

Higley Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

15202 S. 170th Street, Higley, AZ 85236

Higley 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Andrew A. Ridley
Schedule : 7:00 AM to 3:30 PM
Grades : Pre-K-8
2003 Enrollment : 821
Web Address : www.husd.org
Phone Number : (480) 279-6800
Fax Number : (480) 279-6805
E-mail : aridley@higley.husd.org

Mission

Higley's purpose is to develop self-directed, lifelong learners. We will reach all children and educate them for the future. All students will be empowered to demonstrate excellence in character, knowledge and skills.

School / Academic Goals

- ü All students will demonstrate improved math skills through analysis of real-world experiences.
- ü All students will demonstrate improved writing skills in the areas of communication, narration, and expository writing.

Instructional Programs

- ü English Language Learner Program
- ü Gifted
- ü On-site Special Education
- ü Remedial Education (Tutor Halls)

Enrollment

October 1, 2002 School Year Student Enrollment : 285
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 14

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 20 minutes
First Day of School : 8/11/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Safety
- Ü Assessment
- Ü Character Development and Climate
- Ü Curriculum
- Ü Student Activities and Sports

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	8	0	0	0
7 to 9 years	6	4	0	0
10 or more years	4	6	0	0

Shared Responsibilities

School

Higley Elementary will communicate and work with parents to identify the needs of each child, accommodate those needs, and provide the highest quality education possible using appropriate resources in an atmosphere that is conducive to learning.

Parents

The parents are responsible for the well-being of their children. Parents will cooperate and lead their children to cooperate in the school's education effort by ensuring maximum attendance and by fostering a positive attitude towards education.

Resources Available at School Site

Special Facilities

- Ü Comprehensive Library
- Ü Computer Laboratory

Extracurricular Activities

- Ü Athletics
- Ü Band
- Ü Student Council
- Ü Yearbook Club

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Active Parent-Teacher Organization
- Ü Before/After School Care and Recreation

Transportation Policy

Students who live more than 1 mile from the school site and reside within the school boundaries, live less than 1 mile from the school but face hazardous conditions in walking to school, or have IEPs which require such will be provided bus services.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The school has implemented the Accelerated Reader supplementary reading and incentive program to promote increased student achievement in reading comprehension and appreciation.
- ü The school has successfully expanded to accommodate over 150 additional students in 2003-04, including the addition of 15 new staff members.

School Honors

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

Award/Honor	Year
ü District Spelling Bee Champions	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	23	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	45	52
Grades 3-4	64	67
Grades 4-5	67	81
Grades 5-6	67	59
Grades 6-7	56	47
Grades 7-8	72	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 2002-03. 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 2003. 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. 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).

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	68	295	75372	200	114	101	520	515	523	11	7	9	20	32	25	38	42	36	31	20	30
All Students (Prior Year)	48	166	70809	NA	NA	NA	514	520	518	6	3	11	38	38	27	31	31	35	25	28	27
Female	36	151	36901	189	114	101	523	515	524	9	6	8	15	34	25	45	42	36	30	19	31
Male	32	141	38385	213	112	101	517	515	523	14	8	9	25	28	24	29	42	36	32	21	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	12	59	29103	133	98	99	475	506	510	43	17	12	29	27	31	29	44	36	0	13	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	47	205	34597	204	114	98	528	518	535	7	4	4	18	33	20	38	42	38	38	22	38
Students with Disabilities	NC	23	8057	NC	85	99	NC	477	496	NC	46	23	NC	23	31	NC	15	28	NC	15	17
Students without Disabilities	61	272	67315	226	117	101	522	517	525	10	5	8	20	32	24	38	43	37	32	20	31
Limited English Proficient Students	NC	NC	16925	NC	NC	112	NC	NC	482	NC	NC	27	NC	NC	40	NC	NC	26	NC	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	68	295	49047				520	515	530	11	7	6	20	32	21	38	42	37	31	20	35

