



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1201 N., 85th Place - Rm 110, Scottsdale, AZ 85257

EduPreneurship, Inc.

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Small School
2001-02 N/A

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

School Overview

Principal/Administrator : Ms. Carol Ann Sammans
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2004 Enrollment : 82
Web Address : www.esckids.com
Phone Number : (480) 990-2475
Fax Number : (480) 990-0378
E-mail : sammans@cox.net

Mission

EduPreneurship offers a small community setting with personalized education that stimulates students' natural interests through a thematic study approach, economic-based curriculum with real-world products and character development.

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 Nurture the citizen within every child; provide training and practice in good citizenship, fair play, courtesy, honesty, and accountability. Engage all students in learning using Gardner's Theory of Multiple Intelligences within a multiage class.
ü Create integrated thematic units that incorporate core curriculum with exciting, high interest and real-world application. Establish a micro-community where students participate in simulated real-world activities.

Enrollment

October 1, 2003 School Year Student Enrollment : 85
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 82

Instructional Programs

- Ü Lifeshops
- Ü Integrated Themes
- Ü Literature Studies
- Ü Entrepreneurship (Kid's Business)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2004
Last Day of School :	6/10/2005

Shared Responsibilities

School

The school promotes the mission of its charter, honors school families, provides an academic learning environment, builds active, caring citizens of the future, and provides weekly newsletters, trimester academic presentations and academic portfolios.

Parents

Parents support the philosophy of the school; promote good student attendance; arrange reliable transportation; provide lunch and proper attire; support field experiences; participate in conferences; attend presentations; and read all communications.

Transportation Policy

Parents are responsible for making transportation arrangements for their child.

