

# ACCLAIM Charter School

## ARIZONA SCHOOL REPORT CARD 2003-04

5350 W. Indian School Road, Phoenix, AZ 85031

### Acclaim Charter School

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 \*

Small School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

#### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Ms. Melanie Powers  
Schedule : 7:00 AM to 4:30 PM  
Grades : K-8  
2003 Enrollment : 350  
Web Address :  
Phone Number : (623) 691-0919  
Fax Number : (623) 691-6091  
E-mail : acclaim@qwest.net

#### Mission

A Core Knowledge School whose mission is to provide a learning environment rich in arts, sciences and languages where students gain strong academic skills, character, appreciation for diversity, concern for the environment and strive for excellence.

#### School / Academic Goals

- Students strive to achieve their fullest potential in language arts, mathematics, science, social studies, health, PE and technology, building on previous learning to acquire new knowledge and skills which can be applied to real-life settings.
- Students develop an interest in, and love of, music and art, developing the ability to express themselves, and sensitivity to musical and artistic beauty through exposure to classical, contemporary and a variety of cultural forms of music and art.

#### Instructional Programs

- Full-day Kindergarten
- Core Knowledge School
- Character Education
- Accelerated Math, Reader & Writer

#### Enrollment

October 1, 2002 School Year Student Enrollment : 323  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 350

#### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 7 hours 0 minutes  
First Day of School : 8/4/2003  
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü Personnel Decisions
- Ü School Calendar
- Ü Fundraising
- Ü School Improvement
- Ü Student Discipline

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

ACCLAIM provides a safe learning environment, respects differences in cultures and learning styles, values bilingualism and high academic standards achieved through a variety of instructional strategies. Regular communication is provided.

Parents

Parents are asked to send students to school in uniform with the proper supplies; to support the instructional and discipline programs, attend Project Presentations and parent conferences, and notify the school of any concerns involving their child.

Resources Available at School Site

Special Facilities

- Ü Small Computer Lab
- Ü Small Library

Extracurricular Activities

- Ü Educational Computer Games
- Ü Tap Dance
- Ü Game Room
- Ü Sports Activities

Social Services

- Ü Healthy Kids Dental Services
- Ü Parenting Program

Transportation Policy

ACCLAIM has 3 buses. No transportation east or north of Grand Avenue. Buses go as far west as Avondale. Bus fee is \$5 per month (volunteer time can be used to cover the bus fee). Safety is crucial; bus riding is a privilege which can be lost.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Through our curriculum (the Core Knowledge Sequence), afterschool tutoring program and small class size, students acquired a rich knowledge and strengthened skills in various areas of academics this year, although many came to us below grade level.
- ü Through exposure to, experience with, and instruction in a variety of cultural forms of music and art, our students' knowledge and appreciation of the arts has notably increased.

School Honors

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

Award/Honor	Year
ü Accelerated Math Model Classroom (2 Teachers)	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	--	20	20	20
Transfers In <sup>4</sup> (Within District)	--	2	2	2
Transfers In <sup>5</sup> (Out of District)	--	10	10	9
Promotion Rate <sup>6</sup>	--	99	98	95
Retention Rate <sup>7</sup>	--	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	78
Grades 3-4	79	80
Grades 4-5	76	57
Grades 5-6	91	83
Grades 6-7	100	77
Grades 7-8	83	100

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 2002-03. 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 2003. 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. 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).

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	32	32	75372	100	100	101	483	483	523	0	0	9	75	75	25	25	25	36	0	0	30
All Students (Prior Year)	34	34	70809	NA	NA	NA	476	476	518	29	29	11	48	48	27	19	19	35	5	5	27
Female	20	20	36901	100	100	101	485	485	524	0	0	8	67	67	25	33	33	36	0	0	31
Male	12	12	38385	100	100	101	477	477	523	0	0	9	100	100	24	0	0	36	0	0	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	28	28	29103	100	100	99	472	472	510	0	0	12	100	100	31	0	0	36	0	0	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	28	28	67315	104	104	101	483	483	525	0	0	8	75	75	24	25	25	37	0	0	31
Limited English Proficient Students	26	26	16925	118	118	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	23	23	26325				472	472	504	0	0	15	100	100	34	0	0	33	0	0	18
Non-Economically Disadvantaged	NC	NC	49047				NC	NC	530	NC	NC	6	NC	NC	21	NC	NC	37	NC	NC	35

