

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1755 N Idaho Road, Apache Junction, AZ 85219

Apache Junction 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	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 : Mrs. Kathy Brown
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 415
 Web Address : www.fpes.ajusd.org/
 Phone Number : (480) 982-1110
 Fax Number : (480) 982-1708
 E-mail : kbrown@fpes.ajusd.org

Mission

Committed to high-quality instruction in a caring environment preparing students for life, both academically/socially. Instilling in our students a sense of responsibility, self-discipline, respect & acceptance for the rights & differences of others.

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

- ü Results of student survey showed 96 percent of Four Peaks students respect their teacher. Improve our students' ability to write effectively using the 'Six Traits' writing process.
- ü To diagnose and prescribe effectively to meet our students individual needs.
- ü To prepare our students to successfully achieve on the AIMS test.

Enrollment

October 1, 2003 School Year Student Enrollment : 391
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 44

Instructional Programs

- ü Special Education Program
- ü Title I Reading
- ü Gifted
- ü Technology Plan-6 Stu Computer/Classroom
- ü Literacy Plan
- ü Accelerated Reader
- ü 50 In a Minute
- ü Math Their Way

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We will inform parents of child's progress/needs; maintain high standards/academic achievement/positive behavior; maintain open lines of communication; involve parents in school programs; share responsibility for improving achievement mandated by AZ.

Parents

A parent/caregiver should support the child by ensuring daily attendance; develop positive behaviors in the child; attend conferences/school functions; monitor school work, encourage the child to read at home; learn about the AZ Academic Standards.

Transportation Policy

Ninety-five percent of our student population are eligible to ride the bus to school. Most do ride, aside from a small number of walkers and parent-transported students attending from other enrollment areas.

