



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1431 E. Campbell, Phoenix, AZ 85014

Madison 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 LEARNS<sup>1</sup>

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 : Ms. Sue L. Goltz
Schedule : 7:15 AM to 3:45 PM
Grades : 4-8
2004 Enrollment : 875
Web Address : www.msd38.org
Phone Number : (602) 664-7500
Fax Number : (602) 664-7599
E-mail : sgoltz@msd38.org

Mission

At Madison Park School, we foster an environment of excellence, nurture self-confidence, and promote pride in our school and community. Our educational focus is to meet the needs of our diverse population by maximizing the potential of each student.

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

- At Madison Park School, we continue to work toward increasing student achievement in reading, language, and mathematics on standardized testing.
We are cooperating with the City of Phoenix to implement the Attendance Is Mandatory (AIM) program in order to increase student attendance at Madison Park School.
We are working toward increasing parent and community involvement by scheduling school programs and events when community members will have the opportunity to attend such as nights and weekends.
We work to foster a school environment that is welcoming and accepting of the diverse population being served at Madison Park school. We celebrate the cultural diversity at the annual Festival of Cultures held in the Spring.

Enrollment

October 1, 2003 School Year Student Enrollment : 900
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 131

Instructional Programs

- Ü Literacy
- Ü TERC Investigations
- Ü Connected Math Project
- Ü Special Education/Resource
- Ü AEP/Highly Gifted District Magnet-REACH
- Ü ELL Services
- Ü Technology Lab/Robotic Engineering
- Ü PE/Sports/Fitness

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We will provide a safe/healthy learning environment; a highly dedicated and well-trained teaching staff; a rich curriculum with high academic standards and extra-curricular activities; a positive climate which fosters student self-esteem.

Parents

Parents are partners in the teaching and learning experience. It is our expectation that parents will be supportive of the school's academic and extra-curricular activities. We will work with parents so they understand and support the guidelines and procedures.

Transportation Policy

We provide bus transportation for students as a convenience to both parents and students. The bus drivers have the authority to enforce the bus codes of conduct. Drivers will drop-off students at the regularly assigned bus stops only.

School Honors

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

Award/Honor	Year
Ü Walmart Teacher of the Year	2004
Ü Who's Who Among American Teachers	2004
Ü Milken Family Foundation TAP School	2001
Ü ASU Professional Development School Satellite Campus	2000