School Honors

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

Award/Honor	Year
Ü 'It's My Business' Federal Charter School Grant	2002
Ü 'Roving Storytellers' Learn & Serve Grant	2004
Ü Economics America School	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	10	19	75509	100	100	100	516	526	521	10	11	13	50	26	23	20	32	33	20	32	31
All Students (Prior Year)	NC	17	75372	NC	94	100	NC	511	523	NC	0	9	NC	35	25	NC	53	36	NC	12	30
Female	NC	10	37013	NC	100	100	NC	536	522	NC	0	12	NC	50	24	NC	10	33	NC	40	31
Male	NC	NC	38430	NC	NC	99	NC	NC	521	NC	NC	14	NC	NC	22	NC	NC	33	NC	NC	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	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	11	35192	NC	100	99	NC	502	534	NC	18	8	NC	36	19	NC	27	35	NC	18	39
Students with Disabilities	--	--	9708	--	--	100	--	--	489	--	--	32	--	--	27	--	--	24	--	--	17
Students without Disabilities	10	19	65801	100	100	98	516	526	525	10	11	11	50	26	23	20	32	34	20	32	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	NC	11	39040				NC	523	534	NC	0	8	NC	45	19	NC	27	34	NC	27	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	10	19	75492	100	100	100	536	540	519	10	5	12	10	5	16	50	53	47	30	37	24
All Students (Prior Year)	NC	17	75221	NC	94	100	NC	526	523	NC	0	8	NC	6	16	NC	82	56	NC	12	21
Female	NC	10	37014	NC	100	100	NC	542	523	NC	0	10	NC	10	15	NC	60	48	NC	30	27
Male	NC	NC	38400	NC	NC	99	NC	NC	516	NC	NC	14	NC	NC	17	NC	NC	47	NC	NC	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	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	11	35177	NC	100	99	NC	520	528	NC	9	8	NC	9	13	NC	64	49	NC	18	31
Students with Disabilities	--	--	9707	--	--	100	--	--	495	--	--	33	--	--	21	--	--	33	--	--	13
Students without Disabilities	10	19	65785	100	100	98	536	540	522	10	5	10	10	5	16	50	53	49	30	37	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	NC	11	39164				NC	536	528	NC	0	8	NC	9	13	NC	55	48	NC	36	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	10	19	75053	100	100	99	591	578	597	20	11	7	0	16	12	50	58	72	30	16	9
All Students (Prior Year)	NC	17	73654	NC	94	99	NC	520	530	NC	0	9	NC	18	13	NC	82	70	NC	0	7
Female	NC	10	36872	NC	100	99	NC	606	621	NC	10	5	NC	10	9	NC	60	74	NC	20	12
Male	NC	NC	38109	NC	NC	99	NC	NC	573	NC	NC	10	NC	NC	14	NC	NC	69	NC	NC	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	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	11	35028	NC	100	99	NC	565	613	NC	9	6	NC	27	10	NC	45	73	NC	18	11
Students with Disabilities	--	--	9625	--	--	100	--	--	530	--	--	21	--	--	21	--	--	55	--	--	4
Students without Disabilities	10	19	65428	100	100	98	591	578	604	20	11	6	0	16	11	50	58	73	30	16	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	NC	11	38950				NC	595	618	NC	9	5	NC	9	9	NC	64	73	NC	18	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	13	26	76019	100	100	100	471	484	499	30	30	14	30	22	39	10	13	14	30	35	33
All Students (Prior Year)	NC	12	76230	NC	100	100	NC	507	498	NC	8	12	NC	50	38	NC	0	12	NC	42	37
Female	NC	10	37207	NC	100	100	NC	460	499	NC	33	12	NC	44	41	NC	0	14	NC	22	33
Male	NC	16	38677	NC	100	100	NC	500	498	NC	29	15	NC	7	38	NC	21	13	NC	43	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	--	NC	29458	--	NC	100	--	NC	480	--	NC	20	--	NC	48	--	NC	12	--	NC	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	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	12	23	35880	100	100	100	471	486	515	30	29	7	30	24	32	10	14	16	30	33	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	10	23	66233	100	100	99	471	484	503	30	30	11	30	22	39	10	13	14	30	35	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--	100	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	NC	17	40266	NC	100	100	NC	483	513	NC	27	9	NC	27	33	NC	20	15	NC	27	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	13	26	76020	100	100	100	490	495	503	54	42	25	15	12	23	23	38	40	8	8	12
All Students (Prior Year)	NC	12	76202	NC	100	100	NC	501	505	NC	27	19	NC	27	24	NC	27	46	NC	18	11
Female	NC	10	37213	NC	100	100	NC	490	504	NC	40	22	NC	30	23	NC	20	42	NC	10	13
Male	NC	16	38666	NC	100	100	NC	499	501	NC	44	29	NC	0	22	NC	50	38	NC	6	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	NC	29442	--	NC	99	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	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	12	23	35890	100	100	100	490	496	511	58	43	15	8	9	20	25	39	48	8	9	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	10	23	66236	100	100	99	495	498	504	50	39	23	10	9	23	30	43	42	10	9	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--	100	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	NC	17	40274	NC	100	100	NC	496	509	NC	35	17	NC	18	20	NC	41	47	NC	6	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	13	26	75673	100	100	100	465	510	530	23	19	12	54	35	25	23	38	58	0	8	4
All Students (Prior Year)	NC	11	74692	NC	92	99	NC	494	502	NC	0	18	NC	50	27	NC	50	47	NC	0	8
Female	NC	10	37099	NC	100	100	NC	478	548	NC	10	8	NC	60	22	NC	30	64	NC	0	6
Male	NC	16	38441	NC	100	99	NC	530	513	NC	25	16	NC	19	29	NC	44	52	NC	13	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	--	NC	29305	--	NC	99	--	NC	507	--	NC	16	--	NC	31	--	NC	51	--	NC	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	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	12	23	35760	100	100	99	468	510	550	25	22	9	50	30	21	25	39	64	0	9	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	10	23	65967	100	100	99	476	521	536	20	17	10	50	30	25	30	43	60	0	9	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--	100	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541	NC	NC	100	NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	NC	17	40091	NC	100	100	NC	505	550	NC	18	9	NC	35	21	NC	41	64	NC	6	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	NC	13	75001	NC	100	99	NC	448	468	NC	54	37	NC	38	36	NC	8	16	NC	0	10
All Students (Prior Year)	NC	NC	71167	NC	NC	99	NC	NC	463	NC	NC	38	NC	NC	41	NC	NC	14	NC	NC	7
Female	NC	NC	36846	NC	NC	99	NC	NC	468	NC	NC	36	NC	NC	38	NC	NC	16	NC	NC	10
Male	NC	NC	37974	NC	NC	99	NC	NC	467	NC	NC	39	NC	NC	34	NC	NC	16	NC	NC	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	NC	26675	--	NC	98	--	NC	448	--	NC	52	--	NC	34	--	NC	10	--	NC	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	10	37785	NC	100	99	NC	453	482	NC	50	25	NC	40	39	NC	10	21	NC	0	15
Students with Disabilities	--	--	8802	--	--	100	--	--	418	--	--	79	--	--	16	--	--	3	--	--	1
Students without Disabilities	NC	13	66199	NC	100	99	NC	448	472	NC	54	34	NC	38	38	NC	8	17	NC	0	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	NC	NC	45170				NC	NC	479	NC	NC	28	NC	NC	38	NC	NC	20	NC	NC	14

