



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8950 E Wrightstown Rd, Tucson, AZ 85715

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Carolyn I. Patterson
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 208
 Web Address :
 Phone Number : (520) 731-7000
 Fax Number : (520) 731-7001
 E-mail : carolyn.patterson@tusd.k12.az.us

Mission

Wrightstown School is committed to providing a high quality educational program for all children. Our goal is to promote a self-directed learner, a collaborative worker, a problem solver, a quality producer, and a responsible citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Effective instructional practices create a community of learners where all students achieve their potential.
- Adopted curriculum is the foundation for teaching and learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 211
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 16

Instructional Programs

- Ü Full-day Kindergarten
- Ü Pull-out Gifted Classes
- Ü Special Education
- Ü Band and Orchestra

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Our school maintains a high level of communication between school and parents through a school newsletter and weekly classroom newsletters. We provide a safe environment utilizing monitors.

Parents

Parents are to ensure that student attendance remains high and that the communication level between home and school is frequent and promotes the value of education.

Transportation Policy

Wrightstown is a neighborhood school. Most students walk or are transported by family members. Bus transportation is provided for students living more than one and one-half miles from school.

School Honors

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

Award/Honor	Year
Ü Top 10 in District Scores	2003
Ü Attendance Rate is Over 95%	2003
Ü American Heart Association	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	26	4633	75509	100	98	100	535	513	521	4	16	13	25	26	23	25	32	33	46	26	31
All Students (Prior Year)	48	4898	75372	100	98	100	530	518	523	4	11	9	15	28	25	48	34	36	33	27	30
Female	15	2265	37013	100	98	100	543	514	522	0	16	12	33	26	24	13	33	33	53	26	31
Male	11	2362	38430	100	97	99	522	513	521	11	17	14	11	25	22	44	31	33	33	27	31
African American	--	289	3660	--	96	99	--	494	496	--	25	24	--	32	31	--	27	28	--	16	18
Hispanic	NC	2532	30486	NC	98	99	NC	508	505	NC	17	18	NC	29	29	NC	31	32	NC	22	21
Asian/Pacific Islander	NC	115	1780	NC	99	98	NC	539	549	NC	4	5	NC	21	13	NC	30	33	NC	45	50
American Indian/Alaskan Native	--	188	4075	--	97	100	--	472	486	--	37	28	--	35	34	--	21	26	--	7	12
White	20	1492	35192	100	97	99	536	527	534	6	11	8	22	19	19	28	35	35	44	35	39
Students with Disabilities	NC	607	9708	NC	98	100	NC	475	489	NC	41	32	NC	28	27	NC	19	24	NC	12	17
Students without Disabilities	24	4026	65801	100	98	98	535	518	525	4	13	11	25	25	23	25	33	34	46	28	33
Limited English Proficient Students	--	849	16928	--	100	100	--	462	485	--	53	29	--	29	33	--	6	26	--	12	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	NC	3111	36411				NC	500	503	NC	22	19	NC	29	29	NC	30	32	NC	19	20
Non-Economically Disadvantaged	24	1522	39040				539	535	534	5	7	8	23	20	19	23	35	34	50	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	4638	75492	100	98	100	530	514	519	4	16	12	16	19	16	44	44	47	36	21	24
All Students (Prior Year)	48	4870	75221	100	98	100	532	517	523	2	11	8	10	19	16	60	53	56	27	17	21
Female	15	2275	37014	100	98	100	545	517	523	0	13	10	7	18	15	33	45	48	60	24	27
Male	11	2355	38400	100	97	99	507	510	516	10	19	14	30	19	17	60	44	47	0	18	21
