



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9401 W. Garfield, Tolleson, AZ 85353

Tolleson Elementary 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	Underperforming

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

School Overview

Principal/Administrator : Mr. James N. Paxinos
 Schedule : 7:45 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 850
 Web Address : www.tesd.k12.az.us
 Phone Number : (623) 907-5181
 Fax Number : (623) 936-0649
 E-mail : jpaxinos@tesd.k12.az.us

Mission

P.H. Gonzales Elementary School continues to demonstrate that combining high quality, focused instruction in a safe, structured and respectful environment results in student success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School / Academic Goals

- ü Increase the number of students meeting or exceeding the Arizona State Standards in reading, mathematics, language arts and writing.
- ü Provide quality, research based reading instruction and intervention to assure that students become fluent readers by the end of third grade.
- ü Implement and refine standards-based curriculum maps and quarterly assessments. Utilize assessment results to refine and adjust instructional intervention strategies for all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 795
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 60

Instructional Programs

- Ü 'Reading First' School
- Ü Standards-Based Curriculum & Instruction
- Ü Curriculum Maps & Quarterly Assessments
- Ü Full Day Kindergarten
- Ü After School Academic Programs
- Ü Special Education & Gifted Programs
- Ü Uninterrupted Instructional Time Blocks
- Ü Extra-Curricular Academic Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/2/2004
Last Day of School :	6/10/2005

Shared Responsibilities

School

P.H. Gonzales is responsible for providing: a safe, secure and orderly environment; high quality curriculum directly aligned with the Arizona State Standards; high quality classroom instruction and academic intervention and services in addition to the regular school day.

Parents

Parents of P.H. Gonzales are responsible for: ensuring that their child attends school regularly and on time; assisting their child with homework, assignments and tests; supporting the school's academic goals and code of conduct and holding their child accountable for academic success and appropriate behavior.

Transportation Policy

The district provides transportation for all K-2 students and all students who live south of Van Buren but within school boundaries.

School Honors

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

Award/Honor	Year
Ü Featured in New York Times	2002
Ü Johns Hopkins Summer Academy Scholarships	2003
Ü Odyssey of the Mind Regional Winners & Host Campus	2004
Ü Westside Impact Science Fair Winners	2004

