



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

41020 N. Freedom Way, Anthem, AZ 85086

Deer 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Mr. Pat Yennie
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-8
2005 Enrollment : 950
Web Address : anthem.dvUSD.org/
Phone Number : (623) 376-3700
Fax Number : (623) 376-3780
E-mail : pat.yennie@an.dvUSD.org

Mission

Anthem School is committed to delivering quality education with high academic expectations. The success of all students will be promoted through the development of skills that enable them to contribute responsibly, individually, and as a community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- Raising Expectations: Student expectations for success will be supported by school programs and strategies that address specific goals in reading, math, writing, and science.
Alternatives, Options, and Choices: Students will have expanded learning opportunities through participation in school programs and community schools programs.
Technology: Students will have equity in access to technology across the grade levels.

Enrollment

October 1, 2004 School Year Student Enrollment : 932
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- ü Community Schools Program
- ü Gifted Program (SAGE)
- ü Onsite Special Education Program(PreK-8)
- ü English Language Learner Program
- ü Kindergarten Enrichment
- ü Special Education Preschool
- ü Communication Disorder- 1

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school's responsibility is to provide an environment that is conducive to learning. The school will accomplish this by setting high expectations for academic growth; using a variety of strategies to promote student success.

Parents

Parents are expected to be involved in creating and supporting school goals and expectations. They are also expected to send their child to school ready to learn, and participate in school activities that support and promote student achievement.

Transportation Policy

For Anthem School students residing in the school's attendance area, bus transportation is available based on specific guidelines. Parents need to call their school to find out if their child qualifies to ride the bus.

School Honors

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

Award/Honor	Year
ü State Fair Science Awards	2004
ü 2 Teachers Awarded DVUSD Teacher of the Year Awards	2004
ü Injury free -Valley Schools Workers' Comp. Pool	2005

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	111	2698	79306	100	99	99	452	462	445	4	6	10	11	12	18	69	54	51	16	29	20
All Students (Prior Year)	90	2528	75509	100	99	100	531	532	521	4	7	13	17	19	23	46	38	33	33	36	31
Female	56	1299	38691	100	99	99	447	462	446	4	5	10	16	12	18	67	55	52	12	28	20
Male	55	1398	40583	100	99	99	457	462	445	4	6	11	6	12	18	71	52	50	19	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	96	2110	36197	100	99	99	452	465	463	4	5	5	10	10	11	69	53	53	17	31	31
Students with Disabilities	NC	411	10321	NC	100	100	NC	411	389	NC	24	30	NC	24	27	NC	39	34	NC	13	9
Students without Disabilities	102	2289	69060	100	98	98	460	471	454	1	2	7	11	10	17	71	56	54	17	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	108	2443	39966	100	100	100	452	463	459	4	5	6	11	11	12	68	54	52	16	30	30

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	111	2697	79395	100	0	99	469	465	446	0	4	9	12	17	25	72	63	55	16	17	11
All Students (Prior Year)	89	2538	75492	99	100	100	533	528	519	2	7	12	11	12	16	56	52	47	31	30	24
Female	56	1298	38743	100	0	100	475	471	451	0	3	7	14	14	24	73	64	57	12	20	12
Male	55	1395	40618	100	0	99	464	459	440	0	5	11	10	19	27	71	62	53	19	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	96	2108	36221	100	0	99	468	468	465	0	3	4	13	14	15	70	64	63	17	18	17
Students with Disabilities	NC	412	10331	NC	0	100	NC	413	388	NC	16	25	NC	38	37	NC	37	34	NC	8	4
Students without Disabilities	102	2287	69139	100	0	99	476	474	454	0	2	7	10	13	24	74	67	58	16	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	108	2441	39986	100	0	100	469	466	461	0	4	4	12	16	16	71	63	63	16	17	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	109	2692	78869	99	99	99	437	460	442	8	3	6	10	15	21	80	67	63	2	14	10
All Students (Prior Year)	89	2525	75053	99	99	99	620	625	597	6	4	7	1	8	12	83	76	72	10	12	9
Female	55	1299	38536	98	99	99	449	476	458	8	2	4	6	10	15	83	68	67	2	20	14
Male	54	1392	40302	100	99	99	426	445	428	8	4	8	14	20	26	76	67	60	2	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	95	2106	36078	99	99	99	434	462	459	8	3	4	11	14	16	78	68	66	2	15	14
Students with Disabilities	NC	409	10246	NC	100	100	NC	392	367	NC	12	18	NC	38	39	NC	46	40	NC	4	4
Students without Disabilities	100	2285	68697	98	98	98	441	472	454	9	2	4	9	11	18	80	71	67	2	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	107	2439	39837	100	100	100	437	461	457	8	3	4	10	15	14	79	68	67	2	14	15

