



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2801 N. 135th Avenue, Goodyear, AZ 85338

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 Improving

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

School Overview

Principal/Administrator : Dr. Ace T. Faust
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-5
2004 Enrollment : 853
Web Address : www.lesd.k12.az.us
Phone Number : (623) 535-6400
Fax Number : (623) 935-0058
E-mail : faust@lesd.k12.az.us

Mission

To provide the best educational atmosphere possible; to present a curriculum that includes all subject areas; to emphasize specific skills; to teach children to accept responsibility for their actions; and to promote parent involvement.

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

- Using staff inservice programs, continue the infusion of technology at all grade levels with students, faculty and staff.
Continue to implement and explore new hands-on science/math program using oral and written communication.

Enrollment

October 1, 2003 School Year Student Enrollment : 809
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 100

Instructional Programs

- Ü Full-day Kindergarten
- Ü Advanced Placement/Gifted
- Ü Reading & Math Remedial Programs
- Ü Accelerated Reader & Math Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Soaring To New Heights embraces our strong, purposeful leadership philosophy of a child-centered, focused school environment with high expectations for all. Children should experience a safe, healthy, open, positive and friendly atmosphere.

Parents

To promote the welfare of their children at home, school and community; to uphold the laws for the care/protection of children; to develop united efforts to secure for all children the highest advantages in mental, social and spiritual education.

Transportation Policy

Follow all rules waiting for, boarding/leaving the bus; be on time; sit in assigned seats; remain seated; be courteous to all; loud or vulgar language is not permitted; students who refuse to obey the driver shall forfeit their right to ride the bus.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2002
Ü Westside Impact Teacher of the Year	2003
Ü Wells Fargo Grant	2004
Ü Westside Impact Teacher of the Year	2004

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	135	680	75509	99	100	100	538	529	521	6	8	13	15	19	23	37	38	33	42	35	31
All Students (Prior Year)	97	650	75372	99	100	100	551	524	523	0	8	9	9	24	25	43	40	36	48	28	30
Female	64	330	37013	98	100	100	534	527	522	7	8	12	16	22	24	44	38	33	33	33	31
Male	71	350	38430	100	100	99	543	532	521	6	9	14	13	16	22	30	38	33	51	38	31
African American	10	42	3660	100	100	99	489	499	496	22	26	24	33	31	31	33	26	28	11	18	18
Hispanic	27	199	30486	100	100	99	518	518	505	9	6	18	23	25	29	36	46	32	32	23	21
Asian/Pacific Islander	NC	29	1780	NC	100	98	NC	532	549	NC	9	5	NC	9	13	NC	32	33	NC	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	91	406	35192	99	99	99	548	537	534	5	8	8	11	16	19	38	36	35	47	41	39
Students with Disabilities	15	88	9708	100	100	100	535	519	489	11	21	32	11	18	27	33	24	24	44	37	17
Students without Disabilities	120	592	65801	94	96	98	539	530	525	6	7	11	15	19	23	37	39	34	42	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	26	177	36411				502	510	503	20	14	19	25	28	29	35	35	32	20	24	20
Non-Economically Disadvantaged	109	503	39040				545	534	534	4	7	8	13	16	19	38	38	34	46	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	135	678	75492	99	99	100	532	525	519	6	9	12	8	12	16	44	51	47	42	29	24
All Students (Prior Year)	95	649	75221	97	100	100	537	529	523	1	4	8	9	12	16	62	61	56	28	24	21
Female	64	330	37014	98	100	100	530	528	523	3	6	10	10	11	15	49	53	48	38	30	27
Male	71	348	38400	100	99	99	534	523	516	8	11	14	6	13	17	40	49	47	46	28	21
African American	10	42	3665	100	100	99	516	507	505	22	25	20	0	13	22	44	43	43	33	20	14
Hispanic	26	198	30438	96	100	99	522	516	508	10	6	17	10	14	21	62	65	47	19	15	15
Asian/Pacific Islander	NC	29	1773	NC	100	98	NC	524	534	NC	9	4	NC	5	10	NC	59	50	NC	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	92	405	35177	100	99	99	536	531	528	3	8	8	9	12	13	39	46	49	48	35	31
Students with Disabilities	15	87	9707	100	100	100	532	511	495	11	26	33	11	11	21	44	37	33	33	26	13
Students without Disabilities	120	591	65785	94	95	98	532	527	522	5	6	10	8	12	16	44	53	49	43	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	27	178	36302				515	514	507	19	15	18	14	16	21	33	50	46	33	19	14
Non-Economically Disadvantaged	108	500	39164				536	529	528	3	7	8	7	11	13	47	51	48	44	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	135	678	75053	99	99	99	621	608	597	2	5	7	6	10	12	84	75	72	7	10	9
All Students (Prior Year)	93	641	73654	95	99	99	548	534	530	2	7	9	5	11	13	77	73	70	16	9	7
Female	65	331	36872	100	100	99	635	625	621	2	4	5	0	8	9	89	74	74	10	14	12
Male	70	347	38109	99	99	99	607	592	573	3	5	10	13	12	14	80	75	69	5	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	27	199	30235	100	100	98	590	596	575	0	4	9	13	12	14	87	78	70	0	6	6
Asian/Pacific Islander	NC	29	1768	NC	100	98	NC	657	651	NC	0	3	NC	0	5	NC	87	72	NC	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	92	405	35028	100	99	99	637	615	613	2	5	6	3	9	10	85	74	73	9	12	11
Students with Disabilities	14	87	9625	100	100	100	616	584	530	0	8	21	20	14	21	80	70	55	0	8	4
Students without Disabilities	121	591	65428	95	95	98	621	611	604	3	5	6	5	10	11	84	75	73	8	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	26	177	36077				582	583	566	5	9	10	14	18	16	77	63	69	5	10	5
Non-Economically Disadvantaged	109	501	38950				629	615	618	2	4	5	5	8	9	86	78	73	8	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	137	718	76019	99	100	100	520	507	499	2	9	14	33	36	39	19	16	14	45	39	33
All Students (Prior Year)	118	594	76230	100	99	100	499	499	498	7	7	12	42	42	38	18	18	12	33	33	37
Female	71	366	37207	97	99	100	519	508	499	3	7	12	26	37	41	18	14	14	53	41	33
Male	66	352	38677	100	100	100	520	506	498	2	11	15	41	35	38	21	17	13	36	38	34
African American	12	74	3817	100	100	100	519	482	475	0	22	23	36	42	47	18	15	11	45	22	18
Hispanic	21	180	29458	100	99	100	501	492	480	12	15	20	35	38	48	18	21	12	35	27	20
Asian/Pacific Islander	12	32	1673	92	97	99	526	517	531	0	4	4	60	41	29	0	4	14	40	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	90	425	35880	99	100	100	524	516	515	0	5	7	29	35	32	22	15	16	48	46	45
Students with Disabilities	NC	71	9786	NC	100	100	NC	470	457	NC	26	39	NC	41	40	NC	15	7	NC	18	13
Students without Disabilities	128	647	66233	98	99	99	521	509	503	2	8	11	33	36	39	19	16	14	46	41	35
Limited English Proficient Students	11	55	15206	100	100	100	468	453	459	25	36	31	75	64	53	0	0	7	0	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	24	188	35714				498	489	480	0	14	20	53	43	47	18	14	12	29	28	20
Non-Economically Disadvantaged	113	530	40266				523	512	513	3	7	9	30	34	33	20	16	15	48	42	43