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	79	234	75509	99	100	100	496	497	521	19	18	13	33	34	23	27	32	33	21	16	31
All Students (Prior Year)	117	219	75372	100	100	100	496	493	523	25	22	9	30	36	25	32	28	36	14	14	30
Female	39	121	37013	100	100	100	505	505	522	7	10	12	41	38	24	26	32	33	26	20	31
Male	40	113	38430	98	100	99	488	488	521	32	27	14	24	30	22	28	32	33	16	11	31
African American	--	18	3660	--	100	99	--	489	496	--	19	24	--	44	31	--	25	28	--	13	18
Hispanic	75	193	30486	99	100	99	495	495	505	18	20	18	35	34	29	29	30	32	18	16	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	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	NC	16	35192	NC	100	99	NC	530	534	NC	0	8	NC	20	19	NC	53	35	NC	27	39
Students with Disabilities	11	26	9708	100	100	100	435	436	489	75	71	32	25	14	27	0	14	24	0	0	17
Students without Disabilities	68	208	65801	93	99	98	502	503	525	15	12	11	33	36	23	29	34	34	23	17	33
Limited English Proficient Students	25	81	16928	100	100	100	481	468	485	0	50	29	100	25	33	0	25	26	0	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	62	179	36411				490	492	503	21	21	19	38	36	29	23	29	32	18	14	20
Non-Economically Disadvantaged	17	55	39040				515	509	534	15	9	8	15	31	19	38	40	34	31	20	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	78	233	75492	98	100	100	506	501	519	24	25	12	20	26	16	41	38	47	16	11	24
All Students (Prior Year)	118	223	75221	100	100	100	499	496	523	24	25	8	21	26	16	46	42	56	9	7	21
Female	39	121	37014	100	100	100	509	510	523	15	16	10	26	28	15	44	42	48	15	14	27
Male	39	112	38400	95	100	99	503	491	516	33	36	14	13	24	17	38	33	47	17	7	21
African American	--	18	3665	--	100	99	--	501	505	--	31	20	--	44	22	--	6	43	--	19	14
Hispanic	74	192	30438	97	100	99	506	499	508	23	24	17	21	27	21	44	41	47	13	8	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	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	NC	16	35177	NC	100	99	NC	521	528	NC	20	8	NC	13	13	NC	47	49	NC	20	31
Students with Disabilities	11	26	9707	100	100	100	446	459	495	100	69	33	0	31	21	0	0	33	0	0	13
Students without Disabilities	67	207	65785	92	99	98	510	505	522	19	21	10	21	26	16	44	41	49	17	12	26
Limited English Proficient Students	24	80	16905	100	100	100	477	473	489	0	25	34	100	75	28	0	0	32	0	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	62	179	36302				504	499	507	26	28	18	18	25	21	45	37	46	11	9	14
Non-Economically Disadvantaged	16	54	39164				512	506	528	15	18	8	23	29	13	31	40	48	31	13	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	76	229	75053	95	100	99	524	521	597	20	22	7	14	18	12	62	56	72	4	4	9
All Students (Prior Year)	116	214	73654	100	100	99	507	499	530	22	28	9	19	18	13	57	52	70	2	1	7
Female	39	120	36872	100	100	99	552	560	621	15	16	5	11	11	9	74	68	74	0	5	12
Male	37	109	38109	90	100	99	491	474	573	26	29	10	17	26	14	48	41	69	9	3	6
African American	--	18	3636	--	100	99	--	513	568	--	25	12	--	31	16	--	38	67	--	6	6
Hispanic	73	189	30235	96	100	98	532	526	575	19	19	9	13	17	14	64	60	70	4	4	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	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	NC	15	35028	NC	94	99	NC	533	613	NC	33	6	NC	20	10	NC	40	73	NC	7	11
Students with Disabilities	10	24	9625	100	100	100	365	379	530	67	67	21	0	17	21	33	17	55	0	0	4
Students without Disabilities	66	205	65428	90	98	98	534	533	604	17	18	6	15	18	11	64	59	73	4	4	10
Limited English Proficient Students	24	79	16765	100	100	100	500	438	525	0	50	17	0	0	20	100	50	60	0	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	60	175	36077				508	505	566	24	28	10	14	17	16	57	50	69	5	5	5
Non-Economically Disadvantaged	16	54	38950				570	557	618	8	9	5	15	20	9	77	69	73	0	2	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	79	221	76019	99	100	100	467	484	499	21	14	14	60	52	39	12	17	14	7	17	33
All Students (Prior Year)	99	186	76230	97	99	100	461	465	498	24	22	12	61	61	38	10	11	12	4	6	37
Female	42	109	37207	98	100	100	473	488	499	18	14	12	55	52	41	18	13	14	9	21	33
Male	37	112	38677	100	100	100	459	480	498	24	13	15	68	51	38	4	22	13	4	14	34
African American	NC	21	3817	NC	95	100	NC	495	475	NC	16	23	NC	42	47	NC	16	11	NC	26	18