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	111	2877	78906	100	100	99	507	510	498	4	6	13	11	14	19	72	58	48	13	22	20
All Students (Prior Year)	94	2572	76019	100	100	100	507	517	499	3	5	14	47	33	39	18	18	14	32	44	33
Female	52	1429	38644	100	100	99	509	511	500	0	4	12	12	14	19	81	60	49	8	22	19
Male	59	1450	40236	100	100	99	505	509	497	7	7	15	11	14	19	64	56	46	18	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	103	2268	36483	100	100	99	507	513	517	4	5	7	10	12	13	72	59	51	14	24	30
Students with Disabilities	NC	412	10664	NC	100	100	NC	442	430	NC	28	42	NC	27	27	NC	39	26	NC	6	5
Students without Disabilities	102	2467	68310	99	98	98	515	522	509	3	2	9	8	12	18	75	61	51	14	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	110	2644	40295	100	100	100	507	511	513	4	6	7	10	13	13	73	59	50	13	23	30

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	111	2878	78908	100	0	99	505	497	484	3	4	10	17	16	23	65	69	58	16	11	9
All Students (Prior Year)	94	2572	76020	100	100	100	513	510	503	14	14	25	13	21	23	55	50	40	18	15	12
Female	52	1429	38648	100	0	99	509	502	489	0	3	8	17	13	22	69	71	61	13	13	10
Male	59	1451	40233	100	0	99	500	492	479	5	5	12	16	19	25	61	67	55	18	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	103	2268	36502	100	0	99	505	501	502	3	3	4	17	14	14	64	71	67	16	12	15
Students with Disabilities	NC	412	10665	NC	0	100	NC	432	423	NC	17	30	NC	40	36	NC	39	31	NC	3	2
Students without Disabilities	102	2468	68312	99	0	98	513	508	493	2	2	7	13	12	21	69	74	62	16	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	110	2646	40315	100	0	100	505	498	498	3	4	5	16	15	15	65	69	66	16	12	14

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	111	2869	78750	100	100	99	513	514	500	4	3	6	20	23	29	74	70	63	2	4	2
All Students (Prior Year)	94	2565	75673	100	100	100	595	553	530	2	7	12	11	20	25	73	66	58	14	6	4
Female	52	1424	38586	100	100	99	532	530	515	2	2	4	12	14	22	85	78	71	2	6	3
Male	59	1447	40135	100	99	99	494	498	486	5	5	8	29	32	35	64	62	56	2	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	103	2261	36440	100	100	99	511	517	516	4	3	3	20	21	22	74	72	71	2	4	4
Students with Disabilities	NC	408	10622	NC	100	100	NC	432	415	NC	14	21	NC	47	50	NC	37	28	NC	2	1
Students without Disabilities	102	2463	68196	99	98	98	526	528	513	1	2	3	19	19	25	78	75	69	2	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	110	2637	40260	100	100	100	514	516	514	4	3	3	20	22	21	75	71	72	2	4	4

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	87	2785	78250	100	100	99	577	566	548	10	13	21	6	13	18	65	55	48	19	19	13
All Students (Prior Year)	72	2538	75001	100	100	99	501	482	468	11	24	37	41	43	36	25	19	16	23	14	10
Female	41	1375	38071	100	100	99	583	566	549	8	11	20	6	13	19	61	58	49	25	18	12
Male	46	1409	40126	100	100	99	572	566	547	11	14	23	7	13	17	68	53	46	14	21	14
African American	--	87	4058	--	99	99	--	547	523	--	24	32	--	19	22	--	47	41	--	10	5
Hispanic	NC	343	29129	NC	100	99	NC	541	527	NC	25	32	NC	15	23	NC	50	40	NC	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	558	518	NC	12	36	NC	12	25	NC	65	36	NC	12	4
White	80	2232	38320	100	100	99	578	570	568	9	11	12	7	12	14	64	56	55	20	20	19
Students with Disabilities	NC	402	9329	NC	100	100	NC	475	454	NC	58	64	NC	20	18	NC	19	16	NC	3	2
Students without Disabilities	80	2385	68996	100	99	99	584	582	561	4	5	16	7	12	18	68	61	52	21	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	84	2590	44937	100	100	100	578	568	561	9	12	13	6	12	15	65	56	54	19	20	18

