



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6244 West Roosevelt, Phoenix, AZ 85043

Fowler 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 Not Evaluated
2002-03 Small School
2001-02 N/A

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

School Overview

Principal/Administrator : Ms. Belinda Quezada
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-5
2004 Enrollment : 668
Web Address : www.fesd.org
Phone Number : (623) 707-4600
Fax Number : (623) 707-4630
E-mail : bquezada@fesd.org

Mission

Our vision is that every student will exit this school with the knowledge, skills and attitudes necessary to be successful at the next level of education and as lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not 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

- All students will increase academic achievement in both reading and mathematics.
Sunridge School will increase parental/community involvement.
Continue to implement Second Language strategies and skills to develop the English language among our second language population.

Enrollment

October 1, 2003 School Year Student Enrollment : 603
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- Ü Full Day Kindergarten
- Ü Success For All Reading Program
- Ü Success For All Tutoring Program
- Ü Saxson Math Program
- Ü Technology Instruction
- Ü Special Needs Pre-K Program
- Ü Gifted Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Our school provides an appropriate instructional setting for all students regardless of their abilities. Students are evaluated by their progress toward the mastery of instructional outcomes.

Parents

Parents need to ensure that children attend school daily and are emotionally and physically prepared to engage in learning activities. Open communication and parental involvement is an essential key to their success.

Transportation Policy

FSD serves students from a 12.5-mile geographical area. Bus transportation is provided for students with disabilities; students who are residents within the school attendance areas, and those who live more than one mile away.

School Honors

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

Award/Honor	Year
Ü Artist-in-Residence Program	1998
Ü Westside Impact Teacher of The Year	2004
Ü Math Achievement Club by Rodel for third and fourth gra	2004
Ü Phoenix Fire Pal Program	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	103	388	75509	100	99	100	491	491	521	15	27	13	46	28	23	31	30	33	8	15	31
All Students (Prior Year)	100	325	75372	100	100	100	494	490	523	17	19	9	40	42	25	34	27	36	9	12	30
Female	56	201	37013	100	100	100	481	496	522	20	25	12	53	26	24	20	30	33	7	20	31
Male	47	187	38430	100	97	99	503	485	521	9	30	14	36	31	22	45	30	33	9	9	31
African American	NC	28	3660	NC	97	99	NC	486	496	NC	20	24	NC	40	31	NC	32	28	NC	8	18
Hispanic	88	292	30486	100	99	99	494	479	505	19	39	18	38	21	29	38	29	32	6	11	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	NC	59	35192	NC	97	99	NC	509	534	NC	12	8	NC	35	19	NC	31	35	NC	23	39
Students with Disabilities	NC	36	9708	NC	90	100	NC	455	489	NC	50	32	NC	42	27	NC	0	24	NC	8	17
Students without Disabilities	98	352	65801	100	100	98	491	494	525	16	25	11	44	27	23	32	32	34	8	15	33
Limited English Proficient Students	77	225	16928	100	100	100	471	449	485	50	60	29	50	40	33	0	0	26	0	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	95	301	36411				490	485	503	16	30	19	48	30	29	28	30	32	8	10	20
Non-Economically Disadvantaged	NC	87	39040				NC	501	534	NC	23	8	NC	25	19	NC	30	34	NC	23	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	103	385	75492	100	98	100	494	496	519	26	28	12	33	23	16	33	37	47	7	12	24
All Students (Prior Year)	101	326	75221	100	100	100	497	500	523	23	20	8	37	31	16	31	42	56	9	8	21
Female	56	198	37014	100	99	100	488	503	523	38	24	10	19	22	15	44	37	48	0	18	27
Male	47	184	38400	100	96	99	503	490	516	9	32	14	55	25	17	18	37	47	18	7	21
African American	NC	28	3665	NC	97	99	NC	500	505	NC	20	20	NC	28	22	NC	36	43	NC	16	14
Hispanic	88	290	30438	100	98	99	500	491	508	6	31	17	47	26	21	41	35	47	6	8	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	NC	58	35177	NC	95	99	NC	505	528	NC	24	8	NC	18	13	NC	41	49	NC	18	31
Students with Disabilities	NC	35	9707	NC	88	100	NC	482	495	NC	56	33	NC	0	21	NC	33	33	NC	11	13
Students without Disabilities	99	350	65785	100	100	98	494	497	522	27	26	10	35	25	16	31	37	49	8	12	26
Limited English Proficient Students	76	223	16905	100	100	100	456	463	489	50	67	34	50	17	28	0	17	32	0	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	90	298	36302				491	488	507	28	35	18	36	25	21	28	30	46	8	9	14
Non-Economically Disadvantaged	13	87	39164				540	514	528	0	12	8	0	18	13	100	51	48	0	18	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	100	381	75053	97	97	99	490	515	597	19	17	7	41	30	12	41	52	72	0	1	9
All Students (Prior Year)	96	317	73654	100	98	99	491	500	530	38	27	9	26	24	13	35	49	70	0	1	7
Female	55	198	36872	98	99	99	474	524	621	25	14	5	44	30	9	31	55	74	0	1	12
Male	45	180	38109	96	94	99	513	505	573	9	21	10	36	30	14	55	48	69	0	1	6
African American	NC	27	3636	NC	93	99	NC	517	568	NC	8	12	NC	33	16	NC	58	67	NC	0	6
Hispanic	85	288	30235	97	98	98	497	507	575	12	20	9	41	28	14	47	51	70	0	1	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	NC	57	35028	NC	93	99	NC	529	613	NC	14	6	NC	33	10	NC	51	73	NC	2	11
Students with Disabilities	NC	34	9625	NC	85	100	NC	449	530	NC	42	21	NC	25	21	NC	33	55	NC	0	4
Students without Disabilities	96	347	65428	98	99	98	489	520	604	19	15	6	42	30	11	38	53	73	0	1	10
Limited English Proficient Students	73	220	16765	100	100	100	431	492	525	50	17	17	50	50	20	0	33	60	0	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	89	295	36077				482	498	566	20	18	10	44	34	16	36	48	69	0	0	5
Non-Economically Disadvantaged	11	86	38950				582	551	618	0	16	5	0	22	9	100	59	73	0	4	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	82	345	76019	100	100	100	446	464	499	42	29	14	50	54	39	8	7	14	0	10	33
All Students (Prior Year)	80	300	76230	100	100	100	465	470	498	25	21	12	60	55	38	5	9	12	10	16	37
Female	42	178	37207	100	99	100	450	465	499	33	26	12	57	59	41	10	7	14	0	8	33
Male	40	167	38677	100	100	100	441	463	498	53	32	15	41	49	38	6	8	13	0	12	34
African American	NC	36	3817	NC	100	100	NC	465	475	NC	33	23	NC	45	47	NC	12	11	NC	9	18
Hispanic	72	249	29458	100	100	100	446	461	480	42	28	20	52	58	48	6	7	12	0	7	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	NC	52	35880	NC	96	100	NC	474	515	NC	24	7	NC	52	32	NC	7	16	NC	17	45
Students with Disabilities	NC	31	9786	NC	100	100	NC	432	457	NC	58	39	NC	42	40	NC	0	7	NC	0	13
Students without Disabilities	75	314	66233	97	99	99	446	466	503	43	27	11	49	55	39	8	8	14	0	10	35
Limited English Proficient Students	65	184	15206	100	100	100	441	452	459	46	30	31	50	62	53	4	4	7	0	4	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	68	266	35714				447	463	480	41	29	20	50	54	47	9	9	12	0	8	20
Non-Economically Disadvantaged	14	79	40266				444	467	513	50	27	9	50	55	33	0	4	15	0	15	43

