



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2727 E Siesta Lane, Phoenix, AZ 85050

Paradise Valley Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Jerry Voll
 Schedule : 7:00 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 654
 Web Address : sces.pvUSD.k12.az.us
 Phone Number : (602) 493-6430
 Fax Number : (602) 493-6435
 E-mail : jvoll@pvUSD.k12.az.us

Mission

Provide an environment that fosters learning, so that all students can reach high levels of academic achievement; grounded in a philosophy of respect for people, places and property - with all involved working toward personal success for everyone.

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 Literacy (Reading): To deliver a comprehensive reading program with direct systematic teaching of phonics and all other reading strategies utilizing the CORE Knowledge Sequence, the Arizona Academic Standards and PVUSD Scope and Sequence.
- ü Literacy (Writing): To establish reading and writing as complementary procedures in which the writing process, discussion of ideas, rough draft, revision, editing, and publishing of final draft are evidenced in the classroom & are vital to learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 634
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 44

Instructional Programs

- ü Core Knowledge Sequence of Skills
- ü Arizona Academic Standards
- ü NRP Guidelines for Reading Instruction
- ü Project Read
- ü Band and Strings Programs Offered
- ü Computer Lab with Instruction
- ü Elementary Music and Art Offered
- ü Comprehensive Physical Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

SCE staff is committed to providing a safe and healthy learning environment. We will utilize our abundance of resources, so that students will reach their full potential and become responsible, trustworthy adults.

Parents

Parental involvement is encouraged through attendance at school functions, support of attendance & learning, awareness of school/district goals, policies and procedures, and ongoing communication with the staff regarding questions, concerns & ideas.

Transportation Policy

Grades one through six living more than one mile from the school may ride the school bus. Kindergarten students living more than a half mile from school may also ride the bus. Parent-signed permission slips are required for student participation on field trips.

School Honors

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

Award/Honor	Year
ü National Board Certification	2003
ü Wells Fargo Grant	2003
ü Project GOAL: At the Library - City of Phoenix	2003
ü Phoenix Suns 'Quest for Quality' Award	2002

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	86	2710	75509	100	100	100	524	538	521	11	7	13	21	17	23	29	34	33	39	42	31
All Students (Prior Year)	92	2687	75372	99	100	100	522	538	523	10	4	9	24	19	25	31	36	36	35	42	30
Female	36	1339	37013	100	100	100	523	538	522	14	7	12	17	17	24	31	36	33	38	39	31
Male	50	1369	38430	100	99	99	525	539	521	9	8	14	23	16	22	28	32	33	40	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	26	599	30486	96	99	99	508	512	505	7	16	18	36	25	29	43	34	32	14	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	53	1908	35192	100	99	99	528	543	534	12	6	8	16	14	19	29	34	35	43	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	77	2317	65801	100	99	98	526	542	525	9	6	11	20	16	23	31	34	34	40	44	33
Limited English Proficient Students	12	315	16928	92	89	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	871	36411	--	--	--	522	513	503	8	16	19	17	24	29	50	37	32	25	23	20
Non-Economically Disadvantaged	67	1839	39040	--	--	--	525	546	534	12	5	8	22	14	19	25	33	34	42	48	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	86	2702	75492	100	100	100	527	528	519	8	7	12	15	12	16	44	49	47	32	32	24
All Students (Prior Year)	93	2699	75221	100	100	100	519	532	523	9	4	8	19	11	16	54	57	56	18	28	21
Female	36	1335	37014	100	100	100	526	531	523	7	6	10	17	10	15	41	49	48	34	35	27
Male	50	1365	38400	100	99	99	528	525	516	10	9	14	14	13	17	45	49	47	31	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	26	595	30438	96	98	99	518	511	508	7	16	17	21	18	21	50	50	47	21	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	53	1906	35177	100	99	99	528	531	528	6	6	8	16	10	13	42	49	49	36	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	77	2312	65785	100	99	98	529	531	522	8	5	10	14	11	16	46	50	49	32	34	26
Limited English Proficient Students	12	312	16905	92	88	100	NA	461	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	867	36302	--	--	--	520	511	507	8	16	18	8	18	21	67	50	46	17	17	14
Non-Economically Disadvantaged	67	1835	39164	--	--	--	529	533	528	8	5	8	17	10	13	39	49	48	36	37	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	86	2688	75053	100	99	99	653	634	597	1	4	7	4	8	12	80	74	72	14	14	9
All Students (Prior Year)	91	2644	73654	98	99	99	522	541	530	11	4	9	18	8	13	66	78	70	5	10	7
Female	36	1334	36872	100	100	99	668	656	621	0	3	5	3	6	9	83	72	74	14	19	12
Male	50	1352	38109	100	98	99	643	611	573	2	4	10	5	10	14	78	76	69	15	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	26	591	30235	96	98	98	659	586	575	0	6	9	0	12	14	86	78	70	14	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	53	1896	35028	100	99	99	652	642	613	2	3	6	6	7	10	76	74	73	16	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	77	2303	65428	100	98	98	661	642	604	0	3	6	5	6	11	80	76	73	15	15	10
Limited English Proficient Students	12	309	16765	92	87	100	NA	563	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	19	860	36077	--	--	--	660	581	566	8	8	10	0	14	16	67	72	69	25	6	5
Non-Economically Disadvantaged	67	1828	38950	--	--	--	652	651	618	0	2	5	5	6	9	83	75	73	12	17	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	88	2756	76019	100	100	100	504	513	499	7	9	14	46	32	39	13	16	14	34	43	33
All Students (Prior Year)	97	2748	76230	100	100	100	513	513	498	3	7	12	33	32	38	11	13	12	53	49	37
Female	40	1336	37207	100	99	100	508	511	499	8	9	12	44	34	41	10	16	14	38	41	33
Male	47	1408	38677	100	99	100	503	515	498	5	9	15	49	31	38	16	15	13	30	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	25	539	29458	96	98	100	489	476	480	9	26	20	50	42	48	18	12	12	23	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	56	1990	35880	100	99	100	509	521	515	5	5	7	47	30	32	13	16	16	35	49	45
Students with Disabilities	11	371	9786	100	100	100	493	469	457	13	29	39	50	45	40	13	11	7	25	14	13
Students without Disabilities	77	2385	66233	100	99	99	505	517	503	7	7	11	45	31	39	13	16	14	35	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	21	805	35714				486	481	480	16	22	20	53	42	47	5	14	12	26	22	20
Non-Economically Disadvantaged	67	1951	40266				509	524	513	5	5	9	44	29	33	16	16	15	36	50	43

