



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15055 N Fountain Hills Blvd, Fountain Hills, AZ 85268

Fountain Hills 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 (a)

2003-04 Highly Performing
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Michael Bashaw
Schedule : 7:30 AM to 4:00 PM
Grades : K-8
2004 Enrollment : 250
Web Address : www.ftnhillscharterschool.org
Phone Number : (480) 837-0046
Fax Number : (480) 837-0024
E-mail : admin@ftnhillscharterschool.org

Mission

To guarantee exposure to experiences through which the student develops intelligence, achieve exceptional merit in an environment where children develop the resources and responsibility within themselves to lead productive and purposeful lives.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not 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

- To guarantee exposure to materials and experiences through which the student develops intelligence, as well as physical and psychological abilities. To provide individualized learning experiences; ensuring a high level of personal achievement.
To engage families in the education of their children.

Enrollment

October 1, 2003 School Year Student Enrollment : 243
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 250

Instructional Programs

- Montessori
- Advanced Placement
- Full-day Kindergarten
- Personalized Educational Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

To provide an educational environment that stimulates and nurtures each child's growth; to provide classroom environments based on the child's needs for freedom, within limits, in a carefully prepared environment.

Parents

An active and caring participation in the preparation and implementation of our students' and school's growth.

Transportation Policy

Provided by the Fountain Hills School District per space availability.

