



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13825 W. Wigwam Blvd., Litchfield Park, AZ 85340

Litchfield 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	Improving

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

### School Overview

Principal/Administrator : Mr. Anthony Napodano  
 Schedule : 8 AM to 3:30 PM  
 Grades : Pre-K-5  
 2004 Enrollment : 850  
 Web Address : www.lesd.k12.az.us  
 Phone Number : (623) 535-6100  
 Fax Number : (623) 935-3779  
 E-mail : napodano@lesd.k12.az.us

### Mission

Our mission as a school family is to immerse every child into a rich educational and social experience that will enable them to be skillful lifelong learners and model citizens. We are committed to student mastery of state and national standards.

### 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 All students will participate in enhancing their literacy skills and fluency through a balanced literacy model incorporating phonemic awareness, guided reading, independent reading and the Six Traits of Writing.
- ü All students will participate in mastering both state and national math standards incorporating basic skill application within contextually rich problem-solving situations.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1154  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü At-risk Reading Program
- Ü Academic Clubs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

We communicate students' progress using a variety of techniques. Student/Parent Handbook. Student Agendas. School Newsletter. Quarterly report cards. Progress and mid-term reports. Parent-teacher conferences. Parent phone contacts.

Parents

For optimal learning, it is important for parents to support education. Parents must ensure: Immunizations are complete. Children are properly nourished. Children maintain good attendance and arrive on time. Children adhere to school rules.

Transportation Policy

Many Litchfield students are transported by bus daily. Adaptations are made for students with handicaps. All students are instructed in bus safety/evacuation procedures. The Director for Transportation handles all issues relating to bus discipline.

School Honors

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

Award/Honor	Year
Ü Arizona A+ School	1995
Ü Westmarc/Cox Best of West Award in Education	1999
Ü Arizona A+ School	2001
Ü National PTA School of Recognition	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	194	680	75509	100	100	100	539	529	521	8	8	13	15	19	23	36	38	33	41	35	31
All Students (Prior Year)	160	650	75372	100	100	100	532	524	523	5	8	9	20	24	25	43	40	36	32	28	30
Female	98	330	37013	100	100	100	539	527	522	8	8	12	13	22	24	36	38	33	43	33	31
Male	96	350	38430	100	100	99	539	532	521	8	9	14	17	16	22	36	38	33	39	38	31
African American	11	42	3660	100	100	99	509	499	496	40	26	24	20	31	31	10	26	28	30	18	18
Hispanic	48	199	30486	100	100	99	537	518	505	0	6	18	10	25	29	57	46	32	33	23	21
Asian/Pacific Islander	12	29	1780	100	100	98	523	532	549	22	9	5	11	9	13	11	32	33	56	50	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	122	406	35192	100	99	99	544	537	534	7	8	8	16	16	19	33	36	35	44	41	39
Students with Disabilities	24	88	9708	100	100	100	538	519	489	17	21	32	11	18	27	28	24	24	44	37	17
Students without Disabilities	170	592	65801	97	96	98	539	530	525	7	7	11	15	19	23	37	39	34	41	35	33
Limited English Proficient Students	NC	48	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	46	177	36411				523	510	503	8	14	19	24	28	29	35	35	32	32	24	20
Non-Economically Disadvantaged	148	503	39040				543	534	534	8	7	8	13	16	19	36	38	34	43	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	193	678	75492	99	99	100	531	525	519	10	9	12	8	12	16	49	51	47	34	29	24
All Students (Prior Year)	158	649	75221	100	100	100	534	529	523	2	4	8	11	12	16	57	61	56	29	24	21
Female	98	330	37014	100	100	100	535	528	523	7	6	10	7	11	15	47	53	48	38	30	27
Male	95	348	38400	99	99	99	526	523	516	12	11	14	9	13	17	51	49	47	29	28	21
African American	11	42	3665	100	100	99	502	507	505	27	25	20	18	13	22	36	43	43	18	20	14
Hispanic	48	198	30438	100	100	99	519	516	508	7	6	17	9	14	21	62	65	47	22	15	15
Asian/Pacific Islander	12	29	1773	100	100	98	518	524	534	22	9	4	11	5	10	33	59	50	33	27	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	121	405	35177	99	99	99	539	531	528	8	8	8	7	12	13	45	46	49	39	35	31
Students with Disabilities	24	87	9707	100	100	100	504	511	495	42	26	33	8	11	21	21	37	33	29	26	13
Students without Disabilities	169	591	65785	97	95	98	535	527	522	5	6	10	8	12	16	53	53	49	34	29	26
Limited English Proficient Students	NC	48	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	46	178	36302				515	514	507	18	15	18	13	16	21	50	50	46	20	19	14
Non-Economically Disadvantaged	147	500	39164				535	529	528	8	7	8	7	11	13	48	51	48	37	31	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	192	678	75053	99	99	99	659	608	597	3	5	7	6	10	12	70	75	72	20	10	9
All Students (Prior Year)	160	641	73654	100	99	99	546	534	530	4	7	9	7	11	13	76	73	70	13	9	7
Female	97	331	36872	99	100	99	686	625	621	1	4	5	6	8	9	64	74	74	29	14	12
Male	95	347	38109	99	99	99	632	592	573	6	5	10	7	12	14	76	75	69	11	7	6
African American	11	41	3636	100	98	99	628	563	568	10	10	12	10	26	16	60	54	67	20	10	6
Hispanic	47	199	30235	98	100	98	666	596	575	0	4	9	7	12	14	79	78	70	14	6	6
Asian/Pacific Islander	12	29	1768	100	100	98	677	657	651	0	0	3	0	0	5	67	87	72	33	13	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	121	405	35028	99	99	99	658	615	613	4	5	6	6	9	10	68	74	73	21	12	11
Students with Disabilities	24	87	9625	100	100	100	606	584	530	6	8	21	17	14	21	61	70	55	17	8	4
Students without Disabilities	168	591	65428	96	95	98	665	611	604	3	5	6	5	10	11	71	75	73	20	10	10
Limited English Proficient Students	NC	47	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	45	177	36077				646	583	566	5	9	10	11	18	16	62	63	69	22	10	5
Non-Economically Disadvantaged	147	501	38950				663	615	618	3	4	5	5	8	9	73	78	73	20	10	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	207	718	76019	100	100	100	501	507	499	12	9	14	38	36	39	17	16	14	33	39	33
All Students (Prior Year)	128	594	76230	98	99	100	500	499	498	6	7	12	39	42	38	17	18	12	38	33	37
Female	103	366	37207	100	99	100	506	508	499	9	7	12	37	37	41	15	14	14	39	41	33
Male	104	352	38677	100	100	100	497	506	498	15	11	15	38	35	38	19	17	13	27	38	34
African American	26	74	3817	100	100	100	449	482	475	52	22	23	26	42	47	13	15	11	9	22	18
Hispanic	48	180	29458	100	99	100	495	492	480	8	15	20	39	38	48	31	21	12	22	27	20
Asian/Pacific Islander	10	32	1673	100	97	99	522	517	531	0	4	4	13	41	29	0	4	14	88	52	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	121	425	35880	100	100	100	512	516	515	6	5	7	42	35	32	15	15	16	37	46	45
Students with Disabilities	19	71	9786	100	100	100	483	470	457	11	26	39	56	41	40	11	15	7	22	18	13
Students without Disabilities	188	647	66233	98	99	99	502	509	503	12	8	11	37	36	39	17	16	14	34	41	35
Limited English Proficient Students	16	55	15206	100	100	100	NA	453	459	NA	36	31	NA	64	53	NA	0	7	NA	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	57	188	35714				479	489	480	23	14	20	38	43	47	15	14	12	23	28	20
Non-Economically Disadvantaged	150	530	40266				507	512	513	9	7	9	38	34	33	17	16	15	36	42	43