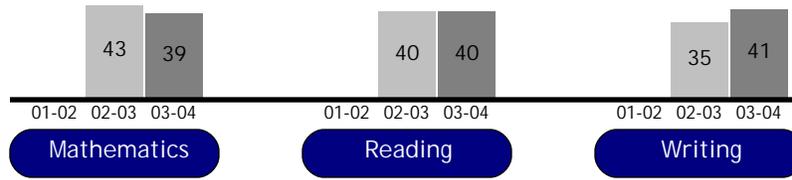
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	342	76020	100	100	100	482	487	503	61	49	25	21	27	23	18	22	40	0	2	12
All Students (Prior Year)	79	296	76202	100	100	100	493	497	505	37	32	19	19	25	24	42	40	46	2	3	11
Female	42	174	37213	100	97	100	483	488	504	52	50	22	33	23	23	14	26	42	0	1	13
Male	40	168	38666	100	100	100	480	485	501	71	48	29	6	32	22	24	18	38	0	2	12
African American	NC	35	3819	NC	100	100	NC	488	494	NC	50	37	NC	19	26	NC	31	31	NC	0	6
Hispanic	72	245	29442	100	99	99	481	486	494	65	54	37	23	23	26	13	21	31	0	2	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	NC	54	35890	NC	100	100	NC	490	511	NC	34	15	NC	46	20	NC	17	48	NC	2	18
Students with Disabilities	NC	32	9784	NC	100	100	NC	473	485	NC	75	58	NC	25	19	NC	0	19	NC	0	4
Students without Disabilities	75	310	66236	97	98	99	482	487	504	62	48	23	19	27	23	19	23	42	0	2	13
Limited English Proficient Students	65	180	15198	100	100	100	478	479	483	71	69	59	25	21	25	4	10	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	68	264	35703				482	486	494	59	51	37	22	27	26	19	20	31	0	1	6
Non-Economically Disadvantaged	14	78	40274				480	488	509	67	44	17	17	26	20	17	28	47	0	2	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	82	343	75673	100	100	100	488	484	530	16	18	12	26	35	25	58	48	58	0	1	4
All Students (Prior Year)	80	291	74692	100	100	99	470	471	502	32	32	18	42	42	27	26	24	47	0	1	8
Female	42	176	37099	100	98	100	523	502	548	0	10	8	29	30	22	71	59	64	0	1	6
Male	40	167	38441	100	100	99	445	463	513	35	26	16	24	40	29	41	34	52	0	0	3
African American	NC	36	3791	NC	100	99	NC	483	506	NC	18	18	NC	30	29	NC	52	50	NC	0	3
Hispanic	72	246	29305	100	100	99	475	486	507	19	16	16	29	36	31	52	47	51	0	1	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	NC	53	35760	NC	98	99	NC	482	550	NC	21	9	NC	36	21	NC	43	64	NC	0	6
Students with Disabilities	NC	32	9706	NC	100	100	NC	449	462	NC	18	36	NC	64	32	NC	18	31	NC	0	1
Students without Disabilities	75	311	65967	97	98	99	488	486	536	16	17	10	27	33	25	57	49	60	0	1	5
Limited English Proficient Students	65	183	15115	100	100	100	479	473	471	21	23	26	29	42	38	50	36	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	68	266	35541				487	488	504	19	14	17	25	38	31	56	47	50	0	1	2
Non-Economically Disadvantaged	14	77	40091				495	474	550	0	26	9	33	25	21	67	49	64	0	0	6