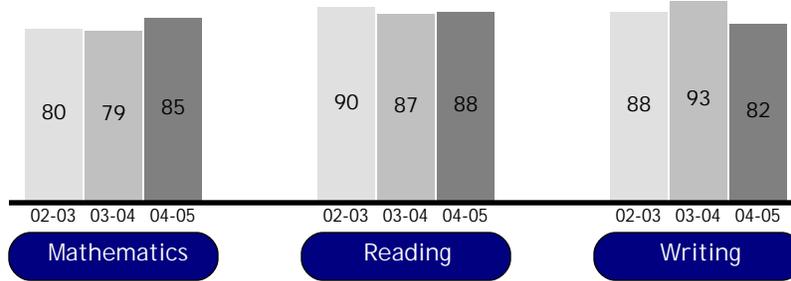
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2792	78302	100	0	99	535	526	512	4	6	11	13	19	25	78	67	57	6	9	7
All Students (Prior Year)	72	2537	74918	100	100	99	511	509	497	14	21	32	24	20	19	44	40	35	17	19	15
Female	41	1377	38082	100	0	99	543	530	518	0	4	8	8	16	24	81	71	61	11	9	7
Male	46	1414	40166	100	0	99	529	523	507	7	7	14	16	21	26	75	63	54	2	8	6
African American	--	89	4064	--	0	100	--	514	498	--	12	14	--	27	29	--	55	54	--	5	3
Hispanic	NC	343	29152	NC	0	99	NC	502	492	NC	15	17	NC	24	34	NC	58	46	NC	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	505	484	NC	6	19	NC	47	38	NC	41	42	NC	6	1
White	80	2237	38347	100	0	99	537	530	531	3	4	5	12	18	17	78	68	68	7	9	10
Students with Disabilities	NC	407	9353	NC	0	100	NC	450	429	NC	26	40	NC	46	38	NC	27	22	NC	1	1
Students without Disabilities	80	2387	69024	100	0	99	540	539	524	1	3	7	11	14	23	81	74	62	7	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	84	2597	44979	100	0	100	537	527	525	3	6	6	13	18	18	78	68	66	6	9	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	87	2785	78094	100	100	99	578	560	545	3	2	3	1	14	18	96	81	77	0	3	2
All Students (Prior Year)	72	2525	74503	100	99	99	526	515	491	4	3	9	26	29	32	57	56	51	13	11	8
Female	41	1374	38025	100	100	99	591	572	558	0	1	2	0	9	13	100	86	82	0	3	2
Male	46	1410	40013	100	100	99	566	549	534	5	3	5	2	19	23	93	76	71	0	2	1
African American	--	88	4037	--	100	99	--	560	532	--	4	4	--	14	22	--	81	73	--	1	1
Hispanic	NC	342	29068	NC	100	99	NC	527	523	NC	5	5	NC	24	27	NC	70	67	NC	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	550	526	NC	0	4	NC	12	25	NC	88	70	NC	0	0
White	80	2232	38265	100	100	99	577	564	564	3	2	2	1	13	11	96	83	84	0	3	3
Students with Disabilities	NC	403	9275	NC	100	100	NC	466	444	NC	11	14	NC	42	46	NC	47	39	NC	0	1
Students without Disabilities	80	2384	68892	100	99	98	583	576	559	1	1	2	0	9	14	99	87	82	0	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	84	2592	44871	100	100	100	579	561	559	1	2	2	1	13	12	97	82	84	0	3	3