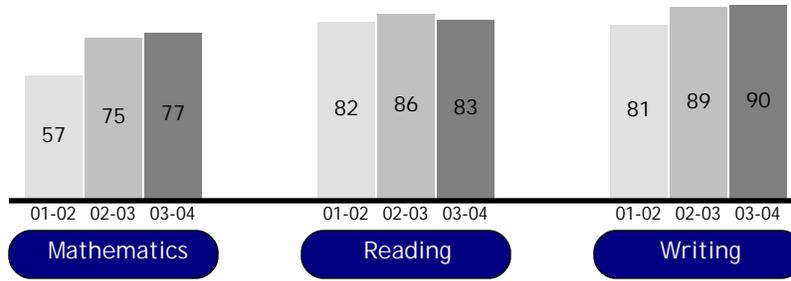
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	714	76020	100	99	100	505	508	503	21	17	25	22	20	23	43	46	40	14	16	12
All Students (Prior Year)	128	595	76202	98	99	100	516	510	505	11	11	19	18	21	24	51	53	46	20	15	11
Female	102	365	37213	100	99	100	508	511	504	11	12	22	24	20	23	47	50	42	18	18	13
Male	104	349	38666	100	99	100	502	506	501	31	22	29	20	19	22	39	43	38	10	15	12
African American	26	74	3819	100	100	100	494	502	494	58	40	37	8	20	26	27	27	31	8	13	6
Hispanic	48	178	29442	100	98	99	499	502	494	16	17	37	38	26	26	43	49	31	3	8	6
Asian/Pacific Islander	10	32	1672	100	97	99	508	506	513	13	19	12	13	15	19	63	59	49	13	7	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	120	423	35890	100	100	100	509	512	511	15	13	15	20	18	20	45	48	48	19	21	18
Students with Disabilities	19	70	9784	100	100	100	481	486	485	71	56	58	12	14	19	12	26	19	6	5	4
Students without Disabilities	187	644	66236	97	98	99	507	510	504	16	14	23	23	20	23	46	48	42	15	17	13
Limited English Proficient Students	16	55	15198	100	100	100	NA	487	483	NA	33	59	NA	67	25	NA	0	14	NA	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	57	187	35703				492	499	494	36	29	37	29	22	26	29	41	31	7	8	6
Non-Economically Disadvantaged	149	527	40274				509	511	509	17	14	17	19	19	20	48	48	47	17	19	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	205	714	75673	100	99	100	536	543	530	9	8	12	24	23	25	64	65	58	3	4	4
All Students (Prior Year)	125	585	74692	95	98	99	521	512	502	9	10	18	25	25	27	52	55	47	14	9	8
Female	103	366	37099	100	99	100	561	563	548	3	5	8	20	17	22	73	73	64	4	5	6
Male	102	348	38441	100	99	99	510	521	513	15	12	16	28	30	29	55	55	52	2	3	3
African American	25	73	3791	96	99	99	473	516	506	23	9	18	41	38	29	36	52	50	0	2	3
Hispanic	48	179	29305	100	98	99	516	531	507	17	12	16	22	23	31	58	62	51	3	4	2
Asian/Pacific Islander	10	32	1665	100	97	99	567	541	573	0	7	6	13	19	16	88	74	67	0	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	120	423	35760	100	100	99	551	552	550	4	6	9	22	21	21	69	67	64	4	5	6
Students with Disabilities	19	69	9706	100	100	100	487	472	462	0	20	36	75	47	32	25	33	31	0	0	1
Students without Disabilities	186	645	65967	97	98	99	538	547	536	9	7	10	22	22	25	66	66	60	3	4	5
Limited English Proficient Students	16	55	15115	100	100	100	NA	497	471	NA	10	26	NA	10	38	NA	80	35	NA	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	56	186	35541				537	527	504	8	11	17	24	29	31	65	56	50	3	4	2
Non-Economically Disadvantaged	149	528	40091				535	547	550	9	7	9	24	22	21	64	67	64	3	4	6