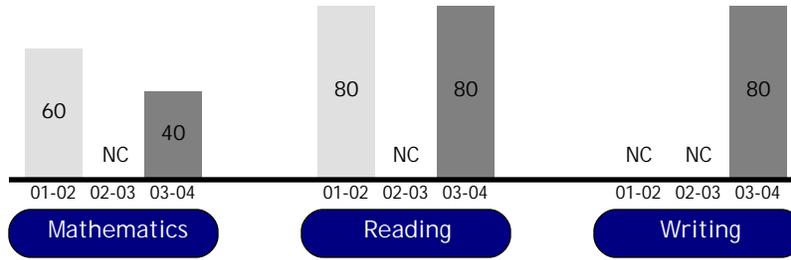
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	13	74918	NC	100	99	NC	498	497	NC	15	32	NC	23	19	NC	54	35	NC	8	15
All Students (Prior Year)	NC	NC	71100	NC	NC	99	NC	NC	502	NC	NC	25	NC	NC	21	NC	NC	40	NC	NC	15
Female	NC	NC	36805	NC	NC	99	NC	NC	501	NC	NC	28	NC	NC	19	NC	NC	37	NC	NC	16
Male	NC	NC	37936	NC	NC	99	NC	NC	493	NC	NC	35	NC	NC	18	NC	NC	33	NC	NC	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	NC	26645	--	NC	98	--	NC	478	--	NC	46	--	NC	20	--	NC	27	--	NC	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	10	37773	NC	100	99	NC	510	511	NC	10	20	NC	10	18	NC	70	41	NC	10	21
Students with Disabilities	--	--	8801	--	--	100	--	--	448	--	--	75	--	--	13	--	--	10	--	--	2
Students without Disabilities	NC	13	66117	NC	100	99	NC	498	501	NC	15	28	NC	23	19	NC	54	37	NC	8	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	NC	NC	45115				NC	NC	508	NC	NC	23	NC	NC	18	NC	NC	39	NC	NC	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	NC	13	74503	NC	100	99	NC	531	491	NC	8	9	NC	8	32	NC	77	51	NC	8	8
All Students (Prior Year)	NC	NC	69001	NC	NC	96	NC	NC	490	NC	NC	17	NC	NC	37	NC	NC	45	NC	NC	1
Female	NC	NC	36686	NC	NC	99	NC	NC	506	NC	NC	5	NC	NC	29	NC	NC	57	NC	NC	9
Male	NC	NC	37644	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	36	NC	NC	45	NC	NC	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	NC	26500	--	NC	97	--	NC	467	--	NC	13	--	NC	39	--	NC	44	--	NC	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	10	37606	NC	100	99	NC	534	508	NC	10	6	NC	10	28	NC	70	56	NC	10	10
Students with Disabilities	--	--	8662	--	--	100	--	--	409	--	--	37	--	--	42	--	--	20	--	--	1
Students without Disabilities	NC	13	65841	NC	100	98	NC	531	499	NC	8	7	NC	8	32	NC	77	53	NC	8	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	NC	NC	44898				NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

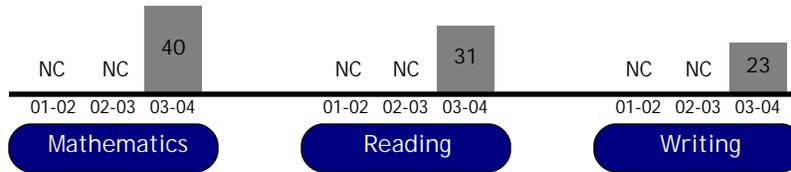
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

