	9	75	75	73	18	18	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	155	155	76019	99	99	100	531	531	499	6	6	14	25	25	39	18	18	14	51	51	33
All Students (Prior Year)	205	205	76230	98	98	100	527	527	498	3	3	12	31	31	38	9	9	12	57	57	37
Female	72	72	37207	99	99	100	528	528	499	9	9	12	20	20	41	23	23	14	48	48	33
Male	83	83	38677	99	99	100	535	535	498	3	3	15	30	30	38	14	14	13	54	54	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	16	16	4735	100	100	100	475	475	466	23	23	28	46	46	49	23	23	10	8	8	13
White	127	127	35880	99	99	100	539	539	515	3	3	7	22	22	32	18	18	16	56	56	45
Students with Disabilities	22	22	9786	100	100	100	475	475	457	10	10	39	70	70	40	0	0	7	20	20	13
Students without Disabilities	133	133	66233	98	98	99	536	536	503	5	5	11	22	22	39	20	20	14	53	53	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	28	28	35714				494	494	480	25	25	20	38	38	47	13	13	12	25	25	20
Non-Economically Disadvantaged	127	127	40266				539	539	513	2	2	9	23	23	33	19	19	15	56	56	43

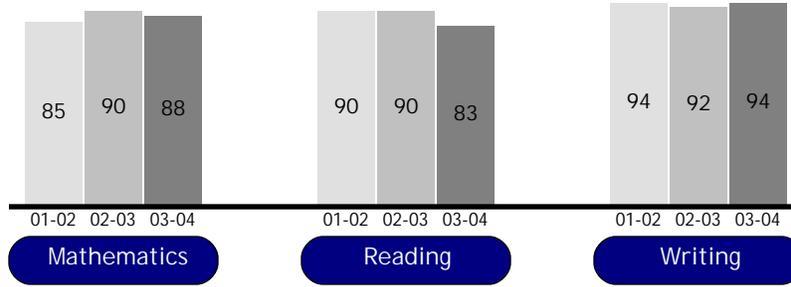
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	156	76020	99	99	100	518	518	503	10	10	25	15	15	23	50	50	40	24	24	12
All Students (Prior Year)	206	206	76202	99	99	100	518	518	505	6	6	19	18	18	24	53	53	46	22	22	11
Female	72	72	37213	99	99	100	520	520	504	9	9	22	14	14	23	49	49	42	29	29	13
Male	84	84	38666	100	100	100	516	516	501	11	11	29	16	16	22	52	52	38	21	21	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	16	16	4735	100	100	100	513	513	489	17	17	48	42	42	25	33	33	24	8	8	3
White	127	127	35890	99	99	100	520	520	511	10	10	15	11	11	20	51	51	48	28	28	18
Students with Disabilities	23	23	9784	100	100	100	498	498	485	30	30	58	20	20	19	50	50	19	0	0	4
Students without Disabilities	133	133	66236	98	98	99	519	519	504	8	8	23	15	15	23	50	50	42	26	26	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	29	29	35703				497	497	494	22	22	37	35	35	26	39	39	31	4	4	6
Non-Economically Disadvantaged	127	127	40274				522	522	509	8	8	17	12	12	20	53	53	47	28	28	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	155	155	75673	99	99	100	598	598	530	1	1	12	15	15	25	75	75	58	10	10	4
All Students (Prior Year)	202	202	74692	97	97	99	533	533	502	2	2	18	19	19	27	63	63	47	16	16	8
Female	72	72	37099	99	99	100	605	605	548	1	1	8	10	10	22	80	80	64	9	9	6
Male	83	83	38441	99	99	99	591	591	513	0	0	16	19	19	29	69	69	52	11	11	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	16	16	4707	100	100	100	571	571	492	0	0	19	17	17	33	83	83	46	0	0	1
White	126	126	35760	98	98	99	604	604	550	1	1	9	15	15	21	72	72	64	12	12	6
Students with Disabilities	23	23	9706	100	100	100	530	530	462	10	10	36	20	20	32	70	70	31	0	0	1
Students without Disabilities	132	132	65967	97	97	99	603	603	536	0	0	10	14	14	25	75	75	60	11	11	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	29	29	35541				567	567	504	0	0	17	26	26	31	74	74	50	0	0	2
Non-Economically Disadvantaged	126	126	40091				604	604	550	1	1	9	13	13	21	75	75	64	12	12	6

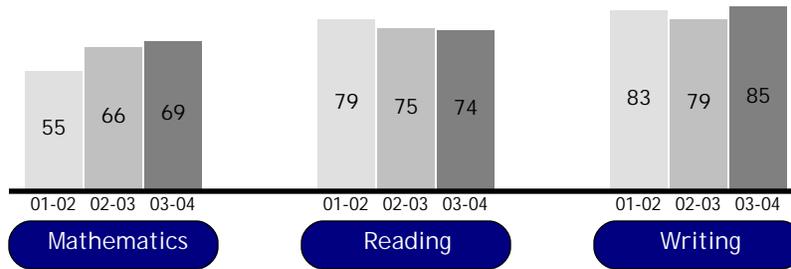
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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
3	Reading	97	66	66	43	96	70	70	47	98	67	NA	55
	Language	97	71	71	50	98	75	75	54	98	72	72	61
	Mathematics	97	78	78	50	96	82	82	54	98	80	80	61
4	Reading	95	70	70	47	99	72	72	52	98	71	NA	56
	Language	96	63	63	45	100	65	65	48	99	62	62	52
	Mathematics	97	70	70	52	99	75	75	57	98	72	72	61
5	Reading	98	64	64	46	97	73	73	50	100	74	NA	55
	Language	98	55	55	43	98	68	68	46	100	67	67	49
	Mathematics	97	67	67	54	98	78	78	57	99	81	80	63

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)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Personnel Decisions
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Grade-Level Configurations
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 26  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 52  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Library

Extracurricular Activities

- Ü Computer Club
- Ü Newspaper Club
- Ü Parks & Recreation Activities
- Ü Student Council
- Ü Spanish Club
- Ü Drama Club

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Updated our curriculum using the Arizona State standards by mapping those skills in the language arts, math, social studies and science areas for all grade levels.
- ü The state has labeled us as a highly performing school due to our achievements in our school's and state's goals.
- ü Our third grade class of 2003-2004 was recognized by the town of Fountain Hills with their involvement in the town's River of Time Museum by singing a song created by the town's first clerk.
- ü We had a team of fifth grade challenge students, composed of all girls, finish in the top five in the Space Challenger Competition during the 2003-2004 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	60	74
Grades 3-4	75	65
Grades 4-5	76	81

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

Our district has implemented a comprehensive Safe Schools Action Plan which is practiced on all campuses. We conduct fire, lock-down and campus evacuation drills on a continual basis. We reinforce that safety is our number one responsibility.

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	Karen Norris	(480) 664-5100
Transportation Policy	Tim Siemon	(480) 664-5310
Community Resources	Becky Romans	(480) 664-5110
School Nutrition Programs	John Koch	(480) 664-5131
Parent Organization	Selena Abidor	(480) 837-3005
Student Health/Nurse	Cecilia Hoffman	(480) 664-5501

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](http://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](http://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](http://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](http://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.