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	68	295	75221	200	114	101	521	527	523	7	3	8	23	13	16	54	65	56	16	19	21
All Students (Prior Year)	43	162	70860	NA	NA	NA	526	532	524	5	4	9	19	9	17	44	51	45	33	37	30
Female	36	153	36833	189	115	100	519	529	526	6	3	6	18	13	15	64	65	56	12	20	23
Male	32	142	38319	213	113	101	523	526	520	7	4	9	29	13	17	43	66	56	21	18	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	12	59	29019	133	98	99	509	525	513	14	4	12	29	10	21	57	69	55	0	17	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	47	209	34543	204	116	97	523	529	531	7	3	4	22	14	12	53	65	58	18	18	26
Students with Disabilities	NC	23	8006	NC	85	99	NC	508	505	NC	15	22	NC	31	23	NC	46	42	NC	8	13
Students without Disabilities	61	272	67215	226	117	101	522	528	524	5	3	7	23	12	16	55	66	56	17	19	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	68	295	48965				521	527	528	7	3	5	23	13	13	54	65	58	16	19	24

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	67	292	73654	197	113	99	524	532	530	5	5	9	20	11	13	70	78	70	5	6	7
All Students (Prior Year)	42	149	68592	NA	NA	NA	537	550	542	7	5	9	5	5	12	79	75	63	10	15	16
Female	35	151	36239	184	114	99	530	536	537	6	5	7	9	5	11	79	82	72	6	7	10
Male	32	141	37301	213	112	98	518	528	523	4	5	12	33	18	15	59	73	68	4	5	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	11	57	28348	122	95	96	508	529	520	29	10	13	14	13	17	57	67	65	0	10	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	47	208	33924	204	116	96	528	533	537	2	3	5	20	10	10	70	82	75	7	5	9
Students with Disabilities	NC	22	7306	NC	81	90	NC	511	506	NC	15	24	NC	23	20	NC	54	52	NC	8	4
Students without Disabilities	60	270	66348	222	116	100	524	533	531	5	4	8	20	11	13	70	79	71	5	6	8
Limited English Proficient Students	--	NC	16422	--	NC	109	--	NC	495	--	NC	30	--	NC	27	--	NC	43	--	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	67	292	47943				524	532	535	5	5	7	20	11	11	70	78	74	5	6	9

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	84	294	76230	179	113	101	483	505	498	18	8	12	45	36	38	8	16	12	30	41	37
All Students (Prior Year)	47	149	72888	NA	NA	NA	489	491	494	18	14	14	36	45	40	13	10	12	33	31	34
Female	33	143	37247	183	108	100	484	506	500	14	5	11	43	37	40	11	16	13	32	41	37
Male	48	146	38725	166	113	101	478	503	497	20	11	14	48	35	37	7	16	12	25	39	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	13	35	28100	144	113	98	464	482	482	25	18	18	50	44	47	0	24	11	25	15	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	51	222	35389	142	102	96	482	511	514	16	5	6	49	34	32	7	14	14	28	46	48
Students with Disabilities	17	33	9022	131	106	105	393	429	465	71	50	31	29	30	43	0	10	8	0	10	17
Students without Disabilities	67	261	67208	197	113	100	492	508	500	12	6	12	46	36	38	9	16	12	33	42	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	84	294	51193				483	505	507	18	8	9	45	36	35	8	16	13	30	41	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	82	294	76202	174	113	101	506	510	505	14	11	19	27	21	24	44	52	46	15	16	11
All Students (Prior Year)	47	148	72779	NA	NA	NA	507	508	505	18	13	21	20	20	20	47	48	43	16	18	15
Female	32	144	37231	178	109	100	509	514	507	21	10	16	14	18	24	46	53	48	18	18	13
Male	47	145	38718	162	112	101	503	507	503	10	12	22	37	24	24	41	50	44	12	13	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	13	35	28090	144	113	98	506	503	497	18	18	28	27	24	30	18	42	37	36	15	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	51	225	35371	142	103	96	505	513	512	14	10	10	26	19	20	50	54	54	10	17	16
Students with Disabilities	15	33	9097	115	106	106	459	470	493	100	75	39	0	13	27	0	13	29	0	0	5
Students without Disabilities	67	261	67105	197	113	100	509	512	506	9	9	18	28	21	24	46	53	47	16	16	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	82	294	51241				506	510	509	14	11	14	27	21	22	44	52	51	15	16	14

