

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1650 W Southern Ave, Phoenix, AZ 85041

Victory High School, 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 Underperforming  
2002-03 Small School  
2001-02 N/A

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

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Not Met  
2002-03 Not Met  
2001-02 N/A

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Dr. Shirley Branham  
Schedule : 8 AM to 4 PM  
Grades : 7-12  
2004 Enrollment : 50  
Web Address : GoVictory.cjb.net  
Phone Number : (602) 243-7583  
Fax Number : (602) 243-7563  
E-mail : victoryhighschool@qwest.net

### Mission

Victory focuses on mathematics, reading, and computer education. So that all students have an opportunity to experience success through quality education, we prepare all students for entrance into the workforce with college or job-ready skills.

### School / Academic Goals

- ü To provide and teach the student a curriculum that encompasses the Arizona Academic Standards.
- ü To provide the student with academic course work, technological instruction, and appropriate education for college and job placement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 53  
Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 50

### Instructional Programs

- ü Career Education--School-to-Work Skills
- ü Individual Education/Learning Plans
- ü Drama, Music, and Physical Art
- ü Computer Aided Education

### Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/3/2005

### Shared Responsibilities

#### School

Keep accurate attendance records. Provide a safe, caring and non-threatening environment. Set rules and appropriate discipline plan with zero tolerance. Use full class period to interact and instruct students.

#### Parents

Parents help students get up and get ready for school; encourage regular attendance and call the school when their child must be absent; volunteers/reinforces school rules and regulations and the consequences of both good and disruptive behavior. Participate on Governing Board.

### Transportation Policy

Students living two (2) miles away from school, who meet the criteria set by the Arizona Department of Education are issued monthly bus passes.

### School Honors

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

Award/Honor

Year

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	--	--	75001	--	--	99	--	--	468	--	--	37	--	--	36	--	--	16	--	--	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	--	--	36846	--	--	99	--	--	468	--	--	36	--	--	38	--	--	16	--	--	10
Male	--	--	37974	--	--	99	--	--	467	--	--	39	--	--	34	--	--	16	--	--	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	--	--	26675	--	--	98	--	--	448	--	--	52	--	--	34	--	--	10	--	--	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	--	--	37785	--	--	99	--	--	482	--	--	25	--	--	39	--	--	21	--	--	15
Students with Disabilities	--	--	8802	--	--	100	--	--	418	--	--	79	--	--	16	--	--	3	--	--	1
Students without Disabilities	--	--	66199	--	--	99	--	--	472	--	--	34	--	--	38	--	--	17	--	--	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	--	--	29814	--	--		--	--	448	--	--	53	--	--	33	--	--	10	--	--	4
Non-Economically Disadvantaged	--	--	45170	--	--		--	--	479	--	--	28	--	--	38	--	--	20	--	--	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	--	--	74918	--	--	99	--	--	497	--	--	32	--	--	19	--	--	35	--	--	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	--	--	36805	--	--	99	--	--	501	--	--	28	--	--	19	--	--	37	--	--	16
Male	--	--	37936	--	--	99	--	--	493	--	--	35	--	--	18	--	--	33	--	--	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	--	--	26645	--	--	98	--	--	478	--	--	46	--	--	20	--	--	27	--	--	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	--	--	37773	--	--	99	--	--	511	--	--	20	--	--	18	--	--	41	--	--	21
Students with Disabilities	--	--	8801	--	--	100	--	--	448	--	--	75	--	--	13	--	--	10	--	--	2
Students without Disabilities	--	--	66117	--	--	99	--	--	501	--	--	28	--	--	19	--	--	37	--	--	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	--	--	29785	--	--		--	--	477	--	--	47	--	--	20	--	--	26	--	--	6
Non-Economically Disadvantaged	--	--	45115	--	--		--	--	508	--	--	23	--	--	18	--	--	39	--	--	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	--	--	74503	--	--	99	--	--	491	--	--	9	--	--	32	--	--	51	--	--	8
All Students (Prior Year)	--	--	69001	--	--	96	--	--	490	--	--	17	--	--	37	--	--	45	--	--	1
Female	--	--	36686	--	--	99	--	--	506	--	--	5	--	--	29	--	--	57	--	--	9
Male	--	--	37644	--	--	98	--	--	476	--	--	13	--	--	36	--	--	45	--	--	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	--	--	26500	--	--	97	--	--	467	--	--	13	--	--	39	--	--	44	--	--	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	--	--	37606	--	--	99	--	--	508	--	--	6	--	--	28	--	--	56	--	--	10
Students with Disabilities	--	--	8662	--	--	100	--	--	409	--	--	37	--	--	42	--	--	20	--	--	1
Students without Disabilities	--	--	65841	--	--	98	--	--	499	--	--	7	--	--	32	--	--	53	--	--	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	--	--	29587	--	--		--	--	465	--	--	14	--	--	40	--	--	43	--	--	4
Non-Economically Disadvantaged	--	--	44898	--	--		--	--	507	--	--	7	--	--	28	--	--	55	--	--	10