African American	--	291	3665	--	97	99	--	500	505	--	28	20	--	23	22	--	39	43	--	11	14
Hispanic	NC	2531	30438	NC	98	99	NC	509	508	NC	17	17	NC	21	21	NC	45	47	NC	16	15
Asian/Pacific Islander	NC	115	1773	NC	99	98	NC	533	534	NC	3	4	NC	19	10	NC	46	50	NC	32	36
American Indian/Alaskan Native	--	186	4081	--	96	100	--	492	498	--	31	25	--	28	26	--	33	40	--	8	8
White	20	1493	35177	100	97	99	528	524	528	5	11	8	16	14	13	47	45	49	32	29	31
Students with Disabilities	NC	616	9707	NC	99	100	NC	484	495	NC	43	33	NC	22	21	NC	26	33	NC	9	13
Students without Disabilities	24	4022	65785	100	98	98	532	517	522	0	13	10	17	18	16	46	46	49	38	22	26
Limited English Proficient Students	--	847	16905	--	100	100	--	462	489	--	59	34	--	29	28	--	12	32	--	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	3109	36302				NC	504	507	NC	21	18	NC	22	21	NC	42	46	NC	14	14
Non-Economically Disadvantaged	24	1529	39164				530	528	528	4	8	8	17	14	13	43	47	48	35	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	26	4606	75053	100	97	99	705	612	597	0	6	7	4	11	12	60	73	72	36	11	9
All Students (Prior Year)	48	4735	73654	100	95	99	543	527	530	4	12	9	4	14	13	88	66	70	4	8	7
Female	15	2263	36872	100	98	99	739	637	621	0	4	5	0	8	9	60	74	74	40	14	12
Male	11	2334	38109	100	96	99	652	587	573	0	7	10	10	14	14	60	71	69	30	8	6
African American	--	289	3636	--	96	99	--	585	568	--	9	12	--	15	16	--	69	67	--	7	6
Hispanic	NC	2514	30235	NC	97	98	NC	607	575	NC	5	9	NC	11	14	NC	74	70	NC	10	6
Asian/Pacific Islander	NC	115	1768	NC	99	98	NC	669	651	NC	3	3	NC	2	5	NC	71	72	NC	24	19
American Indian/Alaskan Native	--	187	4044	--	96	99	--	568	550	--	11	13	--	15	17	--	71	66	--	3	4
White	20	1481	35028	100	96	99	723	625	613	0	4	6	5	10	10	47	72	73	47	13	11
Students with Disabilities	NC	606	9625	NC	98	100	NC	518	530	NC	20	21	NC	25	21	NC	52	55	NC	2	4
Students without Disabilities	24	4000	65428	100	97	98	712	623	604	0	4	6	4	9	11	58	75	73	38	12	10
Limited English Proficient Students	--	844	16765	--	100	100	--	494	525	--	33	17	--	17	20	--	50	60	--	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	3085	36077				NC	592	566	NC	7	10	NC	13	16	NC	72	69	NC	8	5
Non-Economically Disadvantaged	24	1521	38950				713	643	618	0	3	5	0	8	9	61	74	73	39	16	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	45	4819	76019	100	98	100	532	490	499	0	19	14	26	40	39	21	13	14	53	28	33
All Students (Prior Year)	33	5081	76230	100	98	100	527	494	498	3	15	12	18	40	38	15	10	12	64	35	37
Female	21	2344	37207	100	98	100	542	493	499	0	16	12	19	41	41	14	13	14	67	30	33
Male	24	2468	38677	100	97	100	523	487	498	0	23	15	32	38	38	27	12	13	41	27	34
African American	--	321	3817	--	97	100	--	473	475	--	28	23	--	44	47	--	12	11	--	17	18
Hispanic	NC	2455	29458	NC	97	100	NC	477	480	NC	24	20	NC	45	48	NC	12	12	NC	19	20
Asian/Pacific Islander	NC	118	1673	NC	94	99	NC	519	531	NC	4	4	NC	38	29	NC	12	14	NC	46	53
American Indian/Alaskan Native	NC	219	4735	NC	97	100	NC	461	466	NC	34	28	NC	43	49	NC	10	10	NC	13	13
White	39	1687	35880	100	99	100	533	513	515	0	10	7	27	32	32	19	14	16	54	44	45
Students with Disabilities	NC	660	9786	NC	100	100	NC	443	457	NC	50	39	NC	37	40	NC	5	7	NC	8	13
Students without Disabilities	42	4159	66233	100	97	99	533	496	503	0	15	11	24	40	39	21	14	14	55	31	35
Limited English Proficient Students	--	850	15206	--	100	100	--	449	459	--	43	31	--	46	53	--	4	7	--	7	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	3133	35714				NC	474	480	NC	26	20	NC	45	47	NC	11	12	NC	18	20
Non-Economically Disadvantaged	38	1686	40266				537	517	513	0	8	9	22	31	33	22	15	15	57	46	43