School Honors

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

Award/Honor	Year
-------------	------

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	62	462	75509	98	99	100	504	531	521	12	6	13	32	20	23	40	41	33	16	32	31
All Students (Prior Year)	90	479	75372	100	100	100	503	518	523	16	8	9	38	32	25	29	36	36	16	24	30
Female	28	212	37013	97	98	100	499	531	522	16	6	12	40	23	24	24	37	33	20	34	31
Male	33	249	38430	97	100	99	506	530	521	10	7	14	26	17	22	55	45	33	10	31	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	12	94	30486	100	99	99	497	519	505	10	10	18	40	17	29	50	53	32	0	20	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	46	350	35192	98	99	99	504	533	534	12	6	8	33	21	19	37	38	35	19	35	39
Students with Disabilities	12	74	9708	100	100	100	487	510	489	38	21	32	25	21	27	13	21	24	25	36	17
Students without Disabilities	50	388	65801	93	97	98	507	532	525	8	5	11	33	20	23	45	43	34	14	32	33
Limited English Proficient Students	NC	18	16928	NC	100	100	NC	561	485	NC	0	29	NC	0	33	NC	50	26	NC	50	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	31	197	36411				506	522	503	11	7	19	33	20	29	41	48	32	15	25	20
Non-Economically Disadvantaged	31	265	39040				502	536	534	13	6	8	30	20	19	40	36	34	17	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	62	462	75492	98	99	100	510	527	519	11	4	12	27	17	16	48	53	47	14	26	24
All Students (Prior Year)	91	481	75221	100	100	100	515	520	523	8	6	8	21	18	16	55	59	56	17	17	21
Female	28	212	37014	97	98	100	515	531	523	13	3	10	17	16	15	50	48	48	21	33	27
Male	33	249	38400	97	100	99	506	523	516	10	5	14	35	18	17	45	57	47	10	20	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	12	94	30438	100	99	99	508	522	508	0	3	17	50	23	21	30	59	47	20	16	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	46	350	35177	98	99	99	510	527	528	14	4	8	21	16	13	52	53	49	12	27	31
Students with Disabilities	12	74	9707	100	100	100	502	512	495	29	15	33	29	22	21	14	44	33	29	19	13
Students without Disabilities	50	388	65785	93	97	98	511	528	522	8	3	10	27	17	16	53	54	49	12	27	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	515	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	31	196	36302				513	525	507	11	4	18	22	16	21	52	57	46	15	23	14
Non-Economically Disadvantaged	31	266	39164				508	528	528	10	4	8	31	18	13	45	50	48	14	28	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	62	461	75053	98	99	99	555	590	597	9	8	7	16	11	12	71	73	72	4	8	9
All Students (Prior Year)	83	466	73654	100	98	99	520	531	530	8	5	9	15	14	13	75	73	70	2	8	7
Female	28	213	36872	97	98	99	596	617	621	4	3	5	4	7	9	88	80	74	4	10	12
Male	33	247	38109	97	99	99	525	566	573	13	13	10	26	14	14	58	67	69	3	6	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	12	93	30235	100	98	98	513	589	575	10	4	9	30	13	14	60	71	70	0	12	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	46	351	35028	98	99	99	571	589	613	7	9	6	14	11	10	74	74	73	5	7	11
Students with Disabilities	12	73	9625	100	100	100	440	537	530	29	19	21	43	30	21	29	48	55	0	4	4
Students without Disabilities	50	388	65428	93	97	98	572	594	604	6	8	6	12	9	11	78	75	73	4	8	10
Limited English Proficient Students	NC	18	16765	NC	100	100	NC	533	525	NC	0	17	NC	50	20	NC	50	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	31	194	36077				586	580	566	4	9	10	22	13	16	70	72	69	4	6	5
Non-Economically Disadvantaged	31	267	38950				527	596	618	14	8	5	10	9	9	72	74	73	3	9	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	76	471	76019	95	99	100	485	506	499	13	8	14	45	40	39	19	16	14	23	35	33
All Students (Prior Year)	82	477	76230	100	99	100	498	501	498	6	8	12	48	41	38	9	13	12	36	38	37
Female	30	218	37207	97	99	100	491	508	499	4	5	12	52	41	41	19	18	14	26	36	33
Male	46	252	38677	94	99	100	482	505	498	19	11	15	40	39	38	19	14	13	21	35	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	13	81	29458	93	95	100	467	494	480	22	7	20	56	54	48	11	14	12	11	24	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	529	531	NC	20	4	NC	30	29	NC	20	14	NC	30	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	59	365	35880	95	99	100	487	509	515	13	8	7	43	36	32	20	17	16	25	38	45
Students with Disabilities	10	66	9786	91	100	100	446	469	457	33	26	39	50	44	40	17	18	7	0	13	13
Students without Disabilities	66	405	66233	96	97	99	489	510	503	11	7	11	44	40	39	19	16	14	25	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	42	196	35714				478	489	480	16	11	20	46	48	47	14	18	12	24	23	20
Non-Economically Disadvantaged	34	275	40266				494	518	513	9	6	9	44	35	33	25	15	15	22	44	43

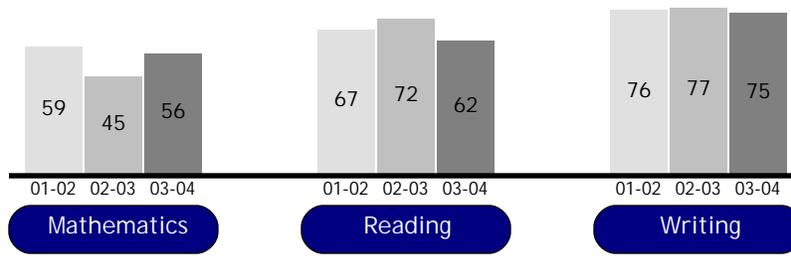
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	469	76020	94	99	100	500	505	503	30	19	25	21	24	23	39	43	40	10	14	12
All Students (Prior Year)	83	480	76202	100	100	100	506	508	505	11	11	19	31	25	24	45	51	46	13	13	11
Female	29	217	37213	94	99	100	506	507	504	23	15	22	19	25	23	42	45	42	15	16	13
Male	46	251	38666	94	98	100	497	503	501	34	22	29	22	23	22	37	42	38	7	13	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	13	81	29442	93	95	99	500	500	494	25	19	37	25	33	26	50	42	31	0	6	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	506	513	NC	20	12	NC	40	19	NC	10	49	NC	30	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	58	364	35890	94	99	100	500	506	511	31	17	15	20	22	20	38	46	48	11	16	18
Students with Disabilities	NC	64	9784	NC	100	100	NC	488	485	NC	48	58	NC	19	19	NC	33	19	NC	0	4
Students without Disabilities	66	405	66236	96	97	99	502	506	504	27	17	23	22	24	23	40	44	42	11	15	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	42	195	35703				501	499	494	31	25	37	19	31	26	39	38	31	11	7	6
Non-Economically Disadvantaged	33	274	40274				500	508	509	29	15	17	23	19	20	39	47	47	10	19	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	75	465	75673	94	98	100	500	539	530	12	7	12	36	25	25	51	64	58	1	4	4
All Students (Prior Year)	79	470	74692	98	98	99	497	513	502	17	11	18	36	26	27	42	52	47	5	10	8
Female	29	214	37099	94	97	100	506	557	548	12	5	8	31	19	22	58	71	64	0	5	6
Male	46	250	38441	94	98	99	497	522	513	12	9	16	39	30	29	46	58	52	2	3	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	13	80	29305	93	94	99	528	529	507	13	7	16	38	27	31	38	63	51	13	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	560	573	NC	10	6	NC	10	16	NC	80	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	58	360	35760	94	98	99	496	543	550	11	6	9	38	26	21	51	64	64	0	4	6
Students with Disabilities	NC	64	9706	NC	100	100	NC	481	462	NC	25	36	NC	20	32	NC	50	31	NC	5	1
Students without Disabilities	66	401	65967	96	96	99	506	542	536	10	6	10	37	25	25	52	65	60	2	4	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	42	194	35541				511	530	504	8	7	17	36	28	31	56	62	50	0	2	2
Non-Economically Disadvantaged	33	271	40091				488	545	550	16	7	9	35	22	21	45	65	64	3	5	6