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

10th 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	NC	65934	NC	NC	100	NC	NC	492	NC	NC	43	NC	NC	18	NC	NC	24	NC	NC	15
All Students (Prior Year)	18	18	57534	100	100	91	443	443	491	100	100	46	0	0	16	0	0	23	0	0	15
Female	NC	NC	32586	NC	NC	100	NC	NC	491	NC	NC	44	NC	NC	19	NC	NC	24	NC	NC	14
Male	NC	NC	33226	NC	NC	99	NC	NC	493	NC	NC	42	NC	NC	18	NC	NC	24	NC	NC	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	--	--	34819	--	--	99	--	--	505	--	--	27	--	--	20	--	--	31	--	--	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	NC	NC	59427	NC	NC	100	NC	NC	494	NC	NC	41	NC	NC	19	NC	NC	25	NC	NC	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708	--	--		--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	NC	NC	47182				NC	NC	499	NC	NC	35	NC	NC	19	NC	NC	27	NC	NC	19

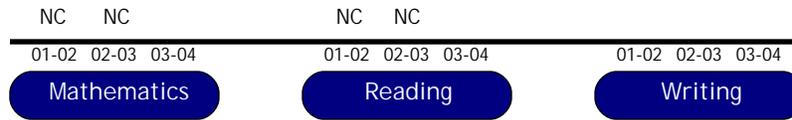
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	68162	100	100	100	471	471	509	42	42	18	42	42	24	17	17	51	0	0	8
All Students (Prior Year)	18	18	56700	100	100	89	448	448	512	88	88	15	6	6	23	6	6	52	0	0	10
Female	NC	NC	33509	NC	NC	100	NC	NC	513	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	9
Male	NC	NC	34521	NC	NC	100	NC	NC	505	NC	NC	20	NC	NC	24	NC	NC	49	NC	NC	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	10	10	22624	100	100	100	471	471	487	40	40	32	50	50	31	10	10	35	0	0	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	--	--	4592	--	--	100	--	--	484	--	--	32	--	--	37	--	--	30	--	--	1
White	NC	NC	35727	NC	NC	100	NC	NC	526	NC	NC	7	NC	NC	17	NC	NC	64	NC	NC	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	10	10	61317	100	100	100	471	471	512	40	40	15	50	50	23	10	10	53	0	0	8
Limited English Proficient Students	--	--	7152	--	--	100	--	--	464	--	--	57	--	--	31	--	--	12	--	--	0
Migrant Students	--	--	745	--	--		--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	NC	19528				NC	NC	487	NC	NC	31	NC	NC	32	NC	NC	34	NC	NC	2
Non-Economically Disadvantaged	NC	NC	48595				NC	NC	518	NC	NC	13	NC	NC	20	NC	NC	57	NC	NC	10

