

Morristown Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

25950 Rockaway Hills Drive, Morristown, AZ 85342

Morristown Elementary District

AZ LEARNS¹

Elementary
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

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.

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.

School Overview

Principal/Administrator : Ms. Mary Ann Rosehnal
Schedule : 8:00 AM to 5:00 PM
Grades : Pre-K-8
2003 Enrollment : 155
Web Address : www.familyeducation.com/az/morristown
Phone Number : (623) 388-2336
Fax Number : (623) 388-9368
E-mail : mrosehn@morristwneld.k12.az.us

Mission

We believe the educational welfare of our students is paramount. Our commitment to provide a curriculum rich in literacy, mathematics, the arts and technology build experiences that help our students live happily and productively as adult citizens.

School / Academic Goals

- ü Improve student achievement in Reading through the implementation of the Accelerated Reader Program to encourage reading practice in kindergarten through eighth grades.
- ü Improve student achievement in Language Arts and Mathematics by providing additional instruction to targeted students.

Instructional Programs

- ü Aligned to the AZ Academic Standards
- ü In-class Technology
- ü Environmental Education/Outdoor Site
- ü Foreign Language Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 141
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 8

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 25 minutes
First Day of School : 8/20/2003
Last Day of School : 6/3/2004

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

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

Council Duties

- Ü Instructional Strategies
- Ü Technology Plan Development and Review
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Needs Assessments for Special Programs

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.20	Teacher	7.80
Other Professional Staff	.50	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	0	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	0	0	0
10 or more years	3	0	0	0

Shared Responsibilities

School

Morristown School is committed to providing a strong academic program for students in a secure learning environment. The school assumes responsibility for providing all necessary instructional materials, trained staff and well-maintained facilities.

Parents

School staff views parents as the child's most important teachers and values an educational partnership with parents. It is important that students have a place to study, as well as sufficient rest and nourishment to apply themselves academically.

Resources Available at School Site

Special Facilities

- Ü In-class Computers
- Ü Environmental Trail w/Outdoor Classroom

Extracurricular Activities

- Ü Afterschool Tech/Arts/Service Program
- Ü Co-ed Sports
- Ü Student Council
- Ü National Jr. Honor Society

Social Services

- Ü Medical Screenings
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Transportation Policy

We transport students who live within the school boundaries, but at least a mile away from the school site. School bus transport is provided as a courtesy to students, not a requirement. Buses are equipped for video monitoring to promote safety.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The school, in cooperation with the Arizona Commission on the Arts is in its 17th year with the Artist-in-Residence Program. This spring musician/educator, Carroll Rinehart, will be helping the students create curriculum inspired classroom musicals.
- ü Morristown School is utilizing the Structure of Intellect Program as part of the Maricopa County Small Districts' Group. Go to the school's web site, Click on Community Links, then click on Structure of Intellect(Bridges) for an in-depth view.

School Honors

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

Award/Honor	Year
ü Featured in AZ Republic for Top Achievement Gains	2003
ü 50% of Teachers are Project Venture Tech. Associates	2002
ü Nationally Recognized Web Site/USA Today Recognition	2001
ü Head Teacher - ASA Annual Arts Administrator	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	30	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	17	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	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	NC	NC
Grades 3-4	50	100
Grades 4-5	NC	NC
Grades 5-6	86	93
Grades 6-7	NC	NC
Grades 7-8	NC	NC