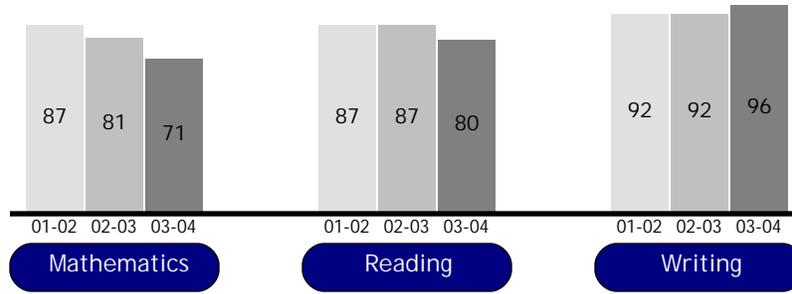
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	4829	76020	100	98	100	513	498	503	16	33	25	16	24	23	42	34	40	27	9	12
All Students (Prior Year)	33	5082	76202	100	98	100	511	503	505	9	22	19	15	26	24	55	41	46	21	11	11
Female	21	2348	37213	100	99	100	515	501	504	10	28	22	14	24	23	38	38	42	38	11	13
Male	24	2474	38666	100	98	100	511	495	501	21	38	29	17	23	22	46	31	38	17	8	12
African American	--	319	3819	--	97	100	--	492	494	--	41	37	--	22	26	--	31	31	--	6	6
Hispanic	NC	2460	29442	NC	97	99	NC	492	494	NC	41	37	NC	25	26	NC	29	31	NC	5	6
Asian/Pacific Islander	NC	118	1672	NC	94	99	NC	505	513	NC	18	12	NC	22	19	NC	45	49	NC	15	20
American Indian/Alaskan Native	NC	218	4735	NC	97	100	NC	489	489	NC	49	48	NC	25	25	NC	24	24	NC	2	3
White	39	1695	35890	100	99	100	513	507	511	15	21	15	18	21	20	41	43	48	26	15	18
Students with Disabilities	NC	660	9784	NC	100	100	NC	478	485	NC	70	58	NC	16	19	NC	11	19	NC	2	4
Students without Disabilities	42	4169	66236	100	97	99	516	501	504	12	28	23	17	24	23	43	37	42	29	10	13
Limited English Proficient Students	--	854	15198	--	100	100	--	479	483	--	69	59	--	19	25	--	11	14	--	1	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	3137	35703				NC	491	494	NC	42	37	NC	26	26	NC	27	31	NC	5	6
Non-Economically Disadvantaged	38	1692	40274				517	509	509	11	18	17	16	20	20	42	46	47	32	16	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	45	4790	75673	100	97	100	566	526	530	7	12	12	14	27	25	72	57	58	7	3	4
All Students (Prior Year)	33	4947	74692	100	96	99	513	499	502	15	20	18	18	28	27	55	44	47	12	8	8
Female	21	2331	37099	100	98	100	598	546	548	5	7	8	0	23	22	81	65	64	14	5	6
Male	24	2452	38441	100	97	99	535	506	513	9	17	16	27	31	29	64	50	52	0	2	3
African American	--	318	3791	--	96	99	--	515	506	--	15	18	--	31	29	--	51	50	--	3	3
Hispanic	NC	2443	29305	NC	97	99	NC	512	507	NC	13	16	NC	31	31	NC	53	51	NC	2	2
Asian/Pacific Islander	NC	118	1665	NC	94	99	NC	563	573	NC	5	6	NC	11	16	NC	77	67	NC	6	10
American Indian/Alaskan Native	NC	218	4707	NC	97	100	NC	499	492	NC	18	19	NC	36	33	NC	46	46	NC	1	1
White	39	1675	35760	100	98	99	565	548	550	5	9	9	16	21	21	70	65	64	8	5	6
Students with Disabilities	NC	651	9706	NC	100	100	NC	457	462	NC	36	36	NC	37	32	NC	27	31	NC	0	1
Students without Disabilities	42	4139	65967	100	97	99	569	535	536	7	9	10	12	26	25	74	61	60	7	4	5
Limited English Proficient Students	--	849	15115	--	100	100	--	462	471	--	28	26	--	40	38	--	32	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	3110	35541				NC	508	504	NC	15	17	NC	31	31	NC	51	50	NC	2	2
Non-Economically Disadvantaged	38	1680	40091				573	557	550	5	6	9	14	20	21	73	68	64	8	6	6