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	12	12	67629	100	100	100	461	461	524	42	42	22	50	50	16	8	8	59	0	0	3
All Students (Prior Year)	21	21	55090	100	100	87	404	404	479	85	85	16	10	10	13	5	5	70	0	0	0
Female	NC	NC	33347	NC	NC	100	NC	NC	537	NC	NC	17	NC	NC	15	NC	NC	64	NC	NC	4
Male	NC	NC	34151	NC	NC	99	NC	NC	512	NC	NC	27	NC	NC	18	NC	NC	54	NC	NC	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	10	10	22313	100	100	100	457	457	493	40	40	34	60	60	19	0	0	46	0	0	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	--	--	4528	--	--	99	--	--	492	--	--	35	--	--	21	--	--	42	--	--	1
White	NC	NC	35593	NC	NC	99	NC	NC	547	NC	NC	13	NC	NC	14	NC	NC	69	NC	NC	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	10	10	60917	100	100	100	451	451	530	50	50	19	50	50	16	0	0	61	0	0	3
Limited English Proficient Students	--	--	6994	--	--	100	--	--	442	--	--	58	--	--	18	--	--	23	--	--	0
Migrant Students	--	--	732	--	--		--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	19310				NC	NC	489	NC	NC	35	NC	NC	20	NC	NC	44	NC	NC	1
Non-Economically Disadvantaged	NC	NC	48278				NC	NC	538	NC	NC	17	NC	NC	15	NC	NC	65	NC	NC	4

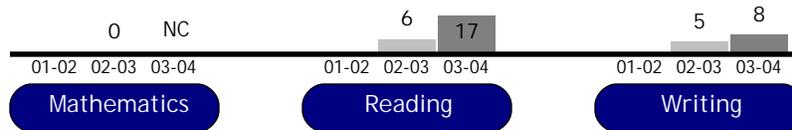
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	Made AYP?	No

**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
7	Reading	NC	NC	NC	48	--	--	--	51	--	--	--	54
	Language	NC	NC	NC	51	--	--	--	54	--	--	--	58
	Mathematics	NC	NC	NC	54	--	--	--	58	--	--	--	62
8	Reading	--	--	--	49	--	--	--	53	NC	NC	NC	55
	Language	--	--	--	46	--	--	--	49	NC	NC	NC	52
	Mathematics	--	--	--	54	--	--	--	58	NC	NC	NC	61
9	Reading	NC	NC	NC	37	--	--	--	41	NC	NC	NC	42
	Language	NC	NC	NC	38	--	--	--	42	NC	NC	NC	42
	Mathematics	NC	NC	NC	56	--	--	--	60	NC	NC	NC	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."

School Site Council

Council Composition

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

Council Duties

- ü Curriculum Development
- ü Promotion/Retention Issues
- ü Parent/Education Relations
- ü Governing Board Members

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	1.00	Teacher Aide	.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	0	1	0	0
7 to 9 years	0	0	1	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	3
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer/Library Enrichment Center
- ü Multipurpose Room

Extracurricular Activities

Social Services

- ü Volunteer Work
- ü Job Placement Services
- ü Counseling Services
- ü Guest Speakers

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü One student was awarded first place in an essay contest sponsored by a local VFW Lodge.
  
- ü Three students were awarded the McDonald Community Award for outstanding accomplishment.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	99	95	93	95
Transfers Out <sup>5</sup>	--	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>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	66			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 6-7	--	--
Grades 7-8	--	--

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

Closed campus. No book bags. Purses are no larger than 8 1/2 X 11. Drug/Gang/Tobacco free campus. Designated and supervised break/lunch times/areas. Staff and students share bathrooms. Provide physical altercation/safety counseling and classes. Surveillance cameras through-out campus and classrooms.

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	Jacque Jackson	(602) 243-7583
Transportation Policy	Shirley Branham	(602) 243-7583
Community Resources	Debra Rene Murphy	(602) 243-7583
School Nutrition Programs		(602) -
Parent Organization		
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.