



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5051 W. Overton Road, Tucson, AZ 85742

Marana 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Julia Barwell
Schedule : 6:30 AM to 3:30 PM
Grades : K-6
2004 Enrollment : 617
Web Address : www.maranausd.org/DG
Phone Number : (520) 579-4800
Fax Number : (520) 579-4840
E-mail : j.a.barwell@maranausd.org

Mission

DeGrazia Elementary School is a student-centered community with a foundation of academic excellence, creating lifelong learners and involved citizens. In our safe and caring environment all students are respectful and accept personal responsibility.

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

- All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in math.
All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in writing.
All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in reading.

Enrollment

October 1, 2003 School Year Student Enrollment : 574
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 43

Instructional Programs

- Ü Band/Orchestra/General Music
- Ü Gifted Program
- Ü On-site Special Education
- Ü SEI Instruction
- Ü Extended Day Kindergarten

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

We keep each parent informed of student progress through conferences, standards-based report cards, and District Assessment Plan reports. We inform parents of school events through our newsletters, website, open houses, and other schoolwide events.

Parents

We believe in a partnership between the school and home to provide an optimal learning environment for every child. Parents are encouraged to participate by volunteering in classrooms, working with our PTO, and attending schoolwide community events.

Transportation Policy

DeGrazia Elementary is served by the Marana School District Transportation Department. The DeGrazia community is an established, densely populated neighborhood adjacent to the school, and requires only two regular education buses for our students.

School Honors

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

Award/Honor	Year
Ü University of Arizona Science Fair Winners	2004
Ü AZ Grade School Chess Championship: 3rd & 5th Place	2003
Ü Pima County Fair Arts & Crafts Division:1st Place	2002
Ü Reading Champions: 5th in Southern Arizona	2002

