

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4600 W Cortaro Farms Rd, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

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 Overview

Principal/Administrator : Ms. Pennie A. Harcus
 Schedule : 6:30 AM to 3:00 PM
 Grades : K-6
 2004 Enrollment : 682
 Web Address : www.maranausd.org
 Phone Number : (520) 579-4700
 Fax Number : (520) 744-3693
 E-mail : P.A.Harcus@maranausd.org

Mission

Quail Run is a school community encouraging mutual respect, lifelong learning and developing productive citizens within a nurturing environment. We believe children learn best in a positive, cooperative atmosphere and commit to personal excellence.

School / Academic Goals

- ü Improve student use of oral and written language by implementing specific language strategies in each classroom. Provide in-service training to staff members on language development and processing, as well as continuous discussion and sharing.
- ü Improve student achievement in reading through implementation of research-based reading practices. Balanced literacy in the primary grades and strategies such as Reading Apprenticeship in intermediate grades will address reading and thinking skills.
- ü Engage students in discussion about their mathematical thinking and problem solving strategies. Teacher in-services will enable teachers to develop mathematical language and thinking skills with their students through the Everyday Math Series.
- ü Enhance social studies and science curriculum by updating materials. New materials will better prepare students to master the Arizona Academic Standards. Teacher collaboration/workshops will assist with implementation of new standards and medium.

Enrollment

October 1, 2003 School Year Student Enrollment : 681
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 136

Instructional Programs

- ü Gifted Education
- ü Remedial Reading
- ü On-site Special Education
- ü Speech/Language Services

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

School provides a safe, secure, caring environment with high academic growth. Instruction is aligned to the Arizona Academic Standards and district curriculum. School maintains regular communication, reports progress and recognizes students for their academic achievements. Services are provided to assist those students in need, and parent support for successful learning is a priority.

Parents

Parents are to provide physical care and well-being of students, regular attendance and be involved with their child's education. Parents responsibility is to maintain close communication, attend parent conferences and support homework. Parents who reinforce policies and procedures help to develop positive, productive and responsible young adults.

Transportation Policy

Safe transportation of children is vital concern. The Marana Unified School District Transportation Department is dedicated to the selection, training, supervision and retention of professional staff members. Student safety comes first.

School Honors

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

Award/Honor	Year
ü National Blue Ribbon School of Excellence	2001
ü Arizona A+ Elementary School	1999
ü MUSD Heroes in Education (5)	2001
ü Presidential Award for Ed. Excellence (28)	2001

