

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5800 S. Forest Ave., Tempe, AZ 85283

Tempe Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Christine Trujillo
 Schedule : 8:00 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 502
 Web Address : www.tempe3.k12.az.us/district/Aguilar/index.h
 Phone Number : (480) 897-2544
 Fax Number : (480) 838-1179
 E-mail : ctrujill@tempeschools.org

Mission

The Aguilar School community will provide opportunities within a positive learning environment for all students to become motivated lifelong learners with appropriate social skills and an awareness of their responsibilities in the community.

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 To improve all student achievement in reading by one year's growth based on district-level tests, Stanford 9 tests and AIMS tests.
- ü To improve student achievement in math by one year's growth based on district-level tests, Stanford 9 tests and AIMS tests.
- ü To meet and fulfill guidelines and standards set by NCLB.
- ü To have 100% of students mastering the AZ State Standards based on district math assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 512
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 100

Instructional Programs

- Ü Full-day Kindergarten
- Ü Harcourt Reading Program
- Ü Curriculum Alignment
- Ü Gifted Education
- Ü 60 Minutes Math Instruction/Day

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To ensure that a safe school environment exists on a daily basis; striving for high academic/ behavioral expectations according to the Arizona Academic Standards; having a site-based, successful learning environment for all students; being proud to have a free-flowing home/school communication, including phone calls and parent conferences; having a productive school handbook/calendar that all staff follow.

Parents

Attend parent/teacher conferences; monitor homework; maintain open communication with school staff; have students attend daily and on time; sign parent compact to support their child's learning; attend parent workshops that are provided free of charge to all parents and are presented by Aguilar staff.

Transportation Policy

Our school follows a standardized districtwide policy on transportation, safety and behavior. Violations of transportation policies are referred to the school administration for corrective or disciplinary action.