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	13	13	75372	100	100	101	518	518	523	0	0	9	33	33	25	50	50	36	17	17	30
All Students (Prior Year)	18	18	70809	NA	NA	NA	472	472	518	41	41	11	35	35	27	18	18	35	6	6	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	11	11	34597	110	110	98	521	521	535	0	0	4	30	30	20	50	50	38	20	20	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	12	12	67315	100	100	101	518	518	525	0	0	8	33	33	24	50	50	37	17	17	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	10	10	26325	--	--		519	519	504	0	0	15	33	33	34	44	44	33	22	22	18
Non-Economically Disadvantaged	NC	NC	49047	--	--		NC	NC	530	NC	NC	6	NC	NC	21	NC	NC	37	NC	NC	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	13	13	75221	100	100	101	527	527	523	0	0	8	8	8	16	83	83	56	8	8	21
All Students (Prior Year)	18	18	70860	NA	NA	NA	527	527	524	0	0	9	35	35	17	35	35	45	29	29	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	11	11	34543	110	110	97	532	532	531	0	0	4	0	0	12	90	90	58	10	10	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	12	12	67215	100	100	101	527	527	524	0	0	7	8	8	16	83	83	56	8	8	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	10	10	26256	--	--		532	532	509	0	0	14	0	0	24	89	89	51	11	11	11
Non-Economically Disadvantaged	NC	NC	48965	--	--		NC	NC	528	NC	NC	5	NC	NC	13	NC	NC	58	NC	NC	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	13	13	73654	100	100	99	528	528	530	0	0	9	17	17	13	83	83	70	0	0	7
All Students (Prior Year)	18	18	68592	NA	NA	NA	515	515	542	12	12	9	47	47	12	35	35	63	6	6	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	11	11	33924	110	110	96	528	528	537	0	0	5	20	20	10	80	80	75	0	0	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	12	12	66348	100	100	100	528	528	531	0	0	8	17	17	13	83	83	71	0	0	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	10	10	25711	--	--		527	527	514	0	0	16	22	22	19	78	78	61	0	0	3
Non-Economically Disadvantaged	NC	NC	47943	--	--		NC	NC	535	NC	NC	7	NC	NC	11	NC	NC	74	NC	NC	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	17	17	76230	100	100	101	510	510	498	0	0	12	42	42	38	25	25	12	33	33	37
All Students (Prior Year)	22	22	72888	NA	NA	NA	473	473	494	19	19	14	52	52	40	10	10	12	19	19	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	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	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	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	11	11	35389	85	85	96	517	517	514	0	0	6	29	29	32	29	29	14	43	43	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	12	12	67208	100	100	100	510	510	500	0	0	12	42	42	38	25	25	12	33	33	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837	--	--		--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037	--	--		--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	17	17	51193				510	510	507	0	0	9	42	42	35	25	25	13	33	33	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	17	17	76202	100	100	101	516	516	505	8	8	19	8	8	24	58	58	46	25	25	11
All Students (Prior Year)	22	22	72779	NA	NA	NA	497	497	505	33	33	21	19	19	20	33	33	43	14	14	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	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	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	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	11	11	35371	85	85	96	517	517	512	14	14	10	0	0	20	57	57	54	29	29	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	12	12	67105	100	100	100	516	516	506	8	8	18	8	8	24	58	58	47	25	25	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	17	17	51241				516	516	509	8	8	14	8	8	22	58	58	51	25	25	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	16	16	74692	94	94	99	530	530	502	0	0	18	25	25	27	58	58	47	17	17	8
All Students (Prior Year)	20	20	70710	NA	NA	NA	492	492	512	26	26	17	26	26	26	47	47	42	0	0	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	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	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	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	10	10	34785	77	77	94	522	522	517	0	0	10	29	29	23	57	57	56	14	14	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	12	12	66264	100	100	99	530	530	503	0	0	17	25	25	27	58	58	48	17	17	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	16	16	50185				530	530	511	0	0	13	25	25	24	58	58	53	17	17	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	NC	NC	71167	NC	NC	99	NC	NC	463	NC	NC	38	NC	NC	41	NC	NC	14	NC	NC	7
All Students (Prior Year)	16	16	66213	NA	NA	NA	434	434	459	67	67	39	17	17	40	17	17	14	0	0	7
Female	NC	NC	34825	NC	NC	99	NC	NC	462	NC	NC	38	NC	NC	42	NC	NC	14	NC	NC	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	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	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	NC	NC	63072	NC	NC	99	NC	NC	464	NC	NC	37	NC	NC	41	NC	NC	15	NC	NC	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	NC	NC	17057				NC	NC	440	NC	NC	58	NC	NC	34	NC	NC	6	NC	NC	2
Non-Economically Disadvantaged	NC	NC	54110				NC	NC	468	NC	NC	33	NC	NC	43	NC	NC	16	NC	NC	8

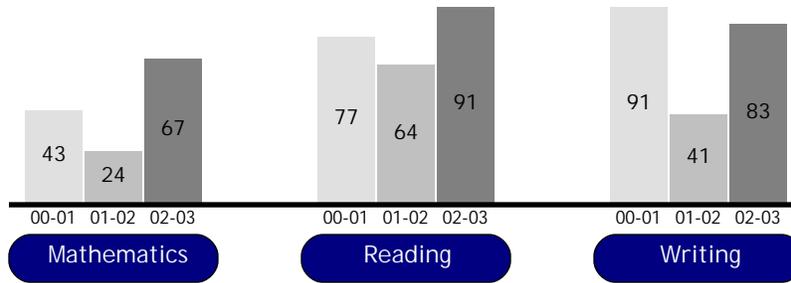
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	71100	NC	NC	99	NC	NC	502	NC	NC	25	NC	NC	21	NC	NC	40	NC	NC	15
All Students (Prior Year)	16	16	66144	NA	NA	NA	505	505	504	25	25	24	8	8	20	50	50	40	17	17	16
Female	NC	NC	34801	NC	NC	99	NC	NC	505	NC	NC	21	NC	NC	22	NC	NC	42	NC	NC	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	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	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	NC	NC	62979	NC	NC	99	NC	NC	503	NC	NC	23	NC	NC	21	NC	NC	41	NC	NC	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	NC	NC	17040				NC	NC	483	NC	NC	40	NC	NC	25	NC	NC	29	NC	NC	6
Non-Economically Disadvantaged	NC	NC	54060				NC	NC	507	NC	NC	20	NC	NC	20	NC	NC	43	NC	NC	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	NC	NC	69001	NC	NC	96	NC	NC	490	NC	NC	17	NC	NC	37	NC	NC	45	NC	NC	1
All Students (Prior Year)	10	10	63579	NA	NA	NA	489	489	493	20	20	15	20	20	42	60	60	41	0	0	2
Female	NC	NC	34086	NC	NC	97	NC	NC	496	NC	NC	13	NC	NC	36	NC	NC	51	NC	NC	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	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	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	NC	NC	61615	NC	NC	97	NC	NC	491	NC	NC	16	NC	NC	37	NC	NC	45	NC	NC	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	NC	NC	16383				NC	NC	472	NC	NC	30	NC	NC	43	NC	NC	26	NC	NC	0
Non-Economically Disadvantaged	NC	NC	52618				NC	NC	494	NC	NC	14	NC	NC	36	NC	NC	49	NC	NC	1