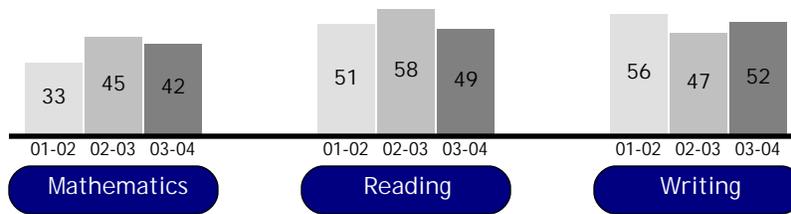
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	30	47	44	100	38	54	50	100	44	NA	58
	Language	97	26	43	39	100	32	49	43	97	41	52	50
	Mathematics	95	42	61	52	100	48	66	57	100	56	66	64
3	Reading	99	37	47	43	100	41	50	47	98	44	NA	55
	Language	99	45	56	50	99	43	58	54	95	42	60	61
	Mathematics	98	48	56	50	100	44	58	54	97	46	66	61
4	Reading	96	45	52	47	97	44	60	52	96	47	NA	56
	Language	95	42	52	45	99	43	55	48	97	35	53	52
	Mathematics	95	40	58	52	100	45	63	57	99	45	62	61
5	Reading	95	39	51	46	92	50	56	50	95	51	NA	55
	Language	94	33	49	43	95	50	53	46	94	41	53	49
	Mathematics	95	39	56	54	98	53	62	57	95	52	62	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."

Four Peaks Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum
- Ü School Safety
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Other Concerns

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	25.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	2	0	0
10 or more years	5	8	0	2

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	19
Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Nature Trail
- Ü Ball Fields

Extracurricular Activities

- Ü Student Council
- Ü Technology Club
- Ü Tutoring
- Ü Afterschool Athletic Activities
- Ü Art Club
- Ü Math Club

Social Services

- Ü Project Help (Clothing/Food Bank)
- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services/Crisis Intervention

School Achievements/Accomplishments 2003-04

ü We showed positive gains in our Stanford 9 test results. This has been consistent for the past few years.

ü Respect is evident on our campus by the interactions of students, staff and the teachers.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	75	55
Grades 3-4	66	55
Grades 4-5	53	66

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

Respect is emphasized on a daily basis. Children are supervised on our play-grounds, cafeteria and bus loading areas. Visitors must sign-in before going on campus. A visitor's badge is provided. All staff members wear identification badges.

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	Kathy Brown	(480) 982-1110
Transportation Policy	Max P. Ragsdale	(480) 982-1110
Community Resources	Carol Shephard	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization		
Student Health/Nurse	Toni Gonzales	(480) 982-1110

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** 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.