School Honors

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

Award/Honor	Year
• Pena Art Award	1998
• Phoenix Symphony Artistic Award	1999
• Rocky Mountain States Young Poet's Award	2002
• Quest for Quality Essay Award	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	75509	96	96	100	540	540	521	9	9	13	14	14	23	45	45	33	32	32	31
All Students (Prior Year)	38	38	75372	100	100	100	543	543	523	3	3	9	12	12	25	44	44	36	41	41	30
Female	12	12	37013	92	92	100	525	525	522	18	18	12	9	9	24	45	45	33	27	27	31
Male	12	12	38430	100	100	99	555	555	521	0	0	14	18	18	22	45	45	33	36	36	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	--	30486	--	--	99	--	--	505	--	--	18	--	--	29	--	--	32	--	--	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	24	24	35192	96	96	99	540	540	534	9	9	8	14	14	19	45	45	35	32	32	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	22	22	65801	96	96	98	540	540	525	9	9	11	14	14	23	45	45	34	32	32	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	--	36411	--	--		--	--	503	--	--	19	--	--	29	--	--	32	--	--	20
Non-Economically Disadvantaged	24	24	39040				540	540	534	9	9	8	14	14	19	45	45	34	32	32	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	24	24	75492	96	96	100	535	535	519	9	9	12	5	5	16	55	55	47	32	32	24
All Students (Prior Year)	39	39	75221	100	100	100	539	539	523	0	0	8	14	14	16	43	43	56	43	43	21
Female	12	12	37014	92	92	100	541	541	523	9	9	10	0	0	15	64	64	48	27	27	27
Male	12	12	38400	100	100	99	529	529	516	9	9	14	9	9	17	45	45	47	36	36	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	--	30438	--	--	99	--	--	508	--	--	17	--	--	21	--	--	47	--	--	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	24	24	35177	96	96	99	535	535	528	9	9	8	5	5	13	55	55	49	32	32	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	22	22	65785	96	96	98	535	535	522	9	9	10	5	5	16	55	55	49	32	32	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	--	36302	--	--		--	--	507	--	--	18	--	--	21	--	--	46	--	--	14
Non-Economically Disadvantaged	24	24	39164				535	535	528	9	9	8	5	5	13	55	55	48	32	32	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	24	24	75053	96	96	99	607	607	597	9	9	7	5	5	12	73	73	72	14	14	9
All Students (Prior Year)	35	35	73654	92	92	99	542	542	530	3	3	9	9	9	13	78	78	70	9	9	7
Female	12	12	36872	92	92	99	656	656	621	9	9	5	0	0	9	73	73	74	18	18	12
Male	12	12	38109	100	100	99	559	559	573	9	9	10	9	9	14	73	73	69	9	9	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	--	30235	--	--	98	--	--	575	--	--	9	--	--	14	--	--	70	--	--	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	24	24	35028	96	96	99	607	607	613	9	9	6	5	5	10	73	73	73	14	14	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	22	22	65428	96	96	98	607	607	604	9	9	6	5	5	11	73	73	73	14	14	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	--	36077	--	--		--	--	566	--	--	10	--	--	16	--	--	69	--	--	5
Non-Economically Disadvantaged	24	24	38950				607	607	618	9	9	5	5	5	9	73	73	73	14	14	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	31	31	76019	94	94	100	534	534	499	3	3	14	26	26	39	6	6	14	65	65	33
All Students (Prior Year)	18	18	76230	100	100	100	515	515	498	0	0	12	35	35	38	18	18	12	47	47	37
Female	15	15	37207	94	94	100	532	532	499	0	0	12	27	27	41	13	13	14	60	60	33
Male	16	16	38677	94	94	100	537	537	498	6	6	15	25	25	38	0	0	13	69	69	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	--	--	29458	--	--	100	--	--	480	--	--	20	--	--	48	--	--	12	--	--	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	31	31	35880	94	94	100	534	534	515	3	3	7	26	26	32	6	6	16	65	65	45
Students with Disabilities	--	--	9786	--	--	100	--	--	457	--	--	39	--	--	40	--	--	7	--	--	13
Students without Disabilities	31	31	66233	94	94	99	534	534	503	3	3	11	26	26	39	6	6	14	65	65	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	--	35714	--	--		--	--	480	--	--	20	--	--	47	--	--	12	--	--	20
Non-Economically Disadvantaged	31	31	40266	--	--		534	534	513	3	3	9	26	26	33	6	6	15	65	65	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	30	30	76020	91	91	100	530	530	503	0	0	25	17	17	23	53	53	40	30	30	12
All Students (Prior Year)	18	18	76202	100	100	100	513	513	505	0	0	19	29	29	24	47	47	46	24	24	11
Female	15	15	37213	94	94	100	527	527	504	0	0	22	13	13	23	47	47	42	40	40	13
Male	15	15	38666	88	88	100	532	532	501	0	0	29	20	20	22	60	60	38	20	20	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	--	--	29442	--	--	99	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	30	30	35890	91	91	100	530	530	511	0	0	15	17	17	20	53	53	48	30	30	18
Students with Disabilities	--	--	9784	--	--	100	--	--	485	--	--	58	--	--	19	--	--	19	--	--	4
Students without Disabilities	30	30	66236	91	91	99	530	530	504	0	0	23	17	17	23	53	53	42	30	30	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	--	35703	--	--		--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Non-Economically Disadvantaged	30	30	40274	--	--		530	530	509	0	0	17	17	17	20	53	53	47	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	30	30	75673	91	91	100	575	575	530	3	3	12	0	0	25	83	83	58	13	13	4
All Students (Prior Year)	18	18	74692	100	100	99	513	513	502	6	6	18	24	24	27	65	65	47	6	6	8
Female	15	15	37099	94	94	100	587	587	548	7	7	8	0	0	22	80	80	64	13	13	6
Male	15	15	38441	88	88	99	562	562	513	0	0	16	0	0	29	87	87	52	13	13	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	--	--	29305	--	--	99	--	--	507	--	--	16	--	--	31	--	--	51	--	--	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	30	30	35760	91	91	99	575	575	550	3	3	9	0	0	21	83	83	64	13	13	6
Students with Disabilities	--	--	9706	--	--	100	--	--	462	--	--	36	--	--	32	--	--	31	--	--	1
Students without Disabilities	30	30	65967	91	91	99	575	575	536	3	3	10	0	0	25	83	83	60	13	13	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	--	35541	--	--		--	--	504	--	--	17	--	--	31	--	--	50	--	--	2
Non-Economically Disadvantaged	30	30	40091	--	--		575	575	550	3	3	9	0	0	21	83	83	64	13	13	6

