

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

18701 W. Thomas Rd., 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Lee K. Nelson
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-5
 2004 Enrollment : 613
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6200
 Fax Number : (623) 935-7803
 E-mail : nelson@lesd.k12.az.us

Mission

As a community of educators, our high academic standards and educational programs ensure that all students reach their potential.
 As a community of caring adults, we maintain a safe and orderly environment that values the social and emotional development of children.
 As a community of students, we are respectful, cooperative, responsible, and ready for learning every day.
 As a community of parents, our children attend school regularly and are prepared for learning.

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 K-2 students will learn sound-letter relationships to support critical word recognition development and accurate spelling. This foundation ensures that by 3rd grade students will be fluent readers who read for a variety of purposes.
- ü The Litchfield District Curriculum Map, which includes the content, skills, assessments, and the State Standards a student is expected to master at each grade level, will provide the direction for instructional decisions.
- ü Technology will be integrated throughout our K-5 curriculum. Reading, word processing, multimedia presentations, collaborative projects, digital cameras and Internet research provide meaningful curriculum related activities.
- ü We will actively promote an open door policy, believing that by involving parents in the educational process, our students will feel supported and encouraged to reach for their highest potential.

Enrollment

October 1, 2003 School Year Student Enrollment : 570
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- ü Project Inquiry Gifted Program
- ü Full-day Kindergarten and Preschool
- ü Special Education Programs
- ü Reading and Math Lab
- ü English Language Learner Support
- ü Traditional and Multi age 1st-3rd classes
- ü Homework Link
- ü Inquiry Based Hands-on Science

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

Our School Compact states that we will:

- Provide a safe school environment.
- Give parents a voice in decisions regarding their child’s education.
- Keep parents informed of their child's progress.
- Foster high standards of academic achievement and personal development for all students.
- Provide resources for parents to support their child’s academic progress.

Parents

Our School Compact states, as a parent, I want my child to achieve. I will:

- Encourage my child to reach his/her potential.
- See that my child is on time and attends school daily.
- Establish a time and place for homework and check it daily.
- Support the enforcement of school, class, and bus rules.
- Keep in touch with teachers.
- Keep personal information up-to-date.
- Read daily with my child.

Transportation Policy

The majority of students are transported by the District. Adaptations are made for special needs students. All students are instructed in bus safety and evacuation procedures. Bus conduct reports communicate unsafe behaviors to parents and school administration. Video cameras monitor student behavior.

School Honors

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

Award/Honor	Year
ü A+ School Award	2004
ü Westside Impact Teacher of the Year	2004
ü Westside Impact Teacher of the Year	2003
ü Special Mention: Golden Bell Award	2002