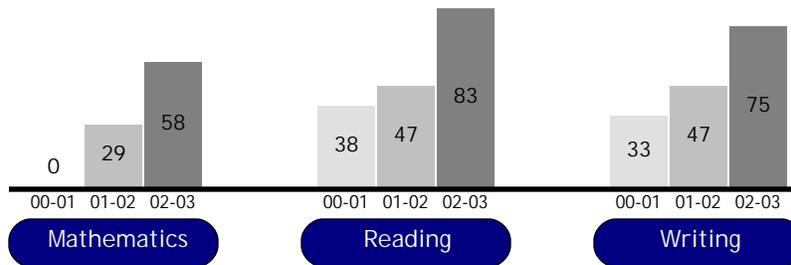
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

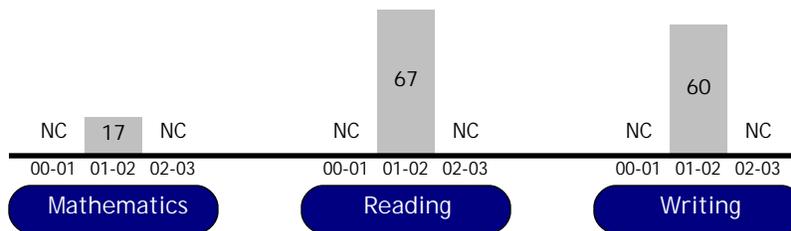
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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	NC	NC	NC	53	100	43	43	44	NC	NC	NC	50
	Language	100	18	18	45	100	36	36	39	100	36	36	43
	Mathematics	92	15	15	56	100	27	27	52	100	41	41	57
3	Reading	85	48	48	50	94	36	36	43	100	61	61	47
	Language	77	57	57	55	94	35	35	50	100	54	54	54
	Mathematics	100	36	36	53	100	19	19	50	100	64	64	54
4	Reading	82	40	40	55	69	73	73	47	100	43	43	52
	Language	100	30	30	50	63	65	65	45	100	38	38	48
	Mathematics	100	34	34	56	88	60	60	52	100	43	43	57
5	Reading	100	29	29	51	81	47	47	46	100	79	79	50
	Language	100	23	23	46	81	41	41	43	100	66	66	46
	Mathematics	100	24	24	56	81	44	44	54	100	87	87	57
6	Reading	NC	NC	NC	54	83	60	60	49	100	47	47	53
	Language	NC	NC	NC	46	83	51	51	42	100	42	42	45
	Mathematics	NC	NC	NC	61	100	48	48	58	100	50	50	62
7	Reading	100	50	50	53	NC	NC	NC	48	100	59	59	51
	Language	100	53	53	55	NC	NC	NC	51	100	59	59	54
	Mathematics	100	41	41	57	NC	NC	NC	54	100	45	45	58
8	Reading	100	43	43	55	67	75	75	49	NC	NC	NC	53
	Language	100	37	37	50	NC	NC	NC	46	NC	NC	NC	49
	Mathematics	100	40	40	57	NC	NC	NC	54	NC	NC	NC	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

Our small school population permits staff members to see each student as an individual, as well as by name. We listen to student concerns and promote communication between school and home. We regularly review safety procedures.

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	Lucille Thompson	(623) 388-2336
Transportation Policy	Mary Ann Rosehnal	(623) 388-2336
Community Resources	Lucille Thompson	(623) 388-2336
School Nutrition Programs	Mary Ann Rosehnal	(623) 388-2336
Parent Organization	Laura Monrroy	(623) 388-9745
Student Health/Nurse	Arvilla Rothermel	(623) 388-2336

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