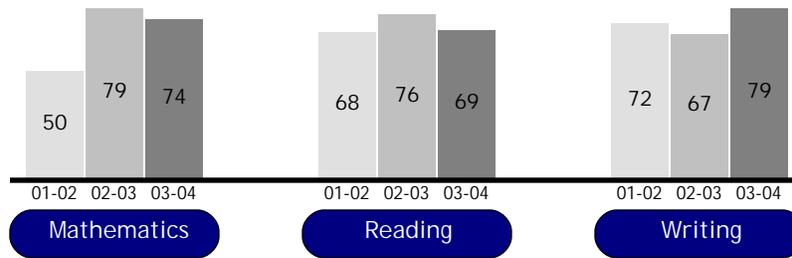
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	55	33	44	100	65	42	50	97	70	NA	58
	Language	100	52	33	39	96	69	39	43	97	59	45	50
	Mathematics	100	66	40	52	100	83	49	57	97	72	56	64
3	Reading	100	63	36	43	100	61	41	47	100	65	NA	55
	Language	100	69	43	50	100	66	48	54	100	58	56	61
	Mathematics	100	64	39	50	100	66	46	54	100	62	53	61
4	Reading	97	79	41	47	100	82	47	52	100	58	NA	56
	Language	97	72	39	45	100	71	44	48	100	48	45	52
	Mathematics	100	83	41	52	100	79	49	57	100	59	50	61
5	Reading	100	66	41	46	100	72	45	50	98	77	NA	55
	Language	100	63	38	43	100	64	41	46	100	60	41	49
	Mathematics	100	74	43	54	100	86	49	57	98	84	53	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Development of School Goals
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Increase Student Achievement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 9
- Core academic classes taught by Highly Qualified (NCLB) teachers. 9
- Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Orchestra
- Ü PE
- Ü Track

Social Services

- Ü Parent Education Workshops
- Ü Lunch Program
- Ü Recreational Activities
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Improved student achievement in Reading, and Math on AIMS.

- ü Improved student achievement in writing on CCSA Test.

- ü Recognition as a 'Performing' school under Arizona Learns.

- ü STARR scores demonstrated growth in Reading, Writing, and Math in all three major assessments: AIMS, CCSA and Stanford 9.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	25
Grades 3-4	55	60
Grades 4-5	58	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Our school recognizes student accomplishments and positive behavior. Our counselor provides a comprehensive competency guidance-based program. A monthly newsletter is sent to parents. We have an emergency procedure in place to keep students safe.

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	Carolyn I. Patterson	(520) 731-7000
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6401
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Lori Perolla	(520) 721-1179
Student Health/Nurse	Susan Syracuse	(520) 731-7017

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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