

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9430 E. Neville Ave., Mesa, AZ 85212

Gilbert 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	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Susie Kreitzer
 Schedule : 8:00 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 1257
 Web Address : www.gilbert.k12.az.us/info/schools/augusta/au
 Phone Number : (480) 635-2011
 Fax Number : (480) 635-2020
 E-mail : susie_kreitzer@gilbert.k12.az.us

Mission

Augusta Ranch Elementary provides an environment where education and growth is the priority. We focus on reading, mathematics and language arts. We endeavor to help our students become responsible, independent citizens.

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 Integrate language arts training in the area of the 'Six Traits of Writing' into each classroom and across the curriculum.
- ü Continue to implement the Harcourt reading program including guided reading, shared reading and whole group learning. Continue to qualify as a Model School in the Accelerated Reading program.
- ü Focus on mathematics by continuing to implement our Harcourt Math program. Increase our supply of manipulatives and provide training in their use. Required focus on math facts each day.
- ü Continue to implement CHARACTER COUNTS! and our anti-bullying program.

Enrollment

October 1, 2003 School Year Student Enrollment : 1253
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 31

Instructional Programs

- Ü Basic Education (Read, