

Benjamin Franklin Charter School - Queen Creek

ARIZONA SCHOOL REPORT CARD 2003-04

21151 Crismon Road, Queen Creek, AZ 85242

Benjamin Franklin 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 LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mr. Jack McLeod
Schedule : 8:00 AM to 4:30 PM
Grades : K-8
2003 Enrollment : 504
Web Address :
Phone Number : (480) 987-0722
Fax Number : (480) 987-3517
E-mail : bfcs.mcleod@interwrx.com

Mission

Philosophy: Emphasize teaching of basic skills & information to mastery level. Mission: train the intellect; teach skills; instill pride & respect for, self, others, & country; equip students to make decisions & solve prob; challenge students to excel.

School / Academic Goals

ü Ensure the success of all students through implementation of a challenging academic program.

ü Math drill and practice to enhance student knowledge and ability.

Instructional Programs

ü Spalding Phonics-based Language Arts
ü Open Court (Basil) Literature Curriculum
ü Saxon & HBJ Mathematics Curriculum
ü Teacher Centered Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 475
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 465

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/14/2003
Last Day of School : 5/27/2004

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)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Library Book Selection
- ü Student Discipline
- ü School Safety Issues
- ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	6.00	Teacher Aide	2.00

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

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

Shared Responsibilities

School

The school contracts with parents to deliver all aspects of the program as outlined in the 'Parent Handbook' (academic program, discipline, dress code, school rules, etc.) in exchange for parental involvement and support.

Parents

Parents are respons. for ensuring that their children are trans. to school on time, arrive ready to learn, abide by school rules & complete homework assign. Parents have the opportunity & are encouraged to be involved in the school govern. thru FPAC.

Resources Available at School Site

Special Facilities

Extracurricular Activities

- ü After School Sports
- ü After School Clubs
- ü Before/After School Band/Orchestra/Choir
- ü Sports Competition (7th & 8th Grade)

Social Services

- ü Recreational Activities
- ü Community Sports

Transportation Policy

Transportation is provided individually or through carpools by parents. A bus is provided to transport 7th & 8th grade students between Gilbert and Queen Creek campuses.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Averaged two grade levels of growth per grade level on annual criterion-referenced tests.

ü Students entered/won/placed in national, state and local poetry and writing contests.

School Honors

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

Award/Honor	Year
ü Boys & Girls Charter Athl. Conf. Champs	1999
ü Boys & Girls Charter Athl. Conf. Champs	2000
ü President's Fitness Award	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	28	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	68	80
Grades 3-4	85	67
Grades 4-5	70	83
Grades 5-6	72	100
Grades 6-7	75	88
Grades 7-8	79	82

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	46	171	75372	102	102	101	525	532	523	2	3	9	31	22	25	40	39	36	27	36	30
All Students (Prior Year)	27	155	70809	NA	NA	NA	526	536	518	4	3	11	20	16	27	48	37	35	28	43	27
Female	21	80	36901	111	103	101	525	530	524	0	4	8	45	24	25	25	34	36	30	38	31
Male	25	91	38385	96	101	101	525	533	523	4	2	9	20	21	24	52	43	36	24	34	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	42	154	34597	102	103	98	529	532	535	2	3	4	24	21	20	44	41	38	29	35	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	43	163	67315	102	101	101	528	533	525	0	2	8	31	21	24	40	40	37	29	37	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	46	171	49047				525	532	530	2	3	6	31	22	21	40	39	37	27	36	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	47	170	75221	104	101	101	530	529	523	2	2	8	20	16	16	49	56	56	29	26	21
All Students (Prior Year)	27	160	70860	NA	NA	NA	521	533	524	8	5	9	12	10	17	56	48	45	24	36	30
Female	21	80	36833	111	103	100	536	532	526	0	3	6	20	15	15	50	53	56	30	29	23
Male	26	90	38319	100	100	101	525	527	520	4	2	9	20	17	17	48	58	56	28	22	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	42	152	34543	102	102	97	533	530	531	2	3	4	17	15	12	49	56	58	32	26	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	44	162	67215	105	101	101	533	531	524	0	1	7	19	15	16	50	58	56	31	26	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	47	170	48965				530	529	528	2	2	5	20	16	13	49	56	58	29	26	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	48	170	73654	107	101	99	531	538	530	2	3	9	18	10	13	73	79	70	7	8	7
All Students (Prior Year)	--	132	68592	--	NA	NA	--	552	542	--	5	9	--	7	12	--	74	63	--	15	16
Female	21	80	36239	111	103	99	538	546	537	0	3	7	15	6	11	75	80	72	10	11	10
Male	26	89	37301	100	99	98	526	531	523	4	3	12	20	14	15	72	78	68	4	5	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	42	151	33924	102	101	96	533	538	537	2	3	5	20	11	10	71	77	75	7	8	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	45	163	66348	107	101	100	534	540	531	0	2	8	17	9	13	76	81	71	7	8	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	48	170	47943				531	538	535	2	3	7	18	10	11	73	79	74	7	8	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	54	172	76230	98	99	101	513	519	498	2	4	12	28	23	38	21	17	12	49	56	37
All Students (Prior Year)	--	95	72888	--	NA	NA	--	517	494	--	2	14	--	21	40	--	22	12	--	54	34
Female	24	85	37247	104	101	100	504	514	500	0	4	11	42	29	40	25	20	13	33	47	37
Male	30	87	38725	94	98	101	521	525	497	3	5	14	17	17	37	17	14	12	62	64	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	49	149	35389	96	99	96	513	522	514	2	3	6	29	23	32	18	17	14	51	57	48
Students with Disabilities	--	NC	9022	--	NC	105	--	NC	465	--	NC	31	--	NC	43	--	NC	8	--	NC	17
Students without Disabilities	54	168	67208	100	100	100	513	520	500	2	4	12	28	22	38	21	17	12	49	57	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	54	172	51193				513	519	507	2	4	9	28	23	35	21	17	13	49	56	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	54	171	76202	98	99	101	505	510	505	17	13	19	19	15	24	51	58	46	13	14	11
All Students (Prior Year)	--	93	72779	--	NA	NA	--	510	505	--	13	21	--	11	20	--	51	43	--	24	15
Female	24	84	37231	104	100	100	505	513	507	17	10	16	25	17	24	42	57	48	17	17	13
Male	30	87	38718	94	98	101	505	508	503	17	16	22	14	14	24	59	59	44	10	11	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	NC	10	28090	NC	100	98	NC	498	497	NC	22	28	NC	44	30	NC	33	37	NC	0	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	49	148	35371	96	98	96	505	512	512	18	12	10	18	15	20	49	58	54	14	16	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	53	166	67105	98	99	100	505	511	506	17	13	18	19	15	24	51	58	47	13	14	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	54	171	51241				505	510	509	17	13	14	19	15	22	51	58	51	13	14	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	54	171	74692	98	99	99	509	515	502	11	10	18	23	22	27	62	59	47	4	9	8
All Students (Prior Year)	--	90	70710	--	NA	NA	--	515	512	--	11	17	--	29	26	--	45	42	--	15	16
Female	24	86	36710	104	102	99	515	523	509	17	11	14	8	13	26	71	66	50	4	11	10
Male	30	85	37742	94	96	98	504	508	495	7	10	22	34	32	28	55	51	44	3	7	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	NC	10	27492	NC	100	96	NC	494	486	NC	22	27	NC	22	32	NC	56	38	NC	0	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	49	148	34785	96	98	94	508	518	517	12	9	10	24	22	23	59	60	56	4	9	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	53	166	66264	98	99	99	509	516	503	11	10	17	23	22	27	62	60	48	4	9	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	54	171	50185				509	515	511	11	10	13	23	22	24	62	59	53	4	9	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	51	51	71167	100	100	99	498	498	463	9	9	38	47	47	41	28	28	14	17	17	7
All Students (Prior Year)	--	--	66213	--	--	NA	--	--	459	--	--	39	--	--	40	--	--	14	--	--	7
Female	24	24	34825	100	100	99	493	493	462	9	9	38	55	55	42	18	18	14	18	18	6
Male	27	27	36047	100	100	99	503	503	464	8	8	38	40	40	39	36	36	15	16	16	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	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	43	43	35245	100	100	95	499	499	476	8	8	26	48	48	45	30	30	19	15	15	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	45	45	63072	102	102	99	499	499	464	9	9	37	44	44	41	29	29	15	18	18	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	51	51	54110				498	498	468	9	9	33	47	47	43	28	28	16	17	17	8

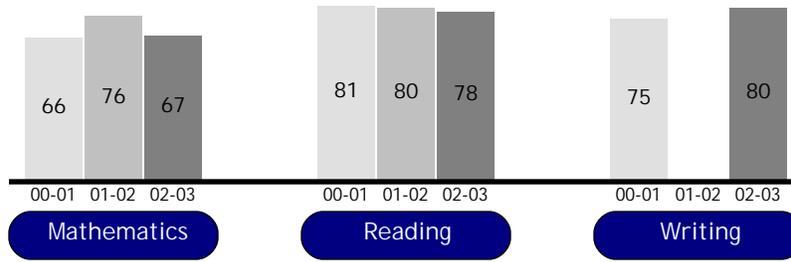
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	71100	98	98	99	526	526	502	11	11	25	11	11	21	49	49	40	30	30	15
All Students (Prior Year)	--	--	66144	--	--	NA	--	--	504	--	--	24	--	--	20	--	--	40	--	--	16
Female	24	24	34801	100	100	99	518	518	505	18	18	21	5	5	22	45	45	42	32	32	15
Male	26	26	36010	96	96	99	532	532	499	4	4	28	16	16	20	52	52	38	28	28	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	42	42	35198	98	98	95	527	527	515	8	8	15	10	10	18	53	53	47	30	30	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	45	45	62979	102	102	99	526	526	503	11	11	23	9	9	21	51	51	41	29	29	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	50	50	54060				526	526	507	11	11	20	11	11	20	49	49	43	30	30	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	49	49	69001	96	96	96	511	511	490	2	2	17	34	34	37	60	60	45	4	4	1
All Students (Prior Year)	--	--	63579	--	--	NA	--	--	493	--	--	15	--	--	42	--	--	41	--	--	2
Female	24	24	34086	100	100	97	522	522	496	5	5	13	27	27	36	64	64	51	5	5	1
Male	25	25	34644	93	93	95	501	501	484	0	0	22	40	40	39	56	56	38	4	4	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	41	41	34501	95	95	93	515	515	500	3	3	10	30	30	34	63	63	55	5	5	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	45	45	61615	102	102	97	511	511	491	2	2	16	33	33	37	60	60	45	4	4	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	49	49	52618				511	511	494	2	2	14	34	34	36	60	60	49	4	4	1

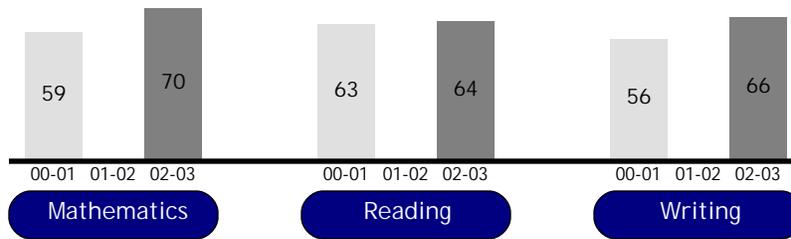
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

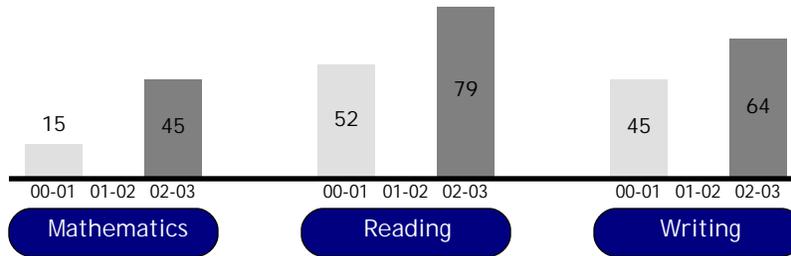
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

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 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	96	67	68	53	100	68	71	44	90	64	71	50
	Language	96	64	62	45	100	62	67	39	95	53	65	43
	Mathematics	96	72	77	56	100	70	74	52	98	72	79	57
3	Reading	100	62	67	50	100	52	65	43	100	64	69	47
	Language	100	64	71	55	100	55	67	50	100	63	69	54
	Mathematics	100	74	80	53	100	75	81	50	100	78	80	54
4	Reading	98	58	70	55	100	49	66	47	90	68	74	52
	Language	98	61	66	50	100	40	57	45	96	55	65	48
	Mathematics	96	65	78	56	100	59	73	52	100	70	79	57
5	Reading	96	67	73	51	100	56	65	46	98	58	67	50
	Language	98	54	62	46	100	47	56	43	98	55	60	46
	Mathematics	100	73	80	56	100	67	78	54	100	73	80	57
6	Reading	96	51	65	54	100	69	72	49	100	63	72	53
	Language	96	47	57	46	100	64	67	42	97	52	63	45
	Mathematics	94	74	82	61	100	86	87	58	97	86	88	62
7	Reading	93	68	68	53	100	58	58	48	96	67	67	51
	Language	92	72	72	55	100	62	62	51	98	74	74	54
	Mathematics	98	79	79	57	100	78	78	54	100	84	84	58
8	Reading	98	65	65	55	100	66	66	49	98	69	69	53
	Language	98	59	59	50	100	73	73	46	100	69	69	49
	Mathematics	98	75	75	57	100	80	80	54	98	87	87	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

Establishment of expectations through school rules and enforcement thereof. Introduction and implementation of Core Virtues character education program.

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	Jack McLeod	(480) 987-0722
Transportation Policy	Jack McLeod	(480) 987-0722
Community Resources	Jack McLeod	(480) 987-0722
School Nutrition Programs	Jack McLeod	(480) 987-0722
Parent Organization	Jack McLeod	(480) 987-0722
Student Health/Nurse	Anna Tabor	(480) 987-0722

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, 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. 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.

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