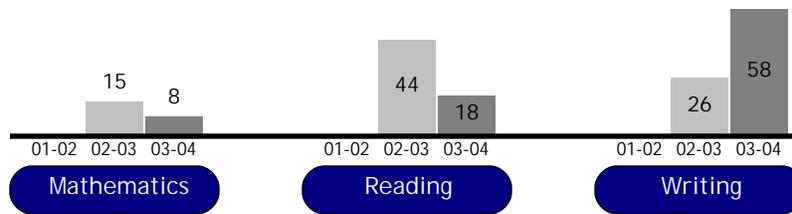
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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
2	Reading	95	19	19	44	92	25	26	50	99	32	NA	58
	Language	95	16	16	39	98	16	20	43	100	21	22	50
	Mathematics	96	35	35	52	98	26	37	57	100	48	40	64
3	Reading	--	--	19	43	98	16	22	47	98	28	NA	55
	Language	--	--	26	50	98	24	27	54	99	33	37	61
	Mathematics	--	--	33	50	100	33	29	54	99	49	45	61
4	Reading	--	--	23	47	91	27	31	52	98	31	NA	56
	Language	--	--	25	45	95	27	32	48	98	27	33	52
	Mathematics	--	--	38	52	98	35	38	57	98	40	42	61
5	Reading	--	--	25	46	96	28	30	50	100	21	NA	55
	Language	--	--	24	43	96	32	33	46	100	24	33	49
	Mathematics	--	--	40	54	99	41	44	57	100	35	45	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Develop Goals and Expectations
- Ü Parent/Community Involvement
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	18	3	0	0
7 to 9 years	8	2	0	0
10 or more years	1	4	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 26  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 78  
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Homework Club
- Ü Superintendent's Math Club
- Ü Principal's Reading and Math Club
- Ü PTO Afterschool Clubs

Social Services

- Ü Headstart
- Ü Community Liaison/Social Worker on site
- Ü Medical Services
- Ü Dental Services
- Ü Uniform Assistance
- Ü School Nurse
- Ü Breakfast in the Classroom Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Sunridge Elementary School continues to provide students with a positive learning opportunities and a school environment to support higher academic achievement.
- ü Established a PTO with active participation from parents at all PTO functions.
- ü Our overall student attendance rate for the year was 95%.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	60	58
Grades 3-4	76	71
Grades 4-5	61	65

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 FSD has established a Crisis Management Plan. We require all staff to wear identification badges and all visitors must register in the office and receive a visitor badge. The welfare of our students is often checked by making home visits.

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) :

4
---

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	Belinda Quezada	(623) 707-4600
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Rebecca Marrer	(623) 707-4600
School Nutrition Programs	Mary Donavan	(623) 707-4516
Parent Organization	Brenda Banta	(623) 707-4593
Student Health/Nurse	Brenda Derrick	(623) 707-4584

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.