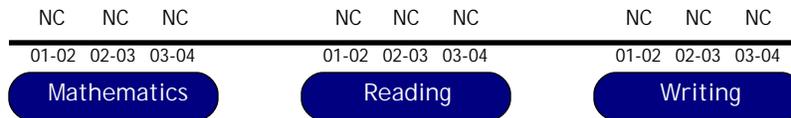
3rd Grade Proficiency



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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	45	44	NC	NC	66	50	100	44	NA	58
	Language	NC	NC	37	39	NC	NC	65	43	100	27	47	50
	Mathematics	NC	NC	52	52	NC	NC	56	57	100	30	36	64
3	Reading	NC	NC	58	43	NC	NC	45	47	NC	NC	NA	55
	Language	NC	NC	48	50	NC	NC	39	54	100	NA	51	61
	Mathematics	NC	NC	60	50	NC	NC	36	54	100	NA	46	61
4	Reading	NC	NC	55	47	NC	NC	66	52	100	NA	NA	56
	Language	NC	NC	62	45	NC	NC	59	48	100	NA	43	52
	Mathematics	NC	NC	74	52	NC	NC	70	57	100	NA	51	61
5	Reading	NC	NC	68	46	NC	NC	48	50	100	NA	NA	55
	Language	NC	NC	42	43	NC	NC	42	46	100	NA	39	49
	Mathematics	NC	NC	59	54	NC	NC	69	57	100	NA	59	63
6	Reading	NC	NC	59	49	NC	NC	51	53	100	NA	NA	56
	Language	NC	NC	49	42	NC	NC	39	45	100	NA	39	48
	Mathematics	NC	NC	59	58	NC	NC	58	62	100	NA	69	66
7	Reading	NC	NC	57	48	NC	NC	66	51	NC	NC	NA	54
	Language	NC	NC	59	51	NC	NC	67	54	NC	NC	NA	58
	Mathematics	NC	NC	66	54	NC	NC	62	58	NC	NC	NA	62
8	Reading	NC	NC	NC	49	NC	NC	NC	53	NC	NC	NA	55
	Language	NC	NC	NC	46	NC	NC	NC	49	NC	NC	50	52
	Mathematics	NC	NC	NC	54	NC	NC	NC	58	NC	NC	48	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

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

Council Duties

- Ü School Safety
- Ü Extracurricular Activities
- Ü Yearbook
- Ü Volunteer Program
- Ü Fund Raising
- Ü Community Service

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	.50	Teacher	4.00
Other Professional Staff	.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 4
- Core academic classes taught by Highly Qualified (NCLB) teachers. 4
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology-integrated Classrooms
- Ü Student-Operated Store

Extracurricular Activities

- Ü Arizona Stock Market Game
- Ü Kid's Business - Mega Mall Days
- Ü Field Trip Experiences
- Ü Annual Career Fair

Social Services

- Ü Extended-Day Kindergarten
- Ü Adopt-a-Family Program
- Ü Site Advisory Council
- Ü Career Pathway Exploration
- Ü Parent/Community Resource Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Presentation nights bring our small learning community together to celebrate the learning success of each trimester.
  
- ü There are twelve Mini-malls and three Mega-malls where students create their own businesses designed around free, recycled and inexpensive items that are transformed into products or services. School money is the form of exchange.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	60	80
Grades 4-5	70	NC
Grades 5-6	NC	90
Grades 6-7	NC	NC
Grades 7-8	NC	NC

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

ESC's comprehensive Student Compact of Conduct is presented yearly for discussion. We hold everyone accountable to demonstrate strong character and good decision-making skills. The staff is trained in the Emergency Response Plan for the school.

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	Mary Lanigan	(480) 990-2475
Transportation Policy	Ann Peschka	(480) 990-2475
Community Resources	Yvonne Cheviron	(480) 990-2475
School Nutrition Programs		
Parent Organization	Mary Lanigan	(480) 990-2475
Student Health/Nurse		

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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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.