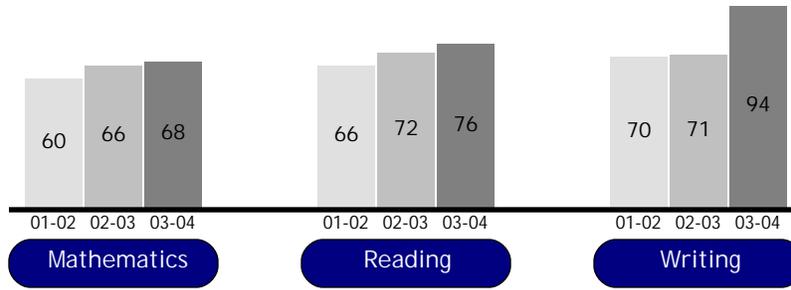
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2754	76020	100	100	100	508	510	503	19	17	25	26	18	23	38	47	40	17	18	12
All Students (Prior Year)	96	2755	76202	100	100	100	511	513	505	8	11	19	28	20	24	52	51	46	13	18	11
Female	40	1335	37213	100	99	100	511	511	504	18	15	22	21	19	23	38	47	42	23	19	13
Male	47	1407	38666	100	99	100	507	509	501	18	19	29	32	16	22	39	48	38	11	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	25	537	29442	96	98	99	499	494	494	29	40	37	29	23	26	33	31	31	10	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	56	1990	35890	100	99	100	512	514	511	16	11	15	25	16	20	39	52	48	20	21	18
Students with Disabilities	11	372	9784	100	100	100	505	490	485	0	46	58	67	24	19	0	25	19	33	5	4
Students without Disabilities	77	2382	66236	100	98	99	508	512	504	20	14	23	24	17	23	40	49	42	16	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	21	802	35703				496	494	494	38	37	37	38	25	26	13	33	31	13	6	6
Non-Economically Disadvantaged	67	1952	40274				512	515	509	15	10	17	23	15	20	45	52	47	18	22	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	88	2748	75673	100	99	100	587	558	530	4	7	12	15	18	25	71	68	58	10	7	4
All Students (Prior Year)	96	2708	74692	100	99	99	515	519	502	6	10	18	28	22	27	61	56	47	6	12	8
Female	40	1333	37099	100	99	100	588	572	548	5	5	8	10	14	22	74	73	64	10	8	6
Male	47	1403	38441	100	99	99	586	543	513	3	9	16	21	22	29	67	64	52	10	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	25	535	29305	96	98	99	530	508	507	10	17	16	24	29	31	62	51	51	5	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	56	1989	35760	100	99	99	611	568	550	2	5	9	13	15	21	71	73	64	13	7	6
Students with Disabilities	11	369	9706	100	100	100	563	486	462	25	22	36	25	31	32	25	46	31	25	1	1
Students without Disabilities	77	2379	65967	100	98	99	588	564	536	3	5	10	15	17	25	73	70	60	9	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	21	800	35541				518	511	504	18	15	17	24	29	31	53	54	50	6	2	2
Non-Economically Disadvantaged	67	1948	40091				606	574	550	0	4	9	13	15	21	76	73	64	11	8	6