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	99	956	75509	98	100	100	566	537	521	1	8	13	11	18	23	29	33	33	59	41	31
All Students (Prior Year)	100	931	75372	98	100	100	573	548	523	1	3	9	7	14	25	22	35	36	69	48	30
Female	49	455	37013	98	100	100	568	533	522	2	8	12	10	21	24	24	34	33	63	38	31
Male	50	501	38430	98	100	99	564	540	521	0	8	14	12	16	22	34	32	33	54	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	20	213	30486	100	100	99	565	526	505	0	12	18	20	24	29	25	29	32	55	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	69	661	35192	97	99	99	569	540	534	1	7	8	10	16	19	28	35	35	61	42	39
Students with Disabilities	10	151	9708	100	100	100	538	494	489	0	28	32	30	26	27	30	32	24	40	15	17
Students without Disabilities	89	805	65801	97	98	98	569	543	525	1	5	11	9	17	23	29	33	34	61	45	33
Limited English Proficient Students	--	24	16928	--	96	100	--	462	485	--	50	29	--	33	33	--	17	26	--	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	25	283	36411				538	516	503	0	14	19	20	23	29	48	37	32	32	26	20
Non-Economically Disadvantaged	74	673	39040				576	545	534	1	6	8	8	17	19	23	31	34	68	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	99	953	75492	98	100	100	535	523	519	2	8	12	9	14	16	53	49	47	36	29	24
All Students (Prior Year)	98	932	75221	96	100	100	548	532	523	0	4	8	6	11	16	46	57	56	48	28	21
Female	49	455	37014	98	100	100	538	525	523	2	7	10	8	15	15	47	48	48	43	30	27
Male	50	498	38400	98	100	99	532	522	516	2	9	14	10	13	17	58	50	47	30	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	20	213	30438	100	100	99	532	517	508	5	12	17	10	18	21	45	49	47	40	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	69	658	35177	97	99	99	536	526	528	1	7	8	9	13	13	51	49	49	39	31	31
Students with Disabilities	10	149	9707	100	100	100	511	490	495	10	34	33	20	25	21	60	30	33	10	11	13
Students without Disabilities	89	804	65785	97	98	98	537	529	522	1	4	10	8	12	16	52	52	49	39	31	26
Limited English Proficient Students	--	24	16905	--	96	100	--	489	489	--	33	34	--	33	28	--	33	32	--	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	25	283	36302				526	511	507	0	13	18	16	21	21	64	49	46	20	18	14
Non-Economically Disadvantaged	74	670	39164				538	528	528	3	6	8	7	11	13	49	50	48	42	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	99	951	75053	98	99	99	669	603	597	0	7	7	5	11	12	78	74	72	17	9	9
All Students (Prior Year)	94	911	73654	92	98	99	551	540	530	0	5	9	4	9	13	86	75	70	10	11	7
Female	49	454	36872	98	99	99	683	621	621	0	4	5	4	7	9	76	78	74	20	10	12
Male	50	497	38109	98	99	99	656	586	573	0	9	10	6	14	14	80	70	69	14	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	20	212	30235	100	100	98	669	586	575	0	9	9	5	11	14	70	70	70	25	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	69	657	35028	97	99	99	664	609	613	0	6	6	6	11	10	80	76	73	14	8	11
Students with Disabilities	10	148	9625	100	100	100	651	530	530	0	20	21	0	21	21	90	56	55	10	3	4
Students without Disabilities	89	803	65428	97	98	98	671	614	604	0	5	6	6	10	11	76	76	73	18	10	10
Limited English Proficient Students	--	23	16765	--	92	100	--	556	525	--	17	17	--	17	20	--	67	60	--	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	25	281	36077				633	571	566	0	8	10	8	15	16	80	71	69	12	5	5
Non-Economically Disadvantaged	74	670	38950				682	616	618	0	6	5	4	9	9	77	75	73	19	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	98	1011	76019	100	99	100	514	508	499	6	8	14	30	35	39	15	15	14	48	41	33
All Students (Prior Year)	104	1003	76230	97	99	100	547	519	498	0	5	12	13	27	38	13	15	12	74	54	37
Female	47	515	37207	98	99	100	512	510	499	4	7	12	32	34	41	15	17	14	49	42	33
Male	50	491	38677	100	98	100	517	506	498	8	10	15	29	37	38	14	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	19	236	29458	100	98	100	508	501	480	11	10	20	28	39	48	0	14	12	61	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	NC	16	4735	NC	94	100	NC	466	466	NC	20	28	NC	53	49	NC	20	10	NC	7	13
White	68	689	35880	100	98	100	516	512	515	6	7	7	29	34	32	18	16	16	47	43	45
Students with Disabilities	15	145	9786	100	100	100	458	460	457	27	32	39	60	52	40	0	6	7	13	11	13
Students without Disabilities	83	866	66233	100	98	99	525	515	503	2	5	11	24	33	39	18	17	14	55	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	29	318	35714				501	489	480	7	14	20	45	43	47	10	16	12	38	26	20
Non-Economically Disadvantaged	69	693	40266				520	517	513	6	6	9	24	32	33	18	15	15	53	47	43

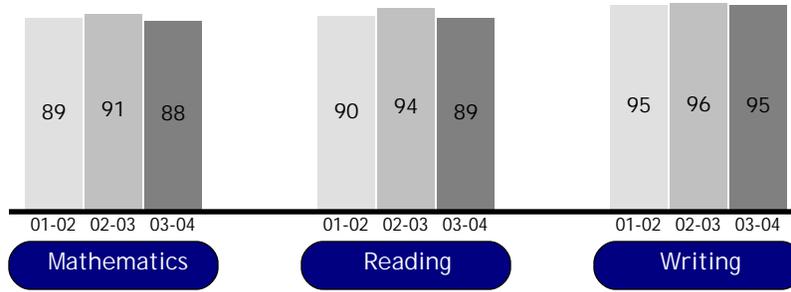
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1010	76020	100	99	100	518	509	503	14	18	25	21	24	23	46	43	40	19	15	12
All Students (Prior Year)	104	1005	76202	97	99	100	524	511	505	5	10	19	16	22	24	56	53	46	24	15	11
Female	47	514	37213	98	99	100	516	510	504	13	14	22	19	24	23	51	46	42	17	16	13
Male	50	491	38666	100	98	100	520	507	501	16	23	29	22	24	22	41	39	38	20	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	19	236	29442	100	98	99	525	505	494	28	24	37	6	27	26	39	36	31	28	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	NC	15	4735	NC	88	100	NC	495	489	NC	29	48	NC	21	25	NC	50	24	NC	0	3
White	68	689	35890	100	98	100	515	510	511	10	15	15	25	23	20	47	45	48	18	17	18
Students with Disabilities	15	144	9784	100	100	100	490	485	485	47	59	58	40	24	19	0	12	19	13	6	4
Students without Disabilities	83	866	66236	100	98	99	523	512	504	9	12	23	17	24	23	55	47	42	20	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	29	318	35703				500	499	494	28	28	37	17	27	26	48	37	31	7	8	6
Non-Economically Disadvantaged	69	692	40274				525	512	509	9	14	17	22	23	20	46	45	47	24	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	97	1009	75673	99	99	100	553	522	530	7	13	12	19	26	25	68	58	58	6	3	4
All Students (Prior Year)	101	985	74692	94	97	99	544	516	502	2	8	18	7	24	27	71	59	47	20	9	8
Female	47	513	37099	98	99	100	565	538	548	6	10	8	15	21	22	70	66	64	9	3	6
Male	49	491	38441	98	98	99	540	506	513	8	17	16	23	31	29	65	50	52	4	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	19	235	29305	100	98	99	534	509	507	17	15	16	22	27	31	50	56	51	11	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	NC	16	4707	NC	94	100	NC	486	492	NC	19	19	NC	31	33	NC	50	46	NC	0	1
White	67	688	35760	99	98	99	553	527	550	6	12	9	21	26	21	67	59	64	6	4	6
Students with Disabilities	15	145	9706	100	100	100	471	444	462	20	34	36	47	41	32	33	25	31	0	0	1
Students without Disabilities	82	864	65967	99	98	99	569	533	536	5	10	10	14	23	25	74	63	60	7	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	29	318	35541				513	493	504	10	21	17	31	29	31	59	49	50	0	1	2
Non-Economically Disadvantaged	68	691	40091				571	535	550	6	10	9	13	24	21	72	62	64	9	4	6