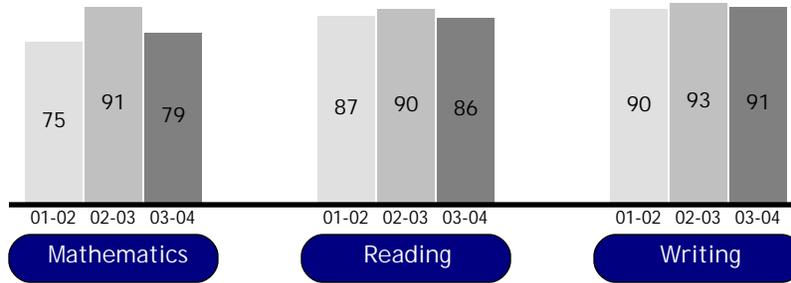
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	714	76020	97	99	100	513	508	503	7	17	25	22	20	23	54	46	40	16	16	12
All Students (Prior Year)	118	595	76202	100	99	100	508	510	505	9	11	19	22	21	24	56	53	46	12	15	11
Female	71	365	37213	97	99	100	515	511	504	6	12	22	17	20	23	59	50	42	18	18	13
Male	64	349	38666	97	99	100	510	506	501	9	22	29	28	19	22	49	43	38	14	15	12
African American	12	74	3819	100	100	100	507	502	494	0	40	37	45	20	26	36	27	31	18	13	6
Hispanic	20	178	29442	95	98	99	500	502	494	13	17	37	38	26	26	50	49	31	0	8	6
Asian/Pacific Islander	12	32	1672	92	97	99	509	506	513	0	19	12	30	15	19	70	59	49	0	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	89	423	35890	98	100	100	517	512	511	7	13	15	15	18	20	56	48	48	21	21	18
Students with Disabilities	NC	70	9784	NC	100	100	NC	486	485	NC	56	58	NC	14	19	NC	26	19	NC	5	4
Students without Disabilities	127	644	66236	98	98	99	514	510	504	6	14	23	23	20	23	55	48	42	17	17	13
Limited English Proficient Students	11	55	15198	100	100	100	492	487	483	25	33	59	75	67	25	0	0	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	23	187	35703				499	499	494	19	29	37	38	22	26	44	41	31	0	8	6
Non-Economically Disadvantaged	112	527	40274				515	511	509	6	14	17	20	19	20	56	48	47	19	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	137	714	75673	99	99	100	549	543	530	3	8	12	25	23	25	69	65	58	2	4	4
All Students (Prior Year)	116	585	74692	98	98	99	509	512	502	8	10	18	23	25	27	63	55	47	6	9	8
Female	71	366	37099	97	99	100	564	563	548	5	5	8	18	17	22	73	73	64	5	5	6
Male	66	348	38441	100	99	99	532	521	513	2	12	16	33	30	29	66	55	52	0	3	3
African American	12	73	3791	100	99	99	527	516	506	0	9	18	55	38	29	45	52	50	0	2	3
Hispanic	21	179	29305	100	98	99	528	531	507	0	12	16	29	23	31	71	62	51	0	4	2
Asian/Pacific Islander	12	32	1665	92	97	99	562	541	573	0	7	6	20	19	16	80	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	90	423	35760	99	100	99	557	552	550	4	6	9	21	21	21	72	67	64	4	5	6
Students with Disabilities	NC	69	9706	NC	100	100	NC	472	462	NC	20	36	NC	47	32	NC	33	31	NC	0	1
Students without Disabilities	128	645	65967	98	98	99	554	547	536	2	7	10	26	22	25	70	66	60	2	4	5
Limited English Proficient Students	11	55	15115	100	100	100	521	497	471	0	10	26	25	10	38	75	80	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	24	186	35541				480	527	504	6	11	17	53	29	31	41	56	50	0	4	2
Non-Economically Disadvantaged	113	528	40091				560	547	550	3	7	9	21	22	21	74	67	64	3	4	6