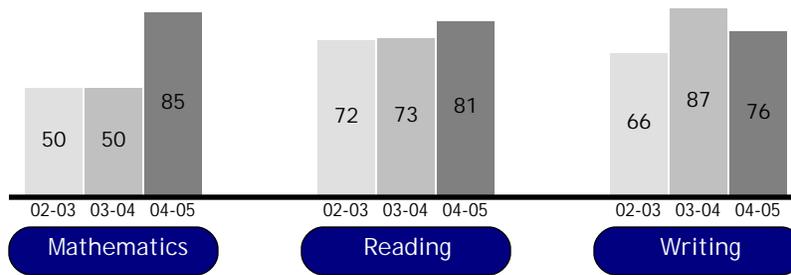
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

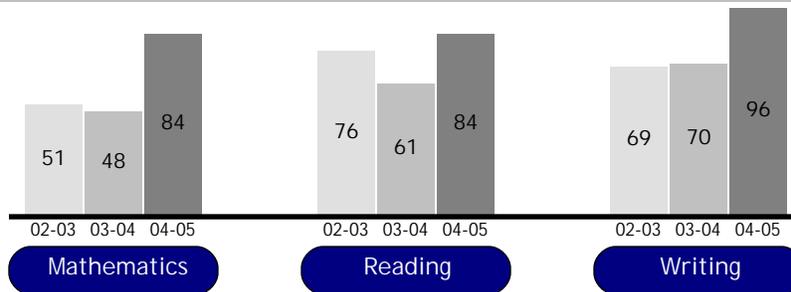
3rd Grade Proficiency



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.

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.

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	70	63	50	92	74	NA	58	98	60	57	47
	Language	97	69	58	43	98	73	61	50	98	59	58	47
	Mathematics	99	80	70	57	98	82	72	64	96	70	62	50
3	Reading	100	69	61	47	96	69	NA	55	100	62	55	44
	Language	100	72	67	54	98	71	70	61	100	58	53	44
	Mathematics	100	69	66	54	98	67	69	61	100	60	60	51
4	Reading	99	75	66	52	100	76	NA	56	99	65	57	48
	Language	100	68	61	48	100	71	63	52	99	67	59	49
	Mathematics	99	77	73	57	100	80	74	61	99	72	63	53
5	Reading	100	65	62	50	99	73	NA	55	100	63	60	50
	Language	100	54	57	46	99	62	60	49	100	64	59	50
	Mathematics	100	64	73	57	99	74	75	63	100	61	58	49
6	Reading	99	66	66	53	100	65	NA	56	98	64	61	51
	Language	100	63	60	45	100	53	60	48	98	59	58	47
	Mathematics	100	82	79	62	100	70	79	66	98	60	66	52
7	Reading	100	64	62	51	98	73	NA	54	98	58	59	50
	Language	99	64	66	54	97	76	69	58	98	59	61	52
	Mathematics	99	70	71	58	98	86	76	62	98	54	60	50
8	Reading	99	71	64	53	100	66	NA	55	100	62	58	51
	Language	99	71	63	49	100	65	61	52	100	62	57	50
	Mathematics	99	84	72	58	100	77	70	61	100	67	62	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

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

Council Duties

- Ü Raising Expectations
- Ü Develop Academic Alternatives & Options
- Ü Parent Involvement
- Ü Develop Goals & Expectations
- Ü Budgeting Decisions
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	2.70	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	5	0	0
7 to 9 years	3	5	0	0
10 or more years	4	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Labs
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü Community Schools
- Ü Competitive Sports Grades 7 & 8
- Ü NJHS

Social Services

- Ü Kindergarten Enrichment Program
- Ü Community Schools Program
- Ü Special Needs Preschool/Child Find
- Ü PTA and Staff Recognition Program
- Ü .5 Guidance Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Anthem School established an intervention team to encourage a positive learning environment.

ü Anthem School established a Parent Teacher Student Association as opposed to the prior PTA.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Anthem School's Safety Committee meets regularly to evaluate and ensure the safety of the campus, and the members of Anthem School's community participate in the Character Counts Program. This character education training program focuses on respect, caring, trustworthiness, responsibility and citizenship. Students have expanded opportunities through the Character Council.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Pat Yennie	(623) 376-3700
Transportation Policy	Nick Portonova	(623) 467-5072
Community Resources	Pat Yennie	(623) 376-3700
School Nutrition Programs	Geoff Habgood	(623) 445-4987
Parent Organization	Dan Arvidson	(623) 376-3700
Student Health/Nurse	Cindy O'Donnell	(623) 376-3710

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/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.