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	145	544	76019	100	98	100	484	513	499	17	9	14	51	31	39	14	17	14	18	44	33
All Students (Prior Year)	173	574	76230	96	99	100	510	526	498	9	5	12	37	25	38	8	11	12	47	59	37
Female	74	242	37207	99	97	100	477	513	499	17	8	12	62	31	41	12	19	14	9	42	33
Male	71	301	38677	100	99	100	491	514	498	17	10	15	39	30	38	17	15	13	28	45	34
African American	10	35	3817	100	92	100	459	477	475	25	25	23	63	38	47	13	22	11	0	16	18
Hispanic	80	161	29458	99	97	100	469	487	480	27	19	20	50	42	48	11	13	12	13	25	20
Asian/Pacific Islander	NC	12	1673	NC	92	99	NC	537	531	NC	0	4	NC	18	29	NC	18	14	NC	64	53
American Indian/Alaskan Native	18	36	4735	100	100	100	486	488	466	7	7	28	73	57	49	7	25	10	13	11	13
White	33	296	35880	100	99	100	514	531	515	3	3	7	39	22	32	26	16	16	32	58	45
Students with Disabilities	21	76	9786	100	100	100	487	491	457	11	15	39	44	31	40	33	31	7	11	23	13
Students without Disabilities	124	468	66233	98	98	99	483	514	503	17	9	11	51	31	39	13	16	14	18	44	35
Limited English Proficient Students	51	75	15206	100	97	100	459	459	459	38	36	31	50	48	53	8	9	7	4	6	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	113	239	35714				472	483	480	23	17	20	54	48	47	10	14	12	14	22	20
Non-Economically Disadvantaged	32	305	40266				518	532	513	0	4	9	43	20	33	29	19	15	29	57	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	146	549	76020	100	99	100	495	509	503	35	17	25	21	21	23	36	46	40	8	16	12
All Students (Prior Year)	175	576	76202	97	99	100	500	511	505	24	14	19	30	19	24	37	51	46	8	16	11
Female	75	246	37213	100	98	100	494	510	504	38	15	22	16	18	23	40	50	42	7	17	13
Male	71	302	38666	100	100	100	497	509	501	31	19	29	27	25	22	33	42	38	10	14	12
African American	10	35	3819	100	92	100	497	497	494	38	31	37	38	19	26	13	47	31	13	3	6
Hispanic	80	162	29442	99	98	99	489	496	494	48	33	37	20	28	26	26	32	31	6	7	6
Asian/Pacific Islander	NC	12	1672	NC	92	99	NC	511	513	NC	0	12	NC	27	19	NC	45	49	NC	27	20
American Indian/Alaskan Native	18	36	4735	100	100	100	493	497	489	50	33	48	14	22	25	36	44	24	0	0	3
White	34	300	35890	100	100	100	506	517	511	6	7	15	22	19	20	56	52	48	16	22	18
Students with Disabilities	21	80	9784	100	100	100	500	519	485	17	10	58	33	40	19	33	30	19	17	20	4
Students without Disabilities	125	469	66236	98	98	99	495	509	504	36	17	23	20	21	23	37	46	42	8	15	13
Limited English Proficient Students	51	75	15198	100	97	100	484	486	483	58	52	59	23	27	25	19	21	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	114	244	35703				491	496	494	43	34	37	22	26	26	32	35	31	4	5	6
Non-Economically Disadvantaged	32	305	40274				508	517	509	11	7	17	18	19	20	50	52	47	21	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	146	546	75673	100	99	100	516	556	530	9	6	12	34	19	25	57	70	58	0	5	4
All Students (Prior Year)	173	566	74692	96	97	99	488	514	502	24	12	18	37	22	27	34	54	47	5	12	8
Female	75	245	37099	100	98	100	520	573	548	7	4	8	33	17	22	60	73	64	0	6	6
Male	71	300	38441	100	99	99	510	540	513	12	8	16	35	22	29	54	67	52	0	3	3
African American	10	35	3791	100	92	99	524	549	506	0	6	18	50	22	29	50	66	50	0	6	3
Hispanic	80	162	29305	99	98	99	498	521	507	13	10	16	43	31	31	44	59	51	0	1	2
Asian/Pacific Islander	NC	12	1665	NC	92	99	NC	617	573	NC	0	6	NC	9	16	NC	82	67	NC	9	10
American Indian/Alaskan Native	18	36	4707	100	100	100	529	545	492	14	7	19	14	15	33	71	74	46	0	4	1
White	34	297	35760	100	99	99	536	571	550	3	5	9	22	15	21	75	75	64	0	6	6
Students with Disabilities	21	77	9706	100	100	100	538	552	462	0	0	36	17	20	32	83	80	31	0	0	1
Students without Disabilities	125	469	65967	98	98	99	514	556	536	10	6	10	35	19	25	56	70	60	0	5	5
Limited English Proficient Students	51	75	15115	100	97	100	467	470	471	23	21	26	50	48	38	27	30	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	114	241	35541				503	520	504	12	11	17	38	30	31	50	57	50	0	2	2
Non-Economically Disadvantaged	32	305	40091				551	578	550	0	4	9	21	13	21	79	77	64	0	6	6

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	127	547	75001	100	100	99	464	485	468	39	26	37	38	33	36	15	23	16	9	18	10
All Students (Prior Year)	121	502	71167	100	100	99	444	470	463	52	31	38	39	43	41	8	16	14	11	10	7
Female	65	250	36846	98	99	99	473	482	468	33	27	36	42	36	38	13	23	16	12	15	10
Male	62	296	37974	100	100	99	453	488	467	45	25	39	32	31	34	16	23	16	7	21	11
African American	NC	26	3720	NC	100	98	NC	444	446	NC	55	53	NC	45	33	NC	0	9	NC	0	4
Hispanic	75	165	26675	97	98	98	456	456	448	44	44	52	38	42	34	14	9	10	4	4	4
Asian/Pacific Islander	NC	13	1575	NC	100	99	NC	498	504	NC	15	18	NC	31	33	NC	31	20	NC	23	29
American Indian/Alaskan Native	NC	18	4731	NC	100	98	NC	473	438	NC	31	61	NC	50	30	NC	0	7	NC	19	2
White	36	323	37785	100	100	99	475	499	482	35	17	25	26	28	39	23	31	21	16	24	15
Students with Disabilities	13	59	8802	100	100	100	421	422	418	100	79	79	0	13	16	0	8	3	0	0	1
Students without Disabilities	114	488	66199	100	99	99	465	488	472	37	23	34	39	34	38	15	24	17	10	19	11
Limited English Proficient Students	24	43	11710	96	93	100	401	399	429	100	100	70	0	0	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	91	213	29814				454	456	448	48	48	53	37	35	33	11	12	10	5	5	4
Non-Economically Disadvantaged	36	334	45170				483	499	479	21	16	28	39	32	38	21	28	20	18	24	14