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	32	32	75221	100	100	101	507	507	523	25	25	8	25	25	16	25	25	56	25	25	21
All Students (Prior Year)	34	34	70860	NA	NA	NA	507	507	524	0	0	9	30	30	17	65	65	45	5	5	30
Female	20	20	36833	100	100	100	505	505	526	33	33	6	33	33	15	0	0	56	33	33	23
Male	12	12	38319	100	100	101	511	511	520	0	0	9	0	0	17	100	100	56	0	0	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	28	28	29019	100	100	99	468	468	513	100	100	12	0	0	21	0	0	55	0	0	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	28	28	67215	104	104	101	507	507	524	25	25	7	25	25	16	25	25	56	25	25	21
Limited English Proficient Students	26	26	16853	118	118	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	23	23	26256				468	468	509	100	100	14	0	0	24	0	0	51	0	0	11
Non-Economically Disadvantaged	NC	NC	48965				NC	NC	528	NC	NC	5	NC	NC	13	NC	NC	58	NC	NC	24

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	32	32	73654	100	100	99	497	497	530	25	25	9	50	50	13	25	25	70	0	0	7
All Students (Prior Year)	32	32	68592	NA	NA	NA	517	517	542	5	5	9	30	30	12	55	55	63	10	10	16
Female	20	20	36239	100	100	99	501	501	537	33	33	7	33	33	11	33	33	72	0	0	10
Male	12	12	37301	100	100	98	487	487	523	0	0	12	100	100	15	0	0	68	0	0	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	28	28	28348	100	100	96	464	464	520	100	100	13	0	0	17	0	0	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	28	28	66348	104	104	100	497	497	531	25	25	8	50	50	13	25	25	71	0	0	8
Limited English Proficient Students	26	26	16422	118	118	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	23	23	25711				464	464	514	100	100	16	0	0	19	0	0	61	0	0	3
Non-Economically Disadvantaged	NC	NC	47943				NC	NC	535	NC	NC	7	NC	NC	11	NC	NC	74	NC	NC	9

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	34	34	76230	92	92	101	458	458	498	31	31	12	50	50	38	9	9	12	9	9	37
All Students (Prior Year)	30	30	72888	NA	NA	NA	460	460	494	26	26	14	58	58	40	5	5	12	11	11	34
Female	19	19	37247	100	100	100	449	449	500	39	39	11	50	50	40	11	11	13	0	0	37
Male	15	15	38725	83	83	101	469	469	497	21	21	14	50	50	37	7	7	12	21	21	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	28	28	28100	93	93	98	451	451	482	35	35	18	58	58	47	4	4	11	4	4	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	33	33	67208	97	97	100	460	460	500	29	29	12	52	52	38	10	10	12	10	10	38
Limited English Proficient Students	24	24	14826	109	109	113	459	459	460	23	23	31	68	68	51	5	5	8	5	5	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	24	24	25037				469	469	477	23	23	21	55	55	47	9	9	11	14	14	21
Non-Economically Disadvantaged	10	10	51193				435	435	507	50	50	9	40	40	35	10	10	13	0	0	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	35	35	76202	95	95	101	489	489	505	45	45	19	26	26	24	29	29	46	0	0	11
All Students (Prior Year)	30	30	72779	NA	NA	NA	505	505	505	22	22	21	39	39	20	33	33	43	6	6	15
Female	19	19	37231	100	100	100	490	490	507	35	35	16	35	35	24	29	29	48	0	0	13
Male	16	16	38718	89	89	101	488	488	503	57	57	22	14	14	24	29	29	44	0	0	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	29	29	28090	97	97	98	486	486	497	48	48	28	32	32	30	20	20	37	0	0	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	33	33	67105	97	97	100	489	489	506	45	45	18	26	26	24	29	29	47	0	0	12
Limited English Proficient Students	25	25	14780	114	114	113	486	486	486	52	52	50	26	26	32	22	22	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	25	25	24961				489	489	495	43	43	32	30	30	30	26	26	34	0	0	4
Non-Economically Disadvantaged	10	10	51241				487	487	509	50	50	14	13	13	22	38	38	51	0	0	14