Hispanic	72	166	29458	100	100	100	464	476	480	23	16	20	62	57	48	10	15	12	6	13	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	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	NC	31	35880	NC	100	100	NC	504	515	NC	7	7	NC	40	32	NC	27	16	NC	27	45
Students with Disabilities	10	20	9786	100	100	100	437	442	457	50	50	39	50	42	40	0	0	7	0	8	13
Students without Disabilities	69	201	66233	91	99	99	469	487	503	19	10	11	61	52	39	13	19	14	7	18	35
Limited English Proficient Students	23	68	15206	100	100	100	420	435	459	80	67	31	20	17	53	0	17	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	64	154	35714				465	477	480	23	16	20	62	60	47	9	12	12	6	13	20
Non-Economically Disadvantaged	15	67	40266				475	498	513	9	9	9	55	36	33	27	28	15	9	26	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	78	220	76020	98	100	100	497	498	503	25	27	25	29	31	23	40	36	40	5	7	12
All Students (Prior Year)	99	187	76202	97	99	100	492	493	505	36	30	19	29	35	24	32	30	46	3	4	11
Female	42	109	37213	98	100	100	499	498	504	24	27	22	24	26	23	45	36	42	6	10	13
Male	36	111	38666	97	100	100	494	497	501	27	27	29	36	36	22	32	35	38	5	3	12
African American	NC	21	3819	NC	95	100	NC	500	494	NC	32	37	NC	21	26	NC	42	31	NC	5	6
Hispanic	71	165	29442	99	100	99	496	496	494	27	28	37	29	34	26	41	33	31	4	5	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	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	NC	31	35890	NC	100	100	NC	501	511	NC	20	15	NC	30	20	NC	37	48	NC	13	18
Students with Disabilities	10	20	9784	100	100	100	499	480	485	0	67	58	100	22	19	0	11	19	0	0	4
Students without Disabilities	68	200	66236	89	98	99	497	499	504	26	24	23	28	31	23	41	37	42	6	7	13
Limited English Proficient Students	22	67	15198	100	100	100	472	469	483	100	100	59	0	0	25	0	0	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	63	153	35703				495	494	494	31	33	37	27	31	26	40	31	31	2	5	6
Non-Economically Disadvantaged	15	67	40274				509	505	509	0	15	17	40	31	20	40	44	47	20	10	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	78	220	75673	98	100	100	522	501	530	13	16	12	24	30	25	62	52	58	2	1	4
All Students (Prior Year)	96	184	74692	94	98	99	487	480	502	27	31	18	35	35	27	35	31	47	4	3	8
Female	42	109	37099	98	100	100	530	519	548	9	12	8	24	25	22	64	61	64	3	3	6
Male	36	111	38441	97	100	99	509	484	513	18	21	16	23	36	29	59	43	52	0	0	3
African American	NC	21	3791	NC	95	99	NC	509	506	NC	26	18	NC	11	29	NC	58	50	NC	5	3
Hispanic	71	165	29305	99	100	99	521	500	507	10	14	16	27	34	31	63	52	51	0	0	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	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	NC	31	35760	NC	100	99	NC	505	550	NC	17	9	NC	30	21	NC	50	64	NC	3	6
Students with Disabilities	10	20	9706	100	100	100	429	394	462	0	60	36	100	20	32	0	20	31	0	0	1
Students without Disabilities	68	200	65967	89	98	99	523	509	536	13	13	10	22	31	25	63	55	60	2	1	5
Limited English Proficient Students	22	67	15115	100	100	100	437	441	471	40	33	26	60	67	38	0	0	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	63	153	35541				519	501	504	11	15	17	27	31	31	62	54	50	0	0	2
Non-Economically Disadvantaged	15	67	40091				535	503	550	20	19	9	10	28	21	60	49	64	10	4	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	182	75001	97	100	99	457	450	468	45	50	37	36	36	36	18	13	16	2	1	10
All Students (Prior Year)	83	161	71167	100	100	99	439	438	463	62	62	38	28	31	41	8	5	14	3	1	7
Female	27	77	36846	96	100	99	447	450	468	55	50	36	36	41	38	5	7	16	5	2	10
Male	44	105	37974	98	100	99	464	451	467	38	49	39	35	32	34	26	17	16	0	1	11
African American	--	19	3720	--	100	98	--	452	446	--	46	53	--	38	33	--	8	9	--	8	4
Hispanic	68	133	26675	97	100	98	455	446	448	47	53	52	34	36	34	17	11	10	2	1	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	NC	26	37785	NC	90	99	NC	472	482	NC	35	25	NC	43	39	NC	22	21	NC	0	15
Students with Disabilities	NC	23	8802	NC	100	100	NC	413	418	NC	90	79	NC	10	16	NC	0	3	NC	0	1
Students without Disabilities	64	159	66199	91	97	99	460	453	472	42	46	34	38	38	38	19	14	17	2	2	11
Limited English Proficient Students	19	46	11710	100	100	100	437	438	429	75	70	70	25	30	25	0	0	4	0	0	1
Migrant Students	NC	11	709				NC	408	442	NC	100	57	NC	0	34	NC	0	7	NC	0	2
Economically Disadvantaged	50	115	29814				452	449	448	49	53	53	33	33	33	15	12	10	3	3	4
Non-Economically Disadvantaged	21	67	45170				469	452	479	35	46	28	41	41	38	24	14	20	0	0	14