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	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
All Students (Prior Year)	10	10	71167	91	91	99	471	471	463	20	20	38	60	60	41	0	0	14	20	20	7
Female	NC	NC	36846	NC	NC	99	NC	NC	468	NC	NC	36	NC	NC	38	NC	NC	16	NC	NC	10
Male	NC	NC	37974	NC	NC	99	NC	NC	467	NC	NC	39	NC	NC	34	NC	NC	16	NC	NC	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	NC	NC	8802	NC	NC	100	NC	NC	418	NC	NC	79	NC	NC	16	NC	NC	3	NC	NC	1
Students without Disabilities	NC	NC	66199	NC	NC	99	NC	NC	472	NC	NC	34	NC	NC	38	NC	NC	17	NC	NC	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814				--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	NC	NC	45170				NC	NC	479	NC	NC	28	NC	NC	38	NC	NC	20	NC	NC	14

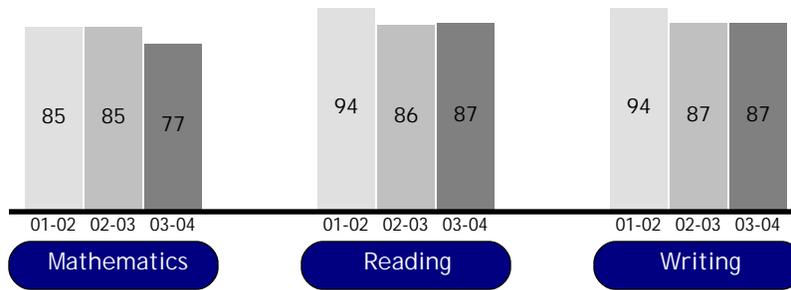
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
All Students (Prior Year)	10	10	71100	91	91	99	523	523	502	10	10	25	20	20	21	50	50	40	20	20	15
Female	NC	NC	36805	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Male	NC	NC	37936	NC	NC	99	NC	NC	493	NC	NC	35	NC	NC	18	NC	NC	33	NC	NC	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	NC	NC	66117	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785				--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	NC	NC	45115				NC	NC	508	NC	NC	23	NC	NC	18	NC	NC	39	NC	NC	20

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	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
All Students (Prior Year)	10	10	69001	91	91	96	508	508	490	0	0	17	50	50	37	50	50	45	0	0	1
Female	NC	NC	36686	NC	NC	99	NC	NC	506	NC	NC	5	NC	NC	29	NC	NC	57	NC	NC	9
Male	NC	NC	37644	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	36	NC	NC	45	NC	NC	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	NC	NC	8662	NC	NC	100	NC	NC	409	NC	NC	37	NC	NC	42	NC	NC	20	NC	NC	1
Students without Disabilities	NC	NC	65841	NC	NC	98	NC	NC	499	NC	NC	7	NC	NC	32	NC	NC	53	NC	NC	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587				--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	NC	NC	44898				NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

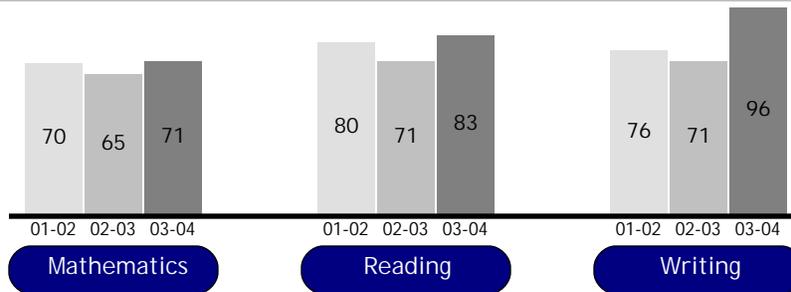
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

