



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

124 N. Virginia Street, Prescott, AZ 86301

Mountain Oak Charter School, Inc dba Mountain Oak Charter School

AZ LEARNS¹

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.

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.

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.

School Overview

Principal/Administrator : Mr. Merrill Badger
 Schedule : 8 AM to 4 PM
 Grades : K-7
 2004 Enrollment : 151
 Web Address : mountainoakschool.org
 Phone Number : (928) 541-7700
 Fax Number : (928) 445-1301
 E-mail : principalmtnoak@cableone.net

Mission

Providing a Waldorf-inspired, age appropriate, education for the whole child: intellectual development; imaginative, artistic, and moral growth of students. Developing lifelong learners, who are self-motivated, creative and responsible individuals.

School / Academic Goals

- ü Students will engage actively with curriculum content as demonstrated by participation in instructional activities and mastery of instructional goals.
- ü Students will demonstrate academic and social progress according to portfolio assessments, teacher observation, AIMS and Standardized Testing.

Enrollment

October 1, 2003 School Year Student Enrollment : 100
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 106

Instructional Programs

- Ü Waldorf-Inspired Curriculum
- Ü Integration of the Arts
- Ü Foreign Language Instruction
- Ü Music Program w/Flutes, Strings
- Ü Handcraft Curriculum
- Ü K-8 Science Curriculum
- Ü K-8 Movement Curriculum

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/5/2004
Last Day of School :	6/2/2005

Shared Responsibilities

School

To educate in regards to the philosophy of the school; promote a healthy community atmosphere; be responsive to the needs of parents; be accountable for the education program and communicate with parents and community members on a regular basis. Also, in keeping with our school's mission and vision, to be an exemplary model of charter school education in Prescott and Arizona.

Parents

Study Waldorf Ed.; ensure student attends-daily; timeliness; appropriate clothes, nutrition, sleep; homework support; limit/no TV. Attend class meetings, events, festivals; support philosophy & goals; Communicate w/school personnel; committee service.

Transportation Policy

Transportation is the responsibility of the parents.

School Honors

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

Award/Honor	Year
Ü Outstanding Teacher Award	2001
Ü Leadership Program Recognition	2003

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	13	13	75509	93	93	100	500	500	521	17	17	13	50	50	23	8	8	33	25	25	31
All Students (Prior Year)	14	14	75372	93	93	100	502	502	523	15	15	9	15	15	25	62	62	36	8	8	30
Female	NC	NC	37013	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	24	NC	NC	33	NC	NC	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	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	--	--	30486	--	--	99	--	--	505	--	--	18	--	--	29	--	--	32	--	--	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	11	11	35192	92	92	99	497	497	534	20	20	8	50	50	19	0	0	35	30	30	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	11	11	65801	92	92	98	501	501	525	18	18	11	45	45	23	9	9	34	27	27	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	10	10	39040				510	510	534	11	11	8	44	44	19	11	11	34	33	33	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	13	13	75492	93	93	100	523	523	519	17	17	12	8	8	16	50	50	47	25	25	24
All Students (Prior Year)	15	15	75221	100	100	100	561	561	523	7	7	8	7	7	16	43	43	56	43	43	21
Female	NC	NC	37014	NC	NC	100	NC	NC	523	NC	NC	10	NC	NC	15	NC	NC	48	NC	NC	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	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	--	--	30438	--	--	99	--	--	508	--	--	17	--	--	21	--	--	47	--	--	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	11	11	35177	92	92	99	528	528	528	10	10	8	10	10	13	50	50	49	30	30	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	11	11	65785	92	92	98	524	524	522	18	18	10	9	9	16	45	45	49	27	27	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	10	10	39164				523	523	528	22	22	8	0	0	13	44	44	48	33	33	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	75053	79	79	99	573	573	597	0	0	7	20	20	12	80	80	72	0	0	9
All Students (Prior Year)	12	12	73654	80	80	99	521	521	530	9	9	9	18	18	13	73	73	70	0	0	7
Female	NC	NC	36872	NC	NC	99	NC	NC	621	NC	NC	5	NC	NC	9	NC	NC	74	NC	NC	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	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	--	--	30235	--	--	98	--	--	575	--	--	9	--	--	14	--	--	70	--	--	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	10	10	35028	83	83	99	558	558	613	0	0	6	22	22	10	78	78	73	0	0	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	10	10	65428	83	83	98	573	573	604	0	0	6	20	20	11	80	80	73	0	0	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	NC	38950				NC	NC	618	NC	NC	5	NC	NC	9	NC	NC	73	NC	NC	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	14	14	76019	100	100	100	504	504	499	0	0	14	42	42	39	33	33	14	25	25	33
All Students (Prior Year)	NC	NC	76230	NC	NC	100	NC	NC	498	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	37
Female	NC	NC	37207	NC	NC	100	NC	NC	499	NC	NC	12	NC	NC	41	NC	NC	14	NC	NC	33
Male	NC	NC	38677	NC	NC	100	NC	NC	498	NC	NC	15	NC	NC	38	NC	NC	13	NC	NC	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	13	13	35880	100	100	100	504	504	515	0	0	7	42	42	32	33	33	16	25	25	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	12	12	66233	100	100	99	504	504	503	0	0	11	42	42	39	33	33	14	25	25	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	11	11	40266				501	501	513	0	0	9	45	45	33	36	36	15	18	18	43