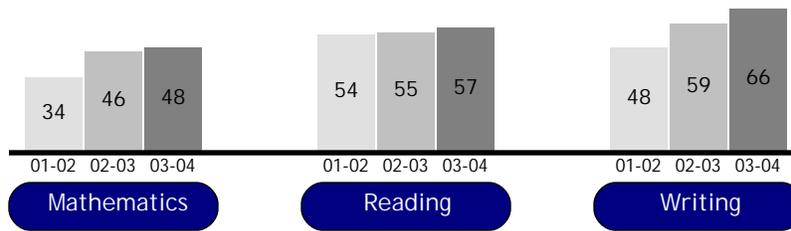
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	182	74918	99	100	99	491	487	497	31	33	32	22	27	19	44	34	35	3	6	15
All Students (Prior Year)	83	160	71100	100	99	99	499	491	502	25	31	25	30	31	21	31	29	40	14	9	15
Female	28	77	36805	100	100	99	482	490	501	40	30	28	24	28	19	36	35	37	0	7	16
Male	44	105	37936	98	100	99	498	484	493	24	35	35	21	27	18	50	33	33	6	5	14
African American	--	19	3719	--	100	98	--	485	481	--	38	43	--	23	21	--	23	29	--	15	7
Hispanic	69	133	26645	99	100	98	489	483	478	32	34	46	23	28	20	43	36	27	2	2	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	NC	26	37773	NC	90	99	NC	508	511	NC	17	20	NC	30	18	NC	35	41	NC	17	21
Students with Disabilities	NC	23	8801	NC	100	100	NC	449	448	NC	80	75	NC	10	13	NC	10	10	NC	0	2
Students without Disabilities	65	159	66117	93	97	99	495	490	501	26	29	28	22	29	19	48	36	37	4	6	16
Limited English Proficient Students	19	46	11706	100	100	100	461	469	454	50	40	71	38	40	16	13	20	12	0	0	1
Migrant Students	NC	11	706				NC	459	467	NC	75	55	NC	25	22	NC	0	20	NC	0	4
Economically Disadvantaged	50	115	29785				487	485	477	33	33	47	25	29	20	43	34	26	0	4	6
Non-Economically Disadvantaged	22	67	45115				500	489	508	26	32	23	16	25	18	47	34	39	11	8	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	182	74503	99	100	99	482	480	491	7	10	9	35	38	32	55	45	51	4	8	8
All Students (Prior Year)	80	155	69001	99	96	96	479	476	490	14	23	17	53	49	37	33	27	45	0	0	1
Female	28	77	36686	100	100	99	478	492	506	9	7	5	30	33	29	61	52	57	0	9	9
Male	44	105	37644	98	100	98	485	471	476	6	12	13	38	41	36	50	40	45	6	7	6
African American	--	19	3677	--	100	97	--	487	475	--	8	12	--	38	36	--	46	46	--	8	5
Hispanic	69	133	26500	99	100	97	482	471	467	8	11	13	35	42	39	54	41	44	4	6	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	NC	26	37606	NC	90	99	NC	522	508	NC	0	6	NC	26	28	NC	61	56	NC	13	10
Students with Disabilities	NC	23	8662	NC	100	100	NC	364	409	NC	63	37	NC	38	42	NC	0	20	NC	0	1
Students without Disabilities	65	159	65841	93	97	98	484	487	499	7	6	7	33	38	32	56	48	53	4	8	8
Limited English Proficient Students	19	46	11608	100	100	100	420	454	430	25	20	23	50	50	47	25	20	28	0	10	1
Migrant Students	NC	11	701				NC	388	449	NC	67	17	NC	33	43	NC	0	38	NC	0	1
Economically Disadvantaged	50	115	29587				479	479	465	8	11	14	35	35	40	54	47	43	3	7	4
Non-Economically Disadvantaged	22	67	44898				488	481	507	6	8	7	33	41	28	56	42	55	6	8	10