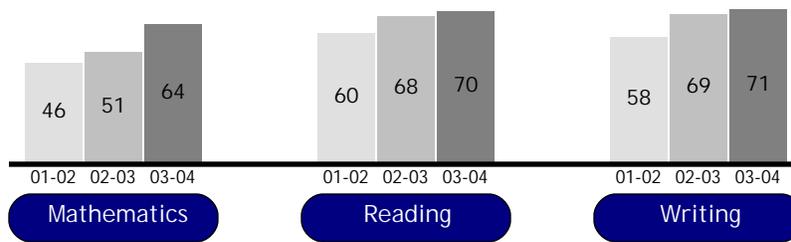
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	73	59	44	98	74	62	50	100	69	NA	58
	Language	100	64	52	39	98	65	52	43	100	53	56	50
	Mathematics	100	73	61	52	99	75	62	57	100	65	66	64
3	Reading	100	60	55	43	99	73	57	47	100	68	NA	55
	Language	100	64	61	50	99	76	62	54	99	77	66	61
	Mathematics	100	61	56	50	99	79	60	54	100	76	64	61
4	Reading	100	57	56	47	98	66	63	52	100	70	NA	56
	Language	100	52	52	45	100	64	58	48	100	58	56	52
	Mathematics	100	65	61	52	100	73	65	57	100	69	63	61
5	Reading	100	54	55	46	96	61	58	50	97	64	NA	55
	Language	100	51	52	43	98	52	53	46	97	59	58	49
	Mathematics	100	63	64	54	100	65	61	57	99	70	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Improvement
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Override/Bond Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	12.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	10	2	0	0
7 to 9 years	5	2	0	0
10 or more years	1	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Chorus
- Ü Student Council
- Ü Peer Mediators
- Ü Student Monitors

Social Services

- Ü Before School Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü After School Program

School Achievements/Accomplishments 2003-04

ü Assessing all students new to the school for maximum academic placement.

ü High Stanford 9 test scores.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	73
Grades 3-4	73	69
Grades 4-5	56	55

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

Providing a schoolwide safety protocol with a child-centered focus; a schoolwide classroom management system; high expectations; active leadership; family atmosphere; thematic disciplinary instruction; frequent and monitored assessment/homework.

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) :

1

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	Rick Dinneen	(623) 535-6400
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Ace T. Faust	(623) 535-6400
School Nutrition Programs	David Schwake	(623) 535-6056
Parent Organization	Ann Dennis	(623) 877-1255
Student Health/Nurse	Mary Engstrom	(623) 535-6418

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.