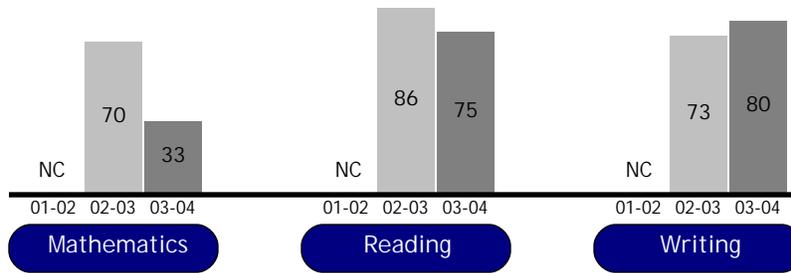
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	76020	100	100	100	510	510	503	0	0	25	17	17	23	58	58	40	25	25	12
All Students (Prior Year)	NC	NC	76202	NC	NC	100	NC	NC	505	NC	NC	19	NC	NC	24	NC	NC	46	NC	NC	11
Female	NC	NC	37213	NC	NC	100	NC	NC	504	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Male	NC	NC	38666	NC	NC	100	NC	NC	501	NC	NC	29	NC	NC	22	NC	NC	38	NC	NC	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	13	13	35890	100	100	100	510	510	511	0	0	15	17	17	20	58	58	48	25	25	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	12	12	66236	100	100	99	510	510	504	0	0	23	17	17	23	58	58	42	25	25	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	11	11	40274				509	509	509	0	0	17	18	18	20	55	55	47	27	27	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	14	14	75673	100	100	100	568	568	530	8	8	12	8	8	25	75	75	58	8	8	4
All Students (Prior Year)	NC	NC	74692	NC	NC	99	NC	NC	502	NC	NC	18	NC	NC	27	NC	NC	47	NC	NC	8
Female	NC	NC	37099	NC	NC	100	NC	NC	548	NC	NC	8	NC	NC	22	NC	NC	64	NC	NC	6
Male	NC	NC	38441	NC	NC	99	NC	NC	513	NC	NC	16	NC	NC	29	NC	NC	52	NC	NC	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	13	13	35760	100	100	99	568	568	550	8	8	9	8	8	21	75	75	64	8	8	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	12	12	65967	100	100	99	568	568	536	8	8	10	8	8	25	75	75	60	8	8	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	11	11	40091				571	571	550	9	9	9	9	9	21	73	73	64	9	9	6