School Honors

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

Award/Honor	Year
Ü Tempe Diablos Excellence in Education	2004
Ü TD #3 Impact Award Recipients	2004
Ü Tempe and Phoenix Art Grant Recipient	2002
Ü Tempe Community In Schools Grant	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	1518	75509	100	99	100	501	512	521	22	17	13	27	25	23	28	32	33	23	25	31
All Students (Prior Year)	64	1457	75372	98	100	100	514	516	523	11	11	9	29	29	25	42	35	36	18	25	30
Female	47	737	37013	100	100	100	518	512	522	18	15	12	18	29	24	30	31	33	33	25	31
Male	39	779	38430	100	99	99	484	512	521	26	19	14	35	23	22	26	33	33	13	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	38	679	30486	97	99	99	491	502	505	20	16	18	35	31	29	25	38	32	20	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	12	119	4075	100	100	100	469	489	486	50	30	28	25	30	34	25	27	26	0	12	12
White	27	490	35192	100	99	99	512	530	534	19	12	8	22	20	19	33	31	35	26	37	39
Students with Disabilities	11	196	9708	100	100	100	451	481	489	57	43	32	14	25	27	29	18	24	0	15	17
Students without Disabilities	75	1322	65801	100	99	98	508	516	525	18	14	11	28	26	23	28	34	34	26	27	33
Limited English Proficient Students	24	400	16928	100	100	100	422	479	485	100	25	29	0	34	33	0	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	50	972	36411				497	497	503	28	23	19	24	29	29	17	33	32	31	15	20
Non-Economically Disadvantaged	36	546	39040				505	531	534	17	10	8	29	21	19	37	31	34	17	38	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	86	1520	75492	100	100	100	506	512	519	17	16	12	23	19	16	44	45	47	16	20	24
All Students (Prior Year)	63	1454	75221	97	100	100	521	519	523	3	10	8	21	19	16	50	52	56	26	18	21
Female	47	738	37014	100	100	100	521	517	523	6	12	10	18	17	15	45	49	48	30	22	27
Male	39	780	38400	100	99	99	491	508	516	29	20	14	29	20	17	42	41	47	0	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	38	679	30438	97	99	99	496	507	508	15	16	17	45	19	21	40	52	47	0	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	12	119	4081	100	100	100	489	495	498	25	28	25	25	25	26	50	39	40	0	8	8
White	27	490	35177	100	99	99	516	522	528	15	12	8	15	15	13	48	42	49	22	31	31
Students with Disabilities	11	196	9707	100	100	100	472	482	495	57	48	33	14	23	21	29	21	33	0	9	13
Students without Disabilities	75	1324	65785	100	99	98	511	516	522	12	12	10	25	18	16	46	48	49	18	22	26
Limited English Proficient Students	24	400	16905	100	100	100	458	487	489	100	34	34	0	28	28	0	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	50	972	36302				507	504	507	24	21	18	10	21	21	52	46	46	14	12	14
Non-Economically Disadvantaged	36	548	39164				506	523	528	11	10	8	34	16	13	37	44	48	17	30	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	86	1507	75053	100	99	99	587	620	597	8	6	7	9	9	12	78	73	72	5	12	9
All Students (Prior Year)	64	1431	73654	98	99	99	527	529	530	8	11	9	18	14	13	68	65	70	5	9	7
Female	47	732	36872	100	99	99	643	650	621	6	3	5	0	6	9	85	75	74	9	16	12
Male	39	773	38109	100	98	99	528	593	573	10	9	10	19	11	14	71	71	69	0	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	38	679	30235	97	98	98	573	617	575	5	4	9	5	9	14	90	75	70	0	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	12	119	4044	100	100	99	561	597	550	13	10	13	38	8	17	50	78	66	0	4	4
White	27	485	35028	100	98	99	581	632	613	11	6	6	7	9	10	74	71	73	7	15	11
Students with Disabilities	11	195	9625	100	100	100	507	540	530	29	24	21	14	16	21	57	56	55	0	4	4
Students without Disabilities	75	1312	65428	100	98	98	597	631	604	5	4	6	9	8	11	81	75	73	5	14	10
Limited English Proficient Students	24	400	16765	100	100	100	487	574	525	0	13	17	50	13	20	50	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	50	966	36077				581	597	566	10	8	10	14	10	16	72	75	69	3	8	5
Non-Economically Disadvantaged	36	541	38950				592	650	618	6	4	5	6	6	9	83	71	73	6	19	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	83	1354	76019	100	99	100	507	495	499	10	15	14	40	40	39	11	11	14	39	34	33
All Students (Prior Year)	70	1410	76230	100	100	100	491	499	498	11	12	12	45	39	38	18	12	12	26	37	37
Female	32	655	37207	100	100	100	500	495	499	12	14	12	36	40	41	16	13	14	36	34	33
Male	51	699	38677	100	99	100	510	495	498	9	16	15	43	40	38	9	10	13	40	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	41	617	29458	100	100	100	497	488	480	10	17	20	45	43	48	10	11	12	35	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	27	404	35880	100	98	100	520	514	515	11	9	7	26	31	32	11	12	16	52	47	45
Students with Disabilities	19	193	9786	100	100	100	488	455	457	29	41	39	29	41	40	12	4	7	29	14	13
Students without Disabilities	64	1161	66233	98	99	99	512	501	503	4	11	11	44	40	39	11	12	14	42	37	35
Limited English Proficient Students	19	342	15206	100	100	100	495	463	459	0	26	31	50	57	53	25	8	7	25	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	59	832	35714				496	485	480	10	17	20	47	46	47	16	11	12	27	26	20
Non-Economically Disadvantaged	24	522	40266				532	509	513	10	12	9	24	31	33	0	12	15	67	45	43

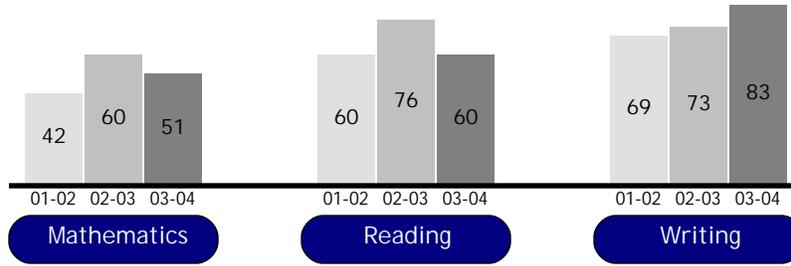
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1349	76020	99	99	100	500	498	503	25	33	25	24	23	23	44	36	40	7	8	12
All Students (Prior Year)	70	1405	76202	100	100	100	506	502	505	13	20	19	29	27	24	45	43	46	13	10	11
Female	32	653	37213	100	99	100	506	500	504	16	27	22	36	25	23	40	39	42	8	8	13
Male	50	696	38666	98	99	100	497	496	501	30	39	29	17	21	22	46	32	38	7	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	41	614	29442	100	99	99	502	494	494	23	36	37	26	26	26	45	31	31	6	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	26	401	35890	96	98	100	502	509	511	15	19	15	19	18	20	58	48	48	8	15	18
Students with Disabilities	18	190	9784	100	99	100	491	479	485	50	72	58	13	14	19	31	10	19	6	4	4
Students without Disabilities	64	1159	66236	98	99	99	503	501	504	18	27	23	27	24	23	47	40	42	7	9	13
Limited English Proficient Students	19	338	15198	100	100	100	495	482	483	25	62	59	38	27	25	38	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	58	829	35703				499	493	494	32	40	37	26	26	26	34	29	31	8	5	6
Non-Economically Disadvantaged	24	520	40274				503	505	509	10	24	17	19	18	20	67	46	47	5	13	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	83	1350	75673	100	99	100	522	528	530	15	12	12	32	28	25	49	56	58	4	4	4
All Students (Prior Year)	70	1372	74692	100	98	99	501	499	502	16	17	18	34	30	27	45	46	47	5	7	8
Female	32	654	37099	100	100	100	548	549	548	8	7	8	20	25	22	68	62	64	4	6	6
Male	51	696	38441	100	99	99	509	508	513	19	17	16	38	31	29	38	49	52	4	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	41	618	29305	100	100	99	521	511	507	13	15	16	29	31	31	58	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	27	402	35760	100	98	99	526	556	550	15	8	9	41	23	21	37	60	64	7	8	6
Students with Disabilities	19	194	9706	100	100	100	458	453	462	41	40	36	41	34	32	12	23	31	6	3	1
Students without Disabilities	64	1156	65967	98	99	99	542	538	536	7	8	10	29	27	25	60	60	60	4	5	5
Limited English Proficient Students	19	340	15115	100	100	100	499	477	471	13	23	26	38	35	38	50	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	59	832	35541				520	513	504	16	14	17	31	32	31	49	52	50	4	2	2
Non-Economically Disadvantaged	24	518	40091				528	548	550	14	10	9	33	23	21	48	60	64	5	7	6