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	81	292	74692	172	112	99	499	515	502	16	9	18	28	22	27	51	61	47	4	8	8
All Students (Prior Year)	48	151	70710	NA	NA	NA	522	524	512	15	11	17	20	17	26	43	53	42	22	19	16
Female	31	144	36710	172	109	99	509	522	509	8	6	14	35	19	26	50	65	50	8	10	10
Male	47	143	37742	162	111	98	491	505	495	23	13	22	25	25	28	50	56	44	3	6	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	13	36	27492	144	116	96	474	493	486	27	18	27	36	32	32	36	50	38	0	0	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	50	222	34785	139	102	94	500	519	517	15	8	10	28	20	23	55	63	56	3	9	11
Students with Disabilities	14	31	8428	108	100	98	395	435	472	100	67	38	0	33	30	0	0	29	0	0	3
Students without Disabilities	67	261	66264	197	113	99	501	516	503	15	9	17	28	22	27	52	62	48	4	8	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	81	292	50185				499	515	511	16	9	13	28	22	24	51	61	53	4	8	10

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

8th 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	55	209	71167	262	134	99	451	469	463	53	33	38	35	44	41	12	18	14	0	5	7
All Students (Prior Year)	43	140	66213	NA	NA	NA	435	452	459	67	46	39	23	37	40	8	11	14	3	5	7
Female	26	104	34825	371	137	99	451	472	462	52	30	38	36	42	42	12	22	14	0	6	6
Male	29	103	36047	207	129	99	451	466	464	54	35	38	33	48	39	13	14	15	0	3	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	11	31	23643	275	141	97	435	453	445	60	43	53	40	46	37	0	7	8	0	4	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	29	145	35245	181	116	95	457	473	476	46	28	26	42	47	45	12	20	19	0	5	10
Students with Disabilities	NC	20	8095	NC	125	104	NC	446	426	NC	67	69	NC	17	25	NC	17	5	NC	0	1
Students without Disabilities	49	189	63072	350	135	99	451	469	464	53	32	37	35	45	41	12	18	15	0	5	7
Limited English Proficient Students	--	NC	10317	--	NC	111	--	NC	426	--	NC	72	--	NC	25	--	NC	2	--	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	55	209	54110				451	469	468	53	33	33	35	44	43	12	18	16	0	5	8

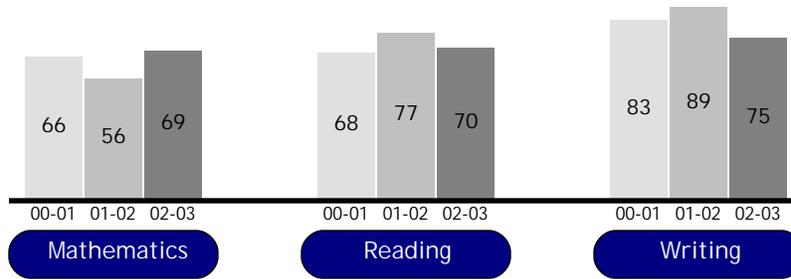
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	209	71100	262	134	99	507	515	502	16	14	25	26	20	21	42	44	40	16	22	15
All Students (Prior Year)	44	138	66144	NA	NA	NA	488	502	504	36	26	24	23	22	20	36	39	40	5	13	16
Female	26	104	34801	371	137	99	511	523	505	16	9	21	24	21	22	36	41	42	24	29	15
Male	29	103	36010	207	129	99	502	508	499	16	16	28	28	20	20	48	49	38	8	15	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	11	31	23630	275	141	96	489	498	485	40	25	37	20	18	25	40	57	32	0	0	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	29	145	35198	181	116	95	513	521	515	11	11	15	22	19	18	48	44	47	19	27	21
Students with Disabilities	NC	19	8121	NC	119	105	NC	510	470	NC	0	55	NC	60	20	NC	20	21	NC	20	4
Students without Disabilities	50	190	62979	357	136	99	507	515	503	16	14	23	26	19	21	42	45	41	16	22	15
Limited English Proficient Students	--	NC	10304	--	NC	110	--	NC	462	--	NC	63	--	NC	23	--	NC	13	--	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	55	209	54060				507	515	507	16	14	20	26	20	20	42	44	43	16	22	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	54	204	69001	257	131	96	498	500	490	2	7	17	43	36	37	55	57	45	0	0	1
All Students (Prior Year)	43	137	63579	NA	NA	NA	487	492	493	18	13	15	47	50	42	32	35	41	3	2	2
Female	27	103	34086	386	136	97	506	509	496	0	4	13	35	28	36	65	68	51	0	0	1
Male	27	99	34644	193	124	95	489	491	484	4	9	22	52	44	39	44	47	38	0	0	0
African American	--	NC	3115	--	NC	92	--	NC	478	--	NC	25	--	NC	44	--	NC	31	--	NC	0
Hispanic	11	30	22656	275	136	92	491	493	476	0	7	27	50	43	43	50	50	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	28	141	34501	175	113	93	503	504	500	4	7	10	33	31	34	63	62	55	0	0	1
Students with Disabilities	NC	16	7386	NC	100	95	NC	507	459	NC	0	46	NC	50	37	NC	50	17	NC	0	0
Students without Disabilities	51	188	61615	364	134	97	498	500	491	2	7	16	43	35	37	55	58	45	0	0	1
Limited English Proficient Students	--	NC	9662	--	NC	104	--	NC	454	--	NC	51	--	NC	40	--	NC	9	--	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	54	204	52618				498	500	494	2	7	14	43	36	36	55	57	49	0	0	1