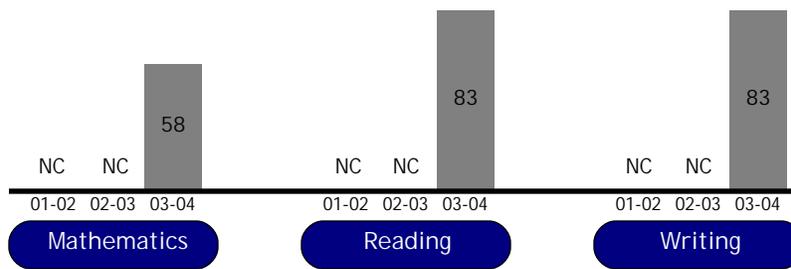
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	59	59	44	91	81	81	50	100	32	NA	58
	Language	91	61	61	39	NC	NC	NC	43	100	34	34	50
	Mathematics	91	38	38	52	100	75	75	57	100	32	32	64
3	Reading	NC	NC	NC	43	93	74	74	47	100	48	NA	55
	Language	NC	NC	NC	50	93	63	63	54	100	30	30	61
	Mathematics	NC	NC	NC	50	93	58	58	54	100	26	26	61
4	Reading	NC	NC	NC	47	NC	NC	NC	52	100	73	NA	56
	Language	NC	NC	NC	45	NC	NC	NC	48	100	57	57	52
	Mathematics	NC	NC	NC	52	NC	NC	NC	57	100	45	45	61
5	Reading	NC	NC	NC	46	NC	NC	NC	50	100	81	NA	55
	Language	NC	NC	NC	43	NC	NC	NC	46	100	63	63	49
	Mathematics	NC	NC	NC	54	NC	NC	NC	57	100	73	73	63
6	Reading	NC	NC	NC	49	--	--	--	53	NC	NC	NC	56
	Language	NC	NC	NC	42	--	--	--	45	NC	NC	NC	48
	Mathematics	NC	NC	NC	58	--	--	--	62	NC	NC	NC	66
7	Reading	--	--	--	48	--	--	--	51	--	--	--	54
	Language	--	--	--	51	--	--	--	54	--	--	--	58
	Mathematics	--	--	--	54	--	--	--	58	--	--	--	62

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

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	10.50
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 9
 Core academic classes taught by Highly Qualified (NCLB) teachers. 0
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Public Library - Walking Distance
- ü Performing Arts Venues-Walking Distance
- ü Performance Hall, 3 Parks w/in Walking

Extracurricular Activities

- ü Seasonal Festivals
- ü S.W. Pentathalon Event in Santa Fe, NM
- ü Choir
- ü Suzuki Strings Program; Flutes

Social Services

- ü Afterschool Care Program
- ü Parent University-Adult/Community Ed.
- ü Health Services (KidsCare)
- ü Parent Education Opportunities
- ü Multi-agency Team Referrals

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Activity-oriented Environmental Education Projects. Participation in County Fair events; leading roles in community musicals/theatre and string performances.
- ü Supported two new positions to enhance the Handwork program. Recognized locally for third grade housebuilding projects.
- ü Teachers, Parents, Administration, Board working with a School-wide Positive Behavior, Social Inclusion Model.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	95	98	98	94
Retention Rate ⁹	4	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	NC	NC
Grades 3-4	64	43
Grades 4-5	80	80
Grades 5-6	NC	NC
Grades 6-7	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

Reduce # of children on playground at one time. Educate all students on playground safety. Parent volunteers before, during, and after school. Continued Goal of striving toward school-wide discipline program and best practices.

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) :

1

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	Tracie Himes	(928) 541-7700
Transportation Policy		
Community Resources	Ms. Beni Garcia	(928) 541-7700
School Nutrition Programs	Ms. Beni Garcia	(928) 541-7700
Parent Organization	Mr. Merrill Badger	(928) 541-7700
Student Health/Nurse	Ms. Beni Garcia	(928) 541-7700

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 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.