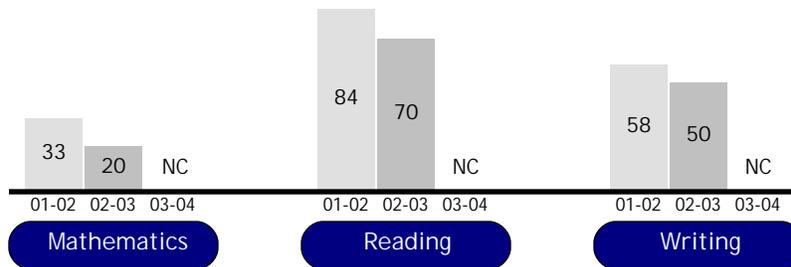
3rd Grade Proficiency



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 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	77	77	44	97	72	72	50	100	74	NA	58
	Language	91	77	77	39	100	63	63	43	100	57	57	50
	Mathematics	91	79	79	52	100	69	69	57	100	65	65	64
3	Reading	97	74	74	43	97	75	75	47	96	78	NA	55
	Language	97	78	78	50	97	86	86	54	96	77	77	61
	Mathematics	97	84	84	50	100	74	74	54	96	74	74	61
4	Reading	90	79	79	47	100	78	78	52	95	80	NA	56
	Language	90	63	63	45	97	76	76	48	95	68	68	52
	Mathematics	90	78	78	52	97	82	82	57	95	80	80	61
5	Reading	94	75	75	46	100	73	73	50	94	76	NA	55
	Language	94	69	69	43	94	67	67	46	94	73	73	49
	Mathematics	94	78	78	54	100	66	66	57	94	83	83	63
6	Reading	NC	NC	NC	49	100	72	72	53	92	79	NA	56
	Language	NC	NC	NC	42	100	66	66	45	92	65	65	48
	Mathematics	NC	NC	NC	58	97	80	80	62	92	86	86	66
7	Reading	87	62	62	48	NC	NC	NC	51	100	71	NA	54
	Language	87	73	73	51	NC	NC	NC	54	100	79	79	58
	Mathematics	87	63	63	54	NC	NC	NC	58	100	87	87	62
8	Reading	100	73	73	49	100	70	70	53	NC	NC	NC	55
	Language	100	73	73	46	NC	NC	NC	49	NC	NC	NC	52
	Mathematics	100	76	76	54	100	70	70	58	NC	NC	NC	61

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)
- 0 Non-certified Employee(s)
- 10 Teacher(s)
- 4 Parent(s)
- 5 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Textbook Selection
- Ü Curriculum Development
- Ü Promotion/Retention Issues
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	8	0	0	0
7 to 9 years	1	3	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	12
Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multipurpose Room
- Ü Media Studio
- Ü Science Lab

Extracurricular Activities

- Ü Radio Club
- Ü Student Council
- Ü Sports
- Ü Swimming

Social Services

- Ü Day Care
- Ü DES Services
- Ü Afterschool Program
- Ü Literacy Classes

ü A diverse, gifted and accredited faculty.

ü Concrete manipulatives in math, language, science and geography in every classroom.

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)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	69	64
Grades 3-4	70	50
Grades 4-5	53	47
Grades 5-6	76	88
Grades 6-7	67	82
Grades 7-8	NC	NC

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

Learning environments are brain compatible, rather than brain antagonistic. Classroom environments also include the absence of threat, collaboration, immediate feedback, mastering, adequate time, choices, meaningful context, an enriched environment.

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	Michael Bashaw	(480) 837-0046
Transportation Policy	Michael Bashaw	(480) 837-0046
Community Resources	Michael Bashaw	(480) 837-0046
School Nutrition Programs	Tina Brewster	(480) 837-0046
Parent Organization	Bill Beamish	(480) 837-0046
Student Health/Nurse	Regan Hornbuckle	(480) 837-0046

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.