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	83	956	75509	100	100	100	528	537	521	6	8	13	22	18	23	40	33	33	32	41	31
All Students (Prior Year)	94	931	75372	100	100	100	550	548	523	0	3	9	22	14	25	33	35	36	44	48	30
Female	47	455	37013	100	100	100	529	533	522	4	8	12	24	21	24	39	34	33	33	38	31
Male	36	501	38430	100	100	99	528	540	521	9	8	14	20	16	22	40	32	33	31	43	31
African American	NC	33	3660	NC	100	99	NC	531	496	NC	10	24	NC	16	31	NC	32	28	NC	42	18
Hispanic	12	213	30486	100	100	99	535	526	505	8	12	18	17	24	29	25	29	32	50	35	21
Asian/Pacific Islander	NC	22	1780	NC	96	98	NC	557	549	NC	0	5	NC	16	13	NC	16	33	NC	68	50
American Indian/Alaskan Native	NC	22	4075	NC	100	100	NC	524	486	NC	5	28	NC	32	34	NC	32	26	NC	32	12
White	62	661	35192	100	99	99	531	540	534	5	7	8	21	16	19	44	35	35	30	42	39
Students with Disabilities	13	151	9708	100	100	100	476	494	489	23	28	32	54	26	27	23	32	24	0	15	17
Students without Disabilities	70	805	65801	97	98	98	538	543	525	3	5	11	16	17	23	43	33	34	38	45	33
Limited English Proficient Students	NC	24	16928	NC	96	100	NC	462	485	NC	50	29	NC	33	33	NC	17	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	12	283	36411				510	516	503	8	14	19	25	23	29	50	37	32	17	26	20
Non-Economically Disadvantaged	71	673	39040				532	545	534	6	6	8	22	17	19	38	31	34	35	46	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	82	953	75492	99	100	100	522	523	519	9	8	12	11	14	16	55	49	47	25	29	24
All Students (Prior Year)	94	932	75221	100	100	100	539	532	523	2	4	8	7	11	16	66	57	56	26	28	21
Female	47	455	37014	100	100	100	521	525	523	7	7	10	17	15	15	50	48	48	26	30	27
Male	35	498	38400	97	100	99	523	522	516	12	9	14	3	13	17	62	50	47	24	27	21
African American	NC	33	3665	NC	100	99	NC	525	505	NC	9	20	NC	13	22	NC	50	43	NC	28	14
Hispanic	12	213	30438	100	100	99	520	517	508	17	12	17	8	18	21	50	49	47	25	21	15
Asian/Pacific Islander	NC	22	1773	NC	96	98	NC	528	534	NC	0	4	NC	5	10	NC	63	50	NC	32	36
American Indian/Alaskan Native	NC	22	4081	NC	100	100	NC	515	498	NC	5	25	NC	23	26	NC	59	40	NC	14	8
White	61	658	35177	98	99	99	524	526	528	7	7	8	13	13	13	52	49	49	28	31	31
Students with Disabilities	12	149	9707	100	100	100	494	490	495	33	34	33	25	25	21	33	30	33	8	11	13
Students without Disabilities	70	804	65785	97	98	98	526	529	522	4	4	10	9	12	16	59	52	49	28	31	26
Limited English Proficient Students	NC	24	16905	NC	96	100	NC	489	489	NC	33	34	NC	33	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	12	283	36302				507	511	507	8	13	18	25	21	21	58	49	46	8	18	14
Non-Economically Disadvantaged	70	670	39164				524	528	528	9	6	8	9	11	13	54	50	48	28	33	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	82	951	75053	99	99	99	579	603	597	10	7	7	8	11	12	77	74	72	5	9	9
All Students (Prior Year)	92	911	73654	100	98	99	544	540	530	1	5	9	9	9	13	78	75	70	11	11	7
Female	47	454	36872	100	99	99	600	621	621	7	4	5	4	7	9	83	78	74	7	10	12
Male	35	497	38109	97	99	99	551	586	573	15	9	10	12	14	14	70	70	69	3	7	6
African American	NC	33	3636	NC	100	99	NC	615	568	NC	3	12	NC	16	16	NC	71	67	NC	10	6
Hispanic	12	212	30235	100	100	98	566	586	575	8	9	9	8	11	14	75	70	70	8	10	6
Asian/Pacific Islander	NC	22	1768	NC	96	98	NC	620	651	NC	5	3	NC	11	5	NC	63	72	NC	21	19
American Indian/Alaskan Native	NC	22	4044	NC	100	99	NC	578	550	NC	14	13	NC	9	17	NC	73	66	NC	5	4
White	61	657	35028	98	99	99	591	609	613	8	6	6	7	11	10	81	76	73	3	8	11
Students with Disabilities	12	148	9625	100	100	100	502	530	530	27	20	21	36	21	21	27	56	55	9	3	4
Students without Disabilities	70	803	65428	97	98	98	592	614	604	7	5	6	3	10	11	85	76	73	4	10	10
Limited English Proficient Students	NC	23	16765	NC	92	100	NC	556	525	NC	17	17	NC	17	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	12	281	36077				540	571	566	8	8	10	17	15	16	75	71	69	0	5	5
Non-Economically Disadvantaged	70	670	38950				586	616	618	10	6	5	6	9	9	78	75	73	6	10	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1011	76019	100	99	100	505	508	499	7	8	14	35	35	39	17	15	14	42	41	33
All Students (Prior Year)	107	1003	76230	99	99	100	521	519	498	2	5	12	28	27	38	17	15	12	53	54	37
Female	38	515	37207	100	99	100	507	510	499	6	7	12	34	34	41	26	17	14	34	42	33
Male	39	491	38677	100	98	100	504	506	498	8	10	15	35	37	38	8	13	13	49	40	34
African American	NC	34	3817	NC	97	100	NC	488	475	NC	18	23	NC	48	47	NC	3	11	NC	30	18
Hispanic	15	236	29458	100	98	100	498	501	480	0	10	20	60	39	48	10	14	12	30	38	20
Asian/Pacific Islander	NC	25	1673	NC	100	99	NC	534	531	NC	0	4	NC	20	29	NC	24	14	NC	56	53
American Indian/Alaskan Native	--	16	4735	--	94	100	--	466	466	--	20	28	--	53	49	--	20	10	--	7	13
White	57	689	35880	100	98	100	506	512	515	9	7	7	28	34	32	19	16	16	44	43	45
Students with Disabilities	11	145	9786	100	100	100	451	460	457	27	32	39	64	52	40	0	6	7	9	11	13
Students without Disabilities	66	866	66233	100	98	99	515	515	503	3	5	11	30	33	39	20	17	14	48	45	35
Limited English Proficient Students	NC	29	15206	NC	97	100	NC	433	459	NC	83	31	NC	0	53	NC	0	7	NC	17	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	14	318	35714				491	489	480	18	14	20	45	43	47	0	16	12	36	26	20
Non-Economically Disadvantaged	63	693	40266				508	517	513	5	6	9	33	32	33	20	15	15	43	47	43