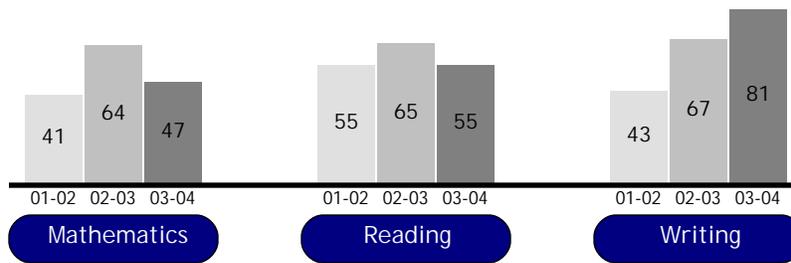
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	40	54	44	90	58	61	50	77	56	NA	58
	Language	98	29	48	39	100	48	54	43	100	48	59	50
	Mathematics	93	34	57	52	99	57	67	57	99	50	68	64
3	Reading	91	45	55	43	94	47	60	47	98	57	NA	55
	Language	94	51	63	50	100	49	64	54	98	62	69	61
	Mathematics	95	47	61	50	97	57	66	54	98	66	69	61
4	Reading	92	55	63	47	96	60	65	52	100	58	NA	56
	Language	92	57	59	45	97	55	60	48	100	52	63	52
	Mathematics	95	56	65	52	100	54	69	57	100	50	72	61
5	Reading	93	56	62	46	97	60	64	50	98	62	NA	55
	Language	92	48	57	43	97	58	58	46	100	57	60	49
	Mathematics	96	69	68	54	97	65	69	57	100	62	72	63
6	Reading	91	61	65	49	98	65	67	53	100	63	NA	56
	Language	90	53	59	42	100	57	60	45	100	61	61	48
	Mathematics	93	71	73	58	98	74	74	62	100	76	76	66

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

Council Duties

- Ü School Safety
- Ü Communication Between School & Community
- Ü Publishing Lab
- Ü Tax Credit Program Ideas
- Ü Leadership Management Team

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Math/Science Lab
- Ü Library
- Ü Computer Learning Center
- Ü Multipurpose/Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü Writing/Tutoring activities w/ TaxCredit
- Ü Band
- Ü Math Tutoring Program
- Ü Chorus
- Ü High School Helpers Program
- Ü Strings
- Ü Community Service Work

Social Services

- Ü B/A Mascot Club School Child Care
- Ü Holiday Shop Activities
- Ü Breakfast/Lunch Programs
- Ü Summer/Holiday Child Care
- Ü .5 Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

SEI: to deliver a comprehensive, literacy based vocabulary development program utilizing explicit instruction in phonics, phonemic awareness, the writing process and reading. Both AZ State and ESL Standards are used to accomplish literacy goals.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	74
Grades 3-4	83	52
Grades 4-5	73	74
Grades 5-6	73	84

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

Work constantly with staff and students to promote safe practices. Student-to-student harassment policy is in place for all students. Our citizenship program assists in maintaining and promoting a safe and orderly environment for all.

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	Gerard Rodriguez	(602) 493-6430
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Marianne Krivan	(602) 493-6436
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Jeremy Hall and Michelle Nemeč	(602) 493-6430
Student Health/Nurse	Linda Keller	(602) 493-6433

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 654 Copies = \$250.00

** 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.