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	34	34	74692	92	92	99	463	463	502	47	47	18	30	30	27	23	23	47	0	0	8
All Students (Prior Year)	29	29	70710	NA	NA	NA	478	478	512	39	39	17	17	17	26	39	39	42	6	6	16
Female	18	18	36710	95	95	99	473	473	509	38	38	14	31	31	26	31	31	50	0	0	10
Male	16	16	37742	89	89	98	452	452	495	57	57	22	29	29	28	14	14	44	0	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	28	28	27492	93	93	96	456	456	486	50	50	27	33	33	32	17	17	38	0	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	32	32	66264	94	94	99	463	463	503	47	47	17	30	30	27	23	23	48	0	0	8
Limited English Proficient Students	24	24	14363	109	109	109	454	454	459	50	50	47	36	36	34	14	14	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	24	24	24507				462	462	480	45	45	31	32	32	33	23	23	33	0	0	3
Non-Economically Disadvantaged	10	10	50185				466	466	511	50	50	13	25	25	24	25	25	53	0	0	10

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71167	100	100	99	445	445	463	57	57	38	29	29	41	14	14	14	0	0	7
All Students (Prior Year)	17	17	66213	NA	NA	NA	429	429	459	79	79	39	21	21	40	0	0	14	0	0	7
Female	11	11	34825	100	100	99	450	450	462	50	50	38	30	30	42	20	20	14	0	0	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	14	14	23643	93	93	97	447	447	445	50	50	53	33	33	37	17	17	8	0	0	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	16	16	63072	100	100	99	445	445	464	57	57	37	29	29	41	14	14	15	0	0	7
Limited English Proficient Students	12	12	10317	120	120	111	439	439	426	60	60	72	30	30	25	10	10	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	12	12	17057				441	441	440	60	60	58	30	30	34	10	10	6	0	0	2
Non-Economically Disadvantaged	NC	NC	54110				NC	NC	468	NC	NC	33	NC	NC	43	NC	NC	16	NC	NC	8

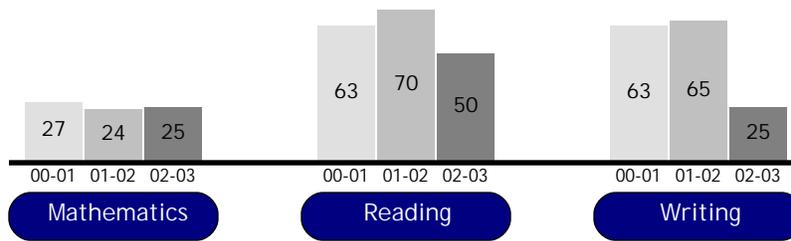
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71100	100	100	99	487	487	502	40	40	25	20	20	21	33	33	40	7	7	15
All Students (Prior Year)	17	17	66144	NA	NA	NA	494	494	504	31	31	24	23	23	20	38	38	40	8	8	16
Female	11	11	34801	100	100	99	492	492	505	36	36	21	18	18	22	36	36	42	9	9	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	15	15	23630	100	100	96	483	483	485	46	46	37	23	23	25	23	23	32	8	8	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	17	17	62979	106	106	99	487	487	503	40	40	23	20	20	21	33	33	41	7	7	15
Limited English Proficient Students	12	12	10304	120	120	110	486	486	462	40	40	63	30	30	23	20	20	13	10	10	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	13	13	17040				484	484	483	36	36	40	27	27	25	36	36	29	0	0	6
Non-Economically Disadvantaged	NC	NC	54060				NC	NC	507	NC	NC	20	NC	NC	20	NC	NC	43	NC	NC	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	17	17	69001	100	100	96	469	469	490	40	40	17	33	33	37	27	27	45	0	0	1
All Students (Prior Year)	17	17	63579	NA	NA	NA	477	477	493	23	23	15	54	54	42	23	23	41	0	0	2
Female	11	11	34086	100	100	97	475	475	496	36	36	13	27	27	36	36	36	51	0	0	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	15	15	22656	100	100	92	465	465	476	46	46	27	31	31	43	23	23	30	0	0	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	17	17	61615	106	106	97	469	469	491	40	40	16	33	33	37	27	27	45	0	0	1
Limited English Proficient Students	12	12	9662	120	120	104	464	464	454	40	40	51	40	40	40	20	20	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	13	13	16383				468	468	472	45	45	30	27	27	43	27	27	26	0	0	0
Non-Economically Disadvantaged	NC	NC	52618				NC	NC	494	NC	NC	14	NC	NC	36	NC	NC	49	NC	NC	1