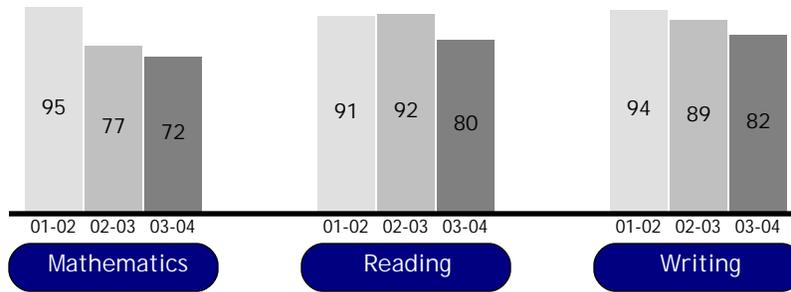
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1010	76020	99	99	100	508	509	503	13	18	25	24	24	23	48	43	40	15	15	12
All Students (Prior Year)	108	1005	76202	100	99	100	514	511	505	5	10	19	19	22	24	62	53	46	14	15	11
Female	38	514	37213	100	99	100	513	510	504	11	14	22	20	24	23	46	46	42	23	16	13
Male	38	491	38666	97	98	100	503	507	501	14	23	29	28	24	22	50	39	38	8	14	12
African American	NC	34	3819	NC	97	100	NC	497	494	NC	45	37	NC	21	26	NC	27	31	NC	6	6
Hispanic	15	236	29442	100	98	99	501	505	494	10	24	37	50	27	26	40	36	31	0	13	6
Asian/Pacific Islander	NC	25	1672	NC	100	99	NC	524	513	NC	8	12	NC	20	19	NC	52	49	NC	20	20
American Indian/Alaskan Native	--	15	4735	--	88	100	--	495	489	--	29	48	--	21	25	--	50	24	--	0	3
White	56	689	35890	98	98	100	510	510	511	13	15	15	20	23	20	50	45	48	18	17	18
Students with Disabilities	10	144	9784	91	100	100	481	485	485	90	59	58	0	24	19	10	12	19	0	6	4
Students without Disabilities	66	866	66236	100	98	99	512	512	504	0	12	23	28	24	23	54	47	42	18	17	13
Limited English Proficient Students	NC	29	15198	NC	97	100	NC	472	483	NC	80	59	NC	0	25	NC	20	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	14	318	35703				499	499	494	18	28	37	45	27	26	36	37	31	0	8	6
Non-Economically Disadvantaged	62	692	40274				510	512	509	12	14	17	20	23	20	50	45	47	18	18	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	77	1009	75673	100	99	100	523	522	530	10	13	12	24	26	25	63	58	58	4	3	4
All Students (Prior Year)	105	985	74692	97	97	99	520	516	502	4	8	18	26	24	27	58	59	47	11	9	8
Female	38	513	37099	100	99	100	545	538	548	6	10	8	20	21	22	66	66	64	9	3	6
Male	39	491	38441	100	98	99	503	506	513	14	17	16	27	31	29	59	50	52	0	3	3
African American	NC	34	3791	NC	97	99	NC	492	506	NC	27	18	NC	21	29	NC	52	50	NC	0	3
Hispanic	15	235	29305	100	98	99	546	509	507	10	15	16	10	27	31	70	56	51	10	2	2
Asian/Pacific Islander	NC	25	1665	NC	100	99	NC	568	573	NC	8	6	NC	8	16	NC	84	67	NC	0	10
American Indian/Alaskan Native	--	16	4707	--	94	100	--	486	492	--	19	19	--	31	33	--	50	46	--	0	1
White	57	688	35760	100	98	99	519	527	550	9	12	9	28	26	21	60	59	64	4	4	6
Students with Disabilities	11	145	9706	100	100	100	402	444	462	36	34	36	36	41	32	27	25	31	0	0	1
Students without Disabilities	66	864	65967	100	98	99	545	533	536	5	10	10	21	23	25	69	63	60	5	3	5
Limited English Proficient Students	NC	29	15115	NC	97	100	NC	421	471	NC	40	26	NC	60	38	NC	0	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	14	318	35541				527	493	504	9	21	17	18	29	31	64	49	50	9	1	2
Non-Economically Disadvantaged	63	691	40091				523	535	550	10	10	9	25	24	21	62	62	64	3	4	6