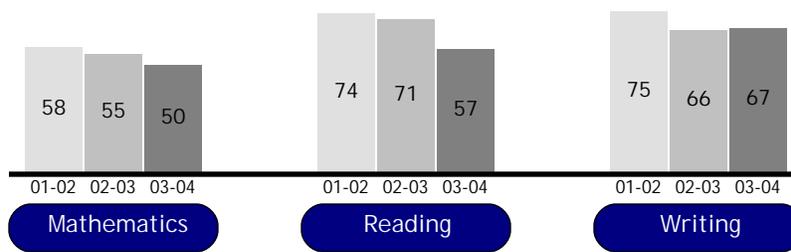
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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.

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](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	100	61	59	44	95	64	62	50	96	65	NA	58
	Language	100	52	52	39	99	54	52	43	99	61	56	50
	Mathematics	100	60	61	52	98	61	62	57	99	69	66	64
3	Reading	99	53	55	43	98	65	57	47	98	63	NA	55
	Language	99	59	61	50	99	68	62	54	99	70	66	61
	Mathematics	99	51	56	50	99	73	60	54	99	67	64	61
4	Reading	100	57	56	47	98	67	63	52	98	66	NA	56
	Language	100	51	52	45	100	58	58	48	99	58	56	52
	Mathematics	100	59	61	52	100	61	65	57	97	65	63	61
5	Reading	100	57	55	46	94	67	58	50	100	61	NA	55
	Language	100	52	52	43	98	57	53	46	100	58	58	49
	Mathematics	100	65	64	54	98	68	61	57	100	73	71	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)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	0	0	0
4 to 6 years	9	2	0	0
7 to 9 years	2	4	0	0
10 or more years	4	2	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Multimedia Area

Extracurricular Activities

- Ü Extended Library Hours
- Ü Performing Chorus
- Ü Student Council
- Ü Academic Clubs

Social Services

- Ü Preschool
- Ü Before/After School Programs
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Eighty-five percent (85%) of students have grown at least one year in reading utilizing Individual Reading Inventories.

ü Our student attendance rate will be 95% or higher.

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>	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 2-3	62	72
Grades 3-4	74	64
Grades 4-5	58	71

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

Our students' safety is paramount. The following address this goal: Safety Committee, Site-based Team, Behavior Intervention Team, Health Services, & PE/Health Curriculum. Our Emergency Response Plan requires monthly fire drills & additional drills.

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	Anthony Napodano	(623) 535-6100
Transportation Policy	David Gourlay	(623) 935-0018
Community Resources	Gail Sasso	(623) 535-6044
School Nutrition Programs	Dave Schwake	(888) 535-6119
Parent Organization	Lisa Pavlet	(623) 535-6100
Student Health/Nurse	Melanie Cuison	(623) 935-0031

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.