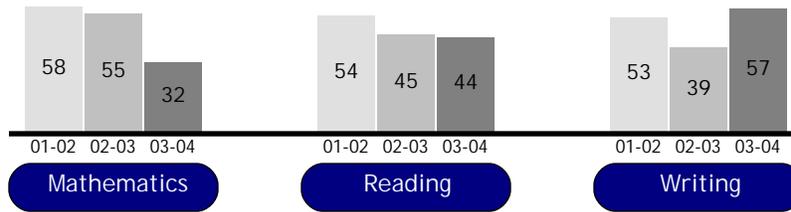
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	547	74918	100	100	99	495	519	497	30	17	32	21	15	19	43	42	35	6	26	15
All Students (Prior Year)	121	505	71100	100	100	99	489	511	502	37	18	25	20	18	21	36	43	40	7	21	15
Female	65	249	36805	98	99	99	504	521	501	23	15	28	25	15	19	44	43	37	8	26	16
Male	62	297	37936	100	100	99	484	517	493	38	19	35	16	15	18	42	40	33	4	26	14
African American	NC	26	3719	NC	100	98	NC	481	481	NC	41	43	NC	14	21	NC	41	29	NC	5	7
Hispanic	75	165	26645	97	98	98	481	494	478	39	32	46	25	24	20	35	34	27	0	9	6
Asian/Pacific Islander	NC	13	1571	NC	100	99	NC	536	521	NC	15	18	NC	8	15	NC	46	38	NC	31	30
American Indian/Alaskan Native	NC	18	4729	NC	100	98	NC	501	468	NC	25	57	NC	25	19	NC	38	19	NC	13	4
White	36	323	37773	100	100	99	515	533	511	16	9	20	16	12	18	52	45	41	16	35	21
Students with Disabilities	13	60	8801	100	100	100	485	464	448	0	52	75	75	14	13	25	33	10	0	0	2
Students without Disabilities	114	487	66117	100	99	99	495	522	501	31	15	28	18	15	19	44	42	37	6	27	16
Limited English Proficient Students	24	43	11706	96	93	100	435	443	454	100	100	71	0	0	16	0	0	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	91	214	29785				486	488	477	36	37	47	22	20	20	42	38	26	0	5	6
Non-Economically Disadvantaged	36	333	45115				513	534	508	18	8	23	18	13	18	45	43	39	18	36	20

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	128	547	74503	100	100	99	481	532	491	10	5	9	43	24	32	39	54	51	7	17	8
All Students (Prior Year)	119	494	69001	100	99	96	481	502	490	23	11	17	41	30	37	36	57	45	0	2	1
Female	65	250	36686	98	99	99	520	550	506	2	2	5	29	20	29	62	58	57	8	20	9
Male	63	296	37644	100	100	98	438	515	476	19	8	13	60	27	36	15	50	45	6	14	6
African American	NC	26	3677	NC	100	97	NC	502	475	NC	14	12	NC	27	36	NC	41	46	NC	18	5
Hispanic	76	166	26500	99	98	97	471	489	467	10	9	13	44	34	39	42	50	44	4	7	4
Asian/Pacific Islander	NC	13	1566	NC	100	99	NC	560	537	NC	8	5	NC	23	23	NC	46	55	NC	23	18
American Indian/Alaskan Native	NC	18	4695	NC	100	97	NC	521	464	NC	6	14	NC	25	39	NC	63	44	NC	6	3
White	36	322	37606	100	100	99	501	550	508	6	3	6	47	19	28	34	57	56	13	21	10
Students with Disabilities	14	60	8662	100	100	100	408	411	409	17	30	37	67	39	42	17	30	20	0	0	1
Students without Disabilities	114	487	65841	100	99	98	486	538	499	10	4	7	42	23	32	41	55	53	8	18	8
Limited English Proficient Students	25	44	11608	100	96	100	389	379	430	25	44	23	75	56	47	0	0	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	92	214	29587				463	484	465	12	11	14	46	35	40	38	48	43	3	6	4
Non-Economically Disadvantaged	36	333	44898				515	555	507	6	3	7	38	18	28	41	57	55	15	22	10