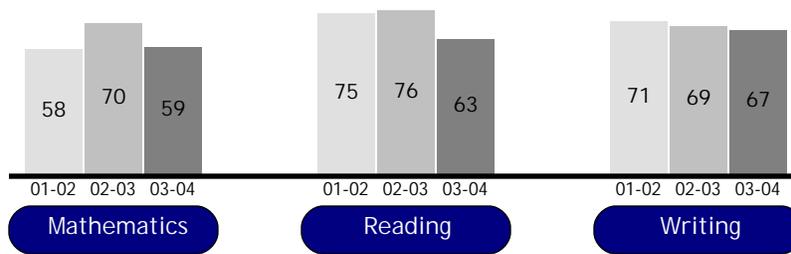
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	75	58	44	99	71	63	50	100	65	NA	58
	Language	97	65	54	39	99	54	57	43	100	60	50	50
	Mathematics	97	71	66	52	99	65	71	57	100	73	67	64
3	Reading	94	74	57	43	100	75	61	47	98	65	NA	55
	Language	94	80	62	50	99	74	65	54	99	64	64	61
	Mathematics	94	86	66	50	100	69	69	54	100	66	68	61
4	Reading	92	72	59	47	98	82	66	52	98	74	NA	56
	Language	92	62	53	45	100	76	58	48	99	66	56	52
	Mathematics	92	67	60	52	100	81	67	57	99	69	66	61
5	Reading	88	70	58	46	99	69	61	50	100	69	NA	55
	Language	87	61	51	43	100	66	53	46	100	62	51	49
	Mathematics	87	74	65	54	100	71	66	57	100	77	67	63
6	Reading	89	70	62	49	100	72	64	53	99	67	NA	56
	Language	89	62	55	42	98	63	56	45	98	59	51	48
	Mathematics	88	82	73	58	98	80	73	62	98	76	71	66

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Community Events
- Ü Budget
- Ü Academic Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.60
Other Professional Staff	2.20	Teacher Aide	8.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	2	0	0
10 or more years	8	17	1	0

Highly Qualified (NCLB) & Core Academics

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

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Library

Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Safety Patrol
- Ü PALS
- Ü Suncatchers' Club
- Ü After School Tutoring

Social Services

- Ü LEAP Before & After School Care Program
- Ü Health Office Services
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Behavior Coach

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teachers at DeGrazia have devised a number of strategies to help meet the needs of each child. We have Reading Counts, Math Challenge, SuccessMaker, in classroom computers, as well as computer labs used during and after school hours.
- ü Through the LINKS program, we will be implementing Positive Behavior Support this year to build a strong community of responsible students. Our three behavior goals are: Act Safely, Respect Everyone & Everything, and Take Responsibility.
- ü After a K-1 pilot in 2003-04 we are utilizing the DIBELS assessment for identifying and working with students in grades K-4 who require extra support in reading. This support will be provided by our two reading specialists and grade level teachers.
- ü Building upon the intent of our new motto: 'DeGrazia, Where Learning is an Art', we worked with a local artist in the spring of 2004 to create a 20' X 10' courtyard mural of 450 images created by hundreds of DeGrazia students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	75	65
Grades 3-4	70	58
Grades 4-5	62	77
Grades 5-6	77	83

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

DeGrazia has an up-to-date Emergency Plan for all types of emergencies. Any serious or recurring discipline issues are handled quickly and effectively by our staff. We have PALS; 4th-6th grade peer mediators, and a 6th grade safety patrol. During the 2004-05 school year we are implementing Positive Behavior Support to build and promote student responsibility.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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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	Julia Barwell	(520) 579-4800
Transportation Policy	Don Powers	(520) 682-4707
Community Resources	Jennifer Buchanan	(520) 579-4800
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Jim Tarleton	(520) 579-3719
Student Health/Nurse	Monica Ferreira	(800) 579-4800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education 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](http://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](http://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](http://www.ade.az.gov/grad).

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* 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.