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	93	680	75509	97	100	100	521	529	521	8	8	13	22	19	23	38	38	33	32	35	31
All Students (Prior Year)	97	650	75372	100	100	100	520	524	523	9	8	9	24	24	25	40	40	36	27	28	30
Female	34	330	37013	97	100	100	515	527	522	6	8	12	34	22	24	28	38	33	31	33	31
Male	59	350	38430	97	100	99	525	532	521	9	9	14	15	16	22	43	38	33	32	38	31
African American	NC	42	3660	NC	100	99	NC	499	496	NC	26	24	NC	31	31	NC	26	28	NC	18	18
Hispanic	23	199	30486	100	100	99	518	518	505	0	6	18	26	25	29	58	46	32	16	23	21
Asian/Pacific Islander	--	29	1780	--	100	98	--	532	549	--	9	5	--	9	13	--	32	33	--	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	65	406	35192	96	99	99	524	537	534	11	8	8	18	16	19	33	36	35	38	41	39
Students with Disabilities	15	88	9708	100	100	100	519	519	489	10	21	32	20	18	27	40	24	24	30	37	17
Students without Disabilities	78	592	65801	92	96	98	522	530	525	8	7	11	23	19	23	37	39	34	32	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	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	23	177	36411				514	510	503	0	14	19	37	28	29	42	35	32	21	24	20
Non-Economically Disadvantaged	70	503	39040				523	534	534	11	7	8	18	16	19	36	38	34	35	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	93	678	75492	97	99	100	516	525	519	8	9	12	21	12	16	55	51	47	15	29	24
All Students (Prior Year)	96	649	75221	100	100	100	520	529	523	2	4	8	16	12	16	67	61	56	15	24	21
Female	34	330	37014	97	100	100	517	528	523	6	6	10	19	11	15	63	53	48	13	30	27
Male	59	348	38400	97	99	99	515	523	516	9	11	14	23	13	17	51	49	47	17	28	21
African American	NC	42	3665	NC	100	99	NC	507	505	NC	25	20	NC	13	22	NC	43	43	NC	20	14
Hispanic	23	198	30438	100	100	99	511	516	508	0	6	17	16	14	21	84	65	47	0	15	15
Asian/Pacific Islander	--	29	1773	--	100	98	--	524	534	--	9	4	--	5	10	--	59	50	--	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	65	405	35177	96	99	99	518	531	528	10	8	8	23	12	13	48	46	49	20	35	31
Students with Disabilities	15	87	9707	100	100	100	512	511	495	0	26	33	20	11	21	60	37	33	20	26	13
Students without Disabilities	78	591	65785	92	95	98	516	527	522	9	6	10	21	12	16	55	53	49	15	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	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	23	178	36302				516	514	507	5	15	18	26	16	21	53	50	46	16	19	14
Non-Economically Disadvantaged	70	500	39164				516	529	528	9	7	8	20	11	13	56	51	48	15	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	93	678	75053	97	99	99	556	608	597	6	5	7	20	10	12	72	75	72	2	10	9
All Students (Prior Year)	94	641	73654	98	99	99	528	534	530	10	7	9	15	11	13	69	73	70	6	9	7
Female	34	331	36872	97	100	99	544	625	621	6	4	5	28	8	9	66	74	74	0	14	12
Male	59	347	38109	97	99	99	563	592	573	6	5	10	15	12	14	75	75	69	4	7	6
African American	NC	41	3636	NC	98	99	NC	563	568	NC	10	12	NC	26	16	NC	54	67	NC	10	6
Hispanic	23	199	30235	100	100	98	543	596	575	5	4	9	21	12	14	74	78	70	0	6	6
Asian/Pacific Islander	--	29	1768	--	100	98	--	657	651	--	0	3	--	0	5	--	87	72	--	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	65	405	35028	96	99	99	564	615	613	7	5	6	16	9	10	74	74	73	3	12	11
Students with Disabilities	15	87	9625	100	100	100	584	584	530	0	8	21	10	14	21	80	70	55	10	8	4
Students without Disabilities	78	591	65428	92	95	98	552	611	604	7	5	6	21	10	11	71	75	73	1	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	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	23	177	36077				524	583	566	5	9	10	42	18	16	53	63	69	0	10	5
Non-Economically Disadvantaged	70	501	38950				565	615	618	6	4	5	14	8	9	77	78	73	3	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	107	718	76019	95	100	100	523	507	499	5	9	14	25	36	39	16	16	14	54	39	33
All Students (Prior Year)	97	594	76230	98	99	100	514	499	498	3	7	12	35	42	38	23	18	12	39	33	37
Female	51	366	37207	94	99	100	526	508	499	2	7	12	35	37	41	9	14	14	54	41	33
Male	56	352	38677	95	100	100	520	506	498	8	11	15	17	35	38	23	17	13	53	38	34
African American	NC	74	3817	NC	100	100	NC	482	475	NC	22	23	NC	42	47	NC	15	11	NC	22	18
Hispanic	26	180	29458	87	99	100	504	492	480	9	15	20	27	38	48	23	21	12	41	27	20
Asian/Pacific Islander	NC	32	1673	NC	97	99	NC	517	531	NC	4	4	NC	41	29	NC	4	14	NC	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	75	425	35880	97	100	100	528	516	515	4	5	7	25	35	32	13	15	16	58	46	45
Students with Disabilities	13	71	9786	81	100	100	466	470	457	25	26	39	50	41	40	13	15	7	13	18	13
Students without Disabilities	94	647	66233	97	99	99	528	509	503	3	8	11	23	36	39	16	16	14	57	41	35
Limited English Proficient Students	NC	55	15206	NC	100	100	NC	453	459	NC	36	31	NC	64	53	NC	0	7	NC	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	28	188	35714				515	489	480	5	14	20	32	43	47	9	14	12	55	28	20
Non-Economically Disadvantaged	79	530	40266				525	512	513	5	7	9	23	34	33	18	16	15	53	42	43