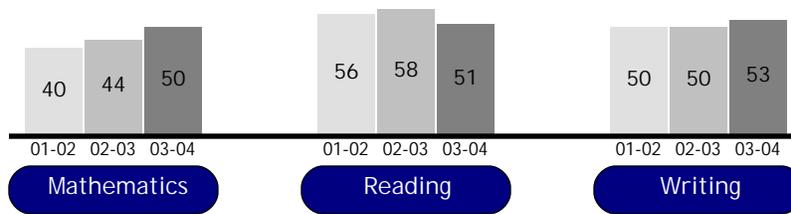
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	37	38	44	94	35	42	50	97	56	NA	58
	Language	90	28	31	39	98	24	33	43	95	41	44	50
	Mathematics	90	46	46	52	99	40	49	57	97	59	57	64
3	Reading	86	31	34	43	99	36	38	47	100	44	NA	55
	Language	86	35	40	50	99	45	45	54	100	53	54	61
	Mathematics	86	41	42	50	99	47	44	54	100	45	54	61
4	Reading	87	41	38	47	98	43	42	52	95	48	NA	56
	Language	87	37	38	45	96	40	40	48	97	47	45	52
	Mathematics	87	42	43	52	96	52	46	57	96	58	51	61
5	Reading	92	40	39	46	94	44	41	50	99	46	NA	55
	Language	92	32	35	43	95	38	38	46	100	41	43	49
	Mathematics	92	45	46	54	98	57	50	57	99	65	59	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)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Schoolwide Planning
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	8.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	11	2	0	0
7 to 9 years	7	4	0	0
10 or more years	17	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 28
 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 - with 36 iMac Computers
- Ü Media Center/Library with 10,000+ books

Extracurricular Activities

- Ü Learning Math through picture books
- Ü Chess Club
- Ü Student Leadership Teams
- Ü Garden Club
- Ü Science Club
- Ü Get Fit Club

Social Services

- Ü Afterschool Program
- Ü Breakfast/Lunch Programs
- Ü Business Partners
- Ü Clothing/Food Banks
- Ü Parent Liasion

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Eighty-four percent (84%) of K-2 grade students mastered the Arizona State Standard of number sense.

- ü The Aguilar teaching staff continues to obtain ESL endorsements and implement ESL-strategies in classrooms throughout the school.

- ü Seventy-four percent (74%) of fifth grade students met an average or above average rating in reading vocabulary based on Stanford 9.

- ü Seventy-one percent (71%) of fourth grade students met an average or above average rating in reading vocabulary based on Stanford 9.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	54
Grades 3-4	72	77
Grades 4-5	66	79

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

The Aguilar School Community has a Crisis Management Plan. Visitors must sign-in and obtain a name tag for identification. All district staff members are required to wear ID badges for safety while on campus. All of these precautions are in place to ensure a safe and healthy learning environment for all of our students.

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	Christine Trujillo	(480) 897-2544
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Jackie Favarro	(480) 897-2544
School Nutrition Programs	Sylvia Garces	(480) 897-2544
Parent Organization	Christine Schieder	(480) 897-2544
Student Health/Nurse	Denise Allen	(480) 897-2544

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.