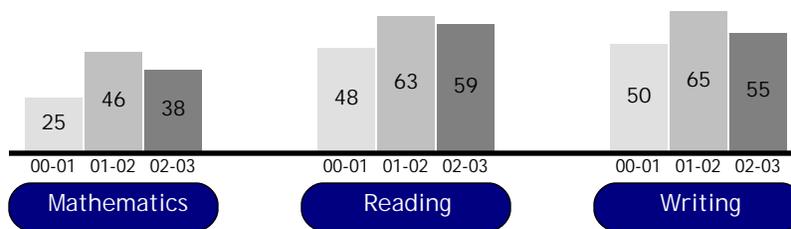
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

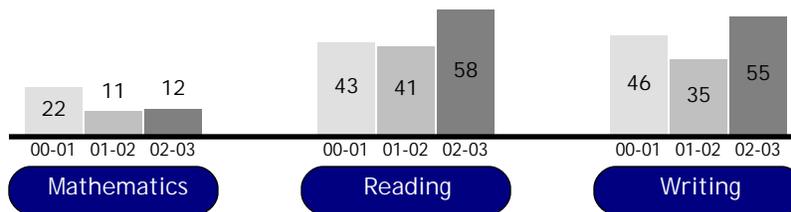
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	55	58	53	98	55	53	44	93	45	64	50
	Language	100	46	48	45	96	56	52	39	99	35	57	43
	Mathematics	100	61	62	56	94	67	60	52	97	48	66	57
3	Reading	88	47	54	50	100	46	58	43	93	54	59	47
	Language	88	52	61	55	100	37	57	50	99	57	63	54
	Mathematics	88	56	60	53	100	43	53	50	93	54	58	54
4	Reading	88	45	51	55	100	46	59	47	92	49	63	52
	Language	96	45	50	50	100	46	55	45	89	41	58	48
	Mathematics	98	53	56	56	100	50	63	52	94	37	64	57
5	Reading	93	51	57	51	100	57	57	46	92	57	65	50
	Language	93	45	51	46	100	50	50	43	87	50	63	46
	Mathematics	93	39	55	56	100	46	56	54	91	57	71	57
6	Reading	98	58	67	54	100	54	62	49	93	52	64	53
	Language	100	47	56	46	100	44	53	42	93	45	56	45
	Mathematics	100	65	71	61	100	61	69	58	93	45	68	62
7	Reading	100	54	62	53	100	59	65	48	92	57	62	51
	Language	100	59	63	55	100	56	66	51	92	57	68	54
	Mathematics	100	57	55	57	100	48	64	54	92	54	66	58
8	Reading	100	55	60	55	100	35	52	49	93	62	65	53
	Language	100	50	56	50	100	26	52	46	93	59	64	49
	Mathematics	100	52	51	57	100	35	54	54	94	57	67	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All guests report to the school office, first, and receive a visitor badge. Staff members are required to wear ID badges. Emergency procedures are practiced monthly. School procedures and rules are reviewed at monthly staff meetings.

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) :

1

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	Andrew Ridley	(480) 279-6800
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Larry C. Likes	(480) 279-7000
School Nutrition Programs	Larry C. Likes	(480) 279-7000
Parent Organization	Andrew Ridley	(480) 279-6800
Student Health/Nurse	Debbie MacKinlay	(480) 279-6815

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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