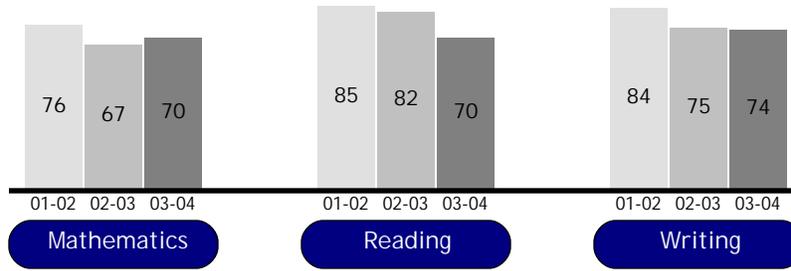
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	714	76020	94	99	100	520	508	503	11	17	25	11	20	23	52	46	40	27	16	12
All Students (Prior Year)	98	595	76202	99	99	100	514	510	505	5	11	19	18	21	24	59	53	46	18	15	11
Female	51	365	37213	94	99	100	525	511	504	9	12	22	9	20	23	55	50	42	27	18	13
Male	55	349	38666	93	99	100	515	506	501	12	22	29	12	19	22	49	43	38	27	15	12
African American	NC	74	3819	NC	100	100	NC	502	494	NC	40	37	NC	20	26	NC	27	31	NC	13	6
Hispanic	25	178	29442	83	98	99	509	502	494	10	17	37	10	26	26	70	49	31	10	8	6
Asian/Pacific Islander	NC	32	1672	NC	97	99	NC	506	513	NC	19	12	NC	15	19	NC	59	49	NC	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	75	423	35890	97	100	100	521	512	511	11	13	15	10	18	20	49	48	48	30	21	18
Students with Disabilities	13	70	9784	81	100	100	514	486	485	0	56	58	0	14	19	80	26	19	20	5	4
Students without Disabilities	93	644	66236	96	98	99	520	510	504	11	14	23	11	20	23	50	48	42	28	17	13
Limited English Proficient Students	NC	55	15198	NC	100	100	NC	487	483	NC	33	59	NC	67	25	NC	0	14	NC	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	28	187	35703				518	499	494	14	29	37	14	22	26	48	41	31	24	8	6
Non-Economically Disadvantaged	78	527	40274				520	511	509	9	14	17	9	19	20	53	48	47	28	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	106	714	75673	94	99	100	534	543	530	9	8	12	28	23	25	60	65	58	3	4	4
All Students (Prior Year)	93	585	74692	94	98	99	513	512	502	9	10	18	26	25	27	55	55	47	10	9	8
Female	51	366	37099	94	99	100	552	563	548	9	5	8	13	17	22	74	73	64	4	5	6
Male	55	348	38441	93	99	99	518	521	513	10	12	16	41	30	29	47	55	52	2	3	3
African American	NC	73	3791	NC	99	99	NC	516	506	NC	9	18	NC	38	29	NC	52	50	NC	2	3
Hispanic	25	179	29305	83	98	99	531	531	507	5	12	16	29	23	31	67	62	51	0	4	2
Asian/Pacific Islander	NC	32	1665	NC	97	99	NC	541	573	NC	7	6	NC	19	16	NC	74	67	NC	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	75	423	35760	97	100	99	534	552	550	11	6	9	26	21	21	58	67	64	4	5	6
Students with Disabilities	12	69	9706	75	100	100	511	472	462	0	20	36	43	47	32	57	33	31	0	0	1
Students without Disabilities	94	645	65967	97	98	99	536	547	536	10	7	10	26	22	25	60	66	60	3	4	5
Limited English Proficient Students	NC	55	15115	NC	100	100	NC	497	471	NC	10	26	NC	10	38	NC	80	35	NC	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	27	186	35541				525	527	504	9	11	17	39	29	31	48	56	50	4	4	2
Non-Economically Disadvantaged	79	528	40091				537	547	550	9	7	9	24	22	21	64	67	64	3	4	6