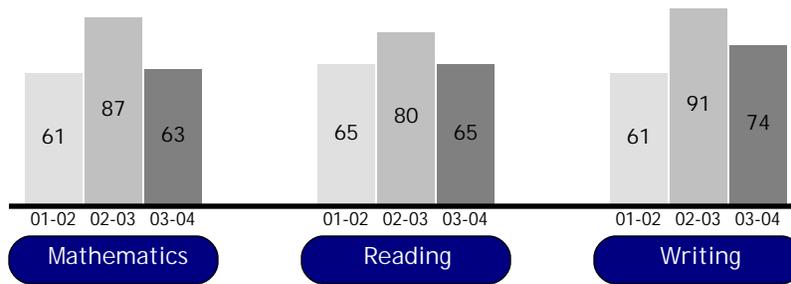
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	66	58	44	99	70	63	50	97	74	NA	58
	Language	100	62	54	39	99	66	57	43	98	67	50	50
	Mathematics	100	75	66	52	99	80	71	57	98	84	67	64
3	Reading	100	68	57	43	96	67	61	47	98	72	NA	55
	Language	100	77	62	50	94	80	65	54	96	81	64	61
	Mathematics	100	81	66	50	96	84	69	54	98	84	68	61
4	Reading	100	72	59	47	99	71	66	52	92	67	NA	56
	Language	100	67	53	45	100	66	58	48	97	56	56	52
	Mathematics	100	77	60	52	100	76	67	57	96	70	66	61
5	Reading	100	61	58	46	98	70	61	50	96	69	NA	55
	Language	100	49	51	43	100	66	53	46	95	59	51	49
	Mathematics	100	61	65	54	100	77	66	57	95	77	67	63
6	Reading	100	66	62	49	99	69	64	53	96	70	NA	56
	Language	100	58	55	42	100	63	56	45	94	63	51	48
	Mathematics	100	80	73	58	100	78	73	62	96	82	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)
- 8 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Respect/Discipline/Safety
- Ü School Improvement
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Budget/Alternative Funding Issues
- Ü Parent and Staff Training

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	0	0	0
10 or more years	7	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Outdoor Amphitheater
- Ü Multipurpose Facility

Extracurricular Activities

- Ü Student Council
- Ü Sixth Grade Leaders
- Ü PeaceBuilders
- Ü School Newspaper
- Ü Community Schools
- Ü Fine Arts opportunities
- Ü Talent Show
- Ü Creative Spirit Character Building

Social Services

- Ü Breakfast/Lunch Programs
- Ü Day Care
- Ü After School Program
- Ü Recreational Activities
- Ü Counseling Services
- Ü PreSchool
- Ü D.A.R.E.
- Ü Oasis Volunteer Tutors

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü A section of desert land has been developed as an Environmental Exploration Habitat through a grant from the Arizona State Land Department. It was designed by staff members, students, and parents with assistance from the U of AZ Geography Department.
- ü Computer-Assisted Instruction is used to diagnose and prescribe practice on specific academic skills related to the Arizona Academic Standards. Math, reading, and language arts are assessed weekly and correlated to the students growth.
- ü Quail Run is a site for many prospective teachers. This partnership with the numerous educational institutes has allowed many mentor teachers and student teachers the opportunity to share individual expertise and develop their teaching skills.
- ü The recent adoption of Everyday Math is being utilized in the classrooms. A new language arts program will be adopted this coming year. The consistency of such programs across the district provides for successful student learning.

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)	7	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	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	68	80
Grades 3-4	69	50
Grades 4-5	61	73
Grades 5-6	81	88

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

As a PeaceBuilders school, staff promotes a caring climate. Teachers follow a plan for an orderly climate and positive learning environment. District discipline policy is in effect. Campus is secured throughout the day. Staff/visitors wear name tags. Students are only released to authorized adults. Positive character building and life skills are promoted daily.

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	Pennie Harcus	(520) 579-4700
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Linda Bell	(520) 579-4700
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Michele Chaney	(520) 579-4700
Student Health/Nurse	Julia Younggren	(520) 579-4700

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.