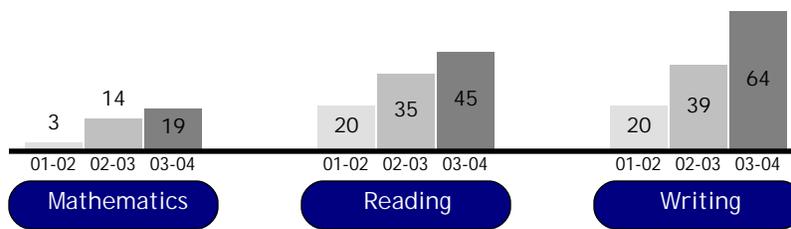
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

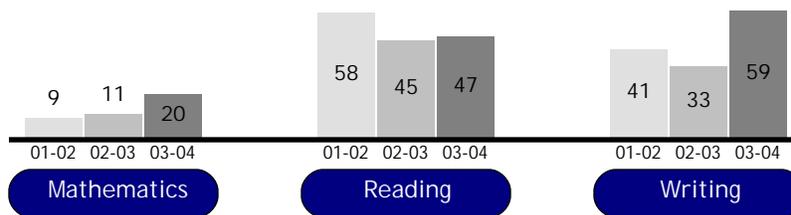
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	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	23	24	44	94	30	35	50	100	54	NA	58
	Language	97	14	17	39	98	24	28	43	100	45	36	50
	Mathematics	97	28	31	52	98	36	41	57	100	58	53	64
3	Reading	100	26	24	43	98	27	27	47	100	40	NA	55
	Language	100	32	33	50	98	37	35	54	100	44	41	61
	Mathematics	100	30	28	50	99	41	38	54	100	49	49	61
4	Reading	98	23	27	47	95	28	40	52	99	36	NA	56
	Language	98	24	30	45	99	28	37	48	99	35	33	52
	Mathematics	100	33	37	52	100	33	51	57	99	48	54	61
5	Reading	100	16	21	46	93	33	33	50	100	35	NA	55
	Language	100	19	21	43	100	33	33	46	100	42	39	49
	Mathematics	100	20	26	54	99	38	42	57	100	40	57	63
6	Reading	99	32	32	49	94	23	31	53	100	35	NA	56
	Language	99	29	32	42	98	16	24	45	100	36	36	48
	Mathematics	99	45	44	58	96	35	45	62	100	52	56	66
7	Reading	100	39	37	48	98	35	36	51	100	27	NA	54
	Language	100	53	52	51	99	42	44	54	100	36	42	58
	Mathematics	100	51	49	54	96	58	52	58	100	54	51	62
8	Reading	100	41	40	49	96	44	44	53	91	47	NA	55
	Language	100	44	43	46	100	44	42	49	92	42	39	52
	Mathematics	100	52	52	54	99	49	49	58	92	55	51	61

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

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Parent/Educator Relations
2 Non-certified Employee(s)	Ü Extracurricular Activities
2 Teacher(s)	Ü School Safety Issues
2 Parent(s)	Ü Parent Education
2 Community Member(s)	Ü School Improvement
0 Student(s)	Ü Business Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	1	2	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	49
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Ü Gymnasium	Ü Fully Equiped Library
Ü Computer Lab	Ü Fully Equiped Cafeteria & Stage

Extracurricular Activities

Ü After-School Academic & Sports Programs	Ü Odyssey of the Mind Competition
Ü 'Reading First' Intervention Groups	Ü Yearbook Club, Science Club
Ü MESA Engineering Club	Ü Student Council, Library Club
Ü National Junior Honor Society	Ü Principal's Math Club

Social Services

Ü On-Site Counseling Services	Ü Character Education Program
Ü On-Site Health & Dental Services	Ü On-Site Community Liaison
Ü On-Site School Resource Officer	Ü On-Site Recreational & Sports Facilities
Ü On-Site After School Programs	Ü On-Site Uniform Bank

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Increase in academic growth on the SAT 9.

- ü Increase in number of students meeting or exceeding standards on the AIMS test.

- ü Successful completion of curriculum maps and quarterly assessment that are directly aligned with the Arizona State Standards.

- ü Parent survey results indicate high level of satisfaction with teachers, administrators and overall school performance. Significantly high level of satisfaction with school environment and safety.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	58
Grades 3-4	68	74
Grades 4-5	73	68
Grades 5-6	74	90
Grades 6-7	73	90
Grades 7-8	79	53

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

Full time, on-site school resource officer. School-wide discipline program. Security fencing. Strictly enforced visitor policies and procedures. Firm and consistent enforcement of rules and policies by staff and administration. School uniforms. School emergency response plan. High expectations for student behavior combined with clear, consistent consequences for non-compliance with the school's code of conduct.

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	Jim Paxinos	(623) 907-5181
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Officer Mike Flores	(623) 907-5181
School Nutrition Programs	Sodexo Nutrition Services	(623) 936-9740
Parent Organization	Ruth Ramirez	(623) 907-5181
Student Health/Nurse	Shelly Bertram, R.N.	(623) 907-5181

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.

Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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