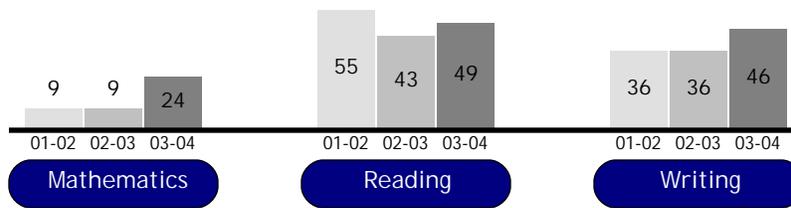
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 2003-04**

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

<b>AYP Determination</b>	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	95	37	61	47	100	38	62	52	91	51	NA	56
	Language	95	37	58	45	100	41	59	48	100	48	62	52
	Mathematics	95	40	64	52	100	52	70	57	100	60	76	61
5	Reading	99	42	59	46	100	36	59	50	97	40	NA	55
	Language	99	41	54	43	98	38	56	46	100	34	52	49
	Mathematics	97	57	66	54	99	49	67	57	100	56	69	63
6	Reading	98	35	60	49	98	49	65	53	96	44	NA	56
	Language	98	34	55	42	100	43	58	45	99	40	57	48
	Mathematics	96	46	63	58	99	59	74	62	99	60	75	66
7	Reading	100	33	58	48	99	41	65	51	93	59	NA	54
	Language	100	41	64	51	98	48	70	54	100	64	73	58
	Mathematics	100	37	60	54	97	48	67	58	100	67	74	62
8	Reading	100	44	64	49	94	40	63	53	100	51	NA	55
	Language	100	40	64	46	99	40	61	49	99	47	68	52
	Mathematics	100	49	68	54	96	49	66	58	100	61	74	61

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

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Goals
- Ü Budget
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	11	5	0	0
7 to 9 years	7	2	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 48  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 188  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü High Tech Lab
- Ü Sports Gymnasium
- Ü Library
- Ü Literacy Book Room

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Indian Education
- Ü Arizona Quest for Kids' Scholar Program
- Ü ASU Professional Development School
- Ü Video Club
- Ü Yearbook Club
- Ü Athletes In Training

Social Services

- Ü Madison Xtreme Zone-after school program
- Ü Counseling Services
- Ü Health Services
- Ü Adult Education/Literacy Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü In 2003-04, our Seventh Grade students made significant gains in the areas of Math, Reading, and Language on the Stanford 9 test. They showed an increase of at least 5 percentile points in each of the above areas when compared to the previous year.
- ü On the 2003-04 Stanford 9 test, our scaled Math scores showed remarkable gains in four out of the six grade levels at Madison Park School. In Math, all of the grade levels achieved or exceeded the national expectations.
- ü Our participation in the AIM (Attendance Is Mandatory) has significantly impacted our average daily attendance. Tardies and unexcused absences are significantly lower, resulting in an increased academic awareness by our students.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	71	79
Grades 4-5	67	69
Grades 5-6	75	74
Grades 6-7	76	64
Grades 7-8	70	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

We have a Uniform Policy that helps identify our students and places the focus on education. It provides for a safer campus. All district employees are required to wear photo identification at all times. We have a School Resource Officer (SRO) to assist in maintaining a safe/orderly campus. The SRO also teaches law-related education. Administration follows a proactive philosophy in regards to student discipline. This includes high visibility and effective communication.

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) :

5

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	Susan L. Goltz	(602) 664-7500
Transportation Policy	Betty Newman	(602) 664-7700
Community Resources	Tom Clark	(602) 664-7900
School Nutrition Programs	Kristin Soulsby	(602) 664-7900
Parent Organization	Lucia Gardner	(602) 664-7500
Student Health/Nurse	Helen Haggerty Harper	(602) 664-7500

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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

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