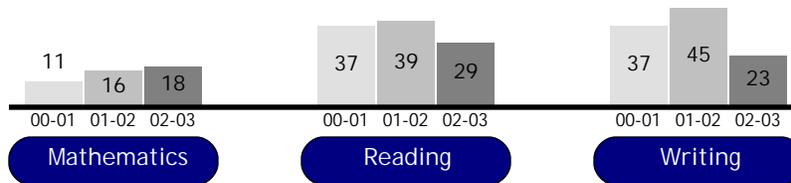
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

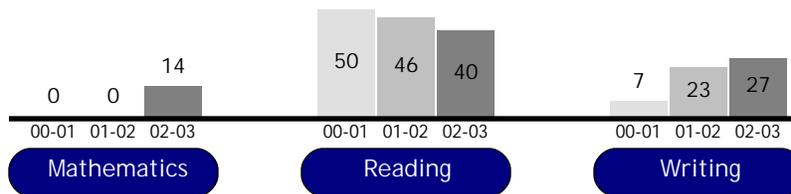
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	33	33	53	97	23	23	44	100	15	15	50
	Language	94	15	15	45	97	17	17	39	100	10	10	43
	Mathematics	94	24	24	56	97	21	21	52	100	21	21	57
3	Reading	83	35	35	50	100	15	15	43	97	24	24	47
	Language	92	38	38	55	100	19	19	50	97	25	25	54
	Mathematics	100	43	43	53	97	31	31	50	100	40	40	54
4	Reading	88	23	23	55	97	29	29	47	100	31	31	52
	Language	94	22	22	50	97	29	29	45	100	35	35	48
	Mathematics	94	23	23	56	97	48	48	52	100	55	55	57
5	Reading	95	36	36	51	100	24	24	46	92	27	27	50
	Language	100	33	33	46	100	25	25	43	97	26	26	46
	Mathematics	95	41	41	56	96	39	39	54	97	34	34	57
6	Reading	93	59	59	54	100	29	29	49	100	39	39	53
	Language	100	37	37	46	100	25	25	42	100	33	33	45
	Mathematics	93	56	56	61	97	44	44	58	97	51	51	62
7	Reading	100	45	45	53	100	26	26	48	97	42	42	51
	Language	100	55	55	55	100	36	36	51	97	43	43	54
	Mathematics	100	52	52	57	100	28	28	54	100	55	55	58
8	Reading	94	38	38	55	100	23	23	49	100	34	34	53
	Language	94	30	30	50	100	28	28	46	100	37	37	49
	Mathematics	94	33	33	57	94	50	50	54	94	50	50	58

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 Safety

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

Emphasis is on our character development program. We have a Zero-Tolerance Policy for possession or use of alcohol, tobacco, illegal drugs or violence. Mentors and tutors are available. Small classes aid the overall safety/orderly learning climate.

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	Melanie Powers	(623) 691-0919
Transportation Policy	Jose R. Martinez	(623) 573-9783
Community Resources	Melanie Powers	(623) 691-0919
School Nutrition Programs	Marcie Dickson	(623) 691-0919
Parent Organization	Melanie Powers	(623) 691-0919
Student Health/Nurse	Susan Cain	(623) 691-0919

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. 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).

11 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)