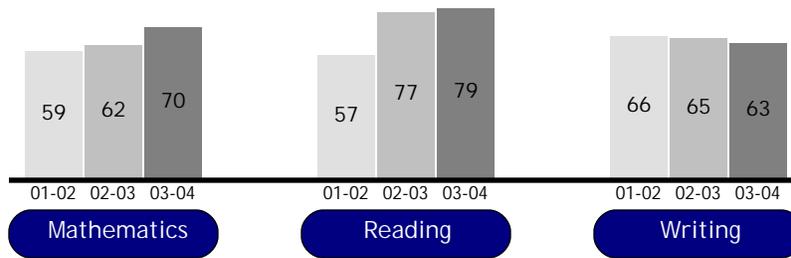
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Y
	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 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	46	59	44	70	59	62	50	97	57	NA	58
	Language	100	35	52	39	97	47	52	43	99	54	56	50
	Mathematics	100	53	61	52	97	68	62	57	100	66	66	64
3	Reading	99	52	55	43	99	48	57	47	95	52	NA	55
	Language	98	58	61	50	99	52	62	54	95	55	66	61
	Mathematics	100	62	56	50	98	66	60	54	94	63	64	61
4	Reading	99	54	56	47	99	66	63	52	95	61	NA	56
	Language	98	51	52	45	99	63	58	48	94	54	56	52
	Mathematics	99	59	61	52	99	73	65	57	96	63	63	61
5	Reading	96	54	55	46	98	60	58	50	95	69	NA	55
	Language	96	53	52	43	99	57	53	46	95	64	58	49
	Mathematics	99	64	64	54	98	66	61	57	95	76	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)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety Issues
- Ü School Climate
- Ü Parent/Educator Relations
- Ü Textbook Selection
- Ü Extra Curricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	28.50
Other Professional Staff	3.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Project Preserve Nature Center
- Ü Multimedia Advanced Computer Lab
- Ü Instructional Resource Center
- Ü Audio Enhancement equipped classrooms

Extracurricular Activities

- Ü Chorus
- Ü Study Buddies
- Ü Student Council
- Ü Peer Mediators
- Ü Project Preserve Guides
- Ü Art Masterpiece Program
- Ü Litchfield Parks and Recreation Site
- Ü A.Y.S.O. Site

Social Services

- Ü Breakfast and Lunch Programs
- Ü Family Reading Nights
- Ü Health Safari Health Screening
- Ü Community Health Fair
- Ü Extended Day Child Care Services
- Ü Annual Student Health Screening
- Ü Fulltime School Nurse
- Ü Vision Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our 2003 - 2004 Community Survey indicates a 95% approval rating of our school.

- ü Our quarterly Family Literacy Nights help parents support their child's literacy skill development and love of reading and writing. Families enjoy meeting authors, exploring literacy websites and working on hands on literacy projects together.

- ü Our Parent Volunteer Program logged over 3,000 hours of support for school programs and extra curricular activities.

- ü We are proud to be an A+ School because it celebrates Scott Libby as a dynamic community of life long learners. We prepare students to successfully live in a rapidly changing world, to establish goals, and to apply their knowledge and skills.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	61
Grades 3-4	85	67
Grades 4-5	64	73

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 approved Emergency Procedures Plan directs staff and students in the event of an emergency. The plan's effectiveness is evaluated regularly and adjusted accordingly by staff, parents, and local law enforcement. Regular emergency and school evacuation drills are conducted.

Campus activity is monitored by security cameras and staff. Security gates limit access to the campus. Two-way radios are used to maintain communication between the playground monitors and administration.

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	Laura Tallent	(623) 535-6200
Transportation Policy	Ken Axford	(623) 535-6000
Community Resources	Mary Ann Mroz	(623) 535-6200
School Nutrition Programs	David Schwake	(623) 535-6100
Parent Organization	Laura Tallent	(623) 535-6200
Student Health/Nurse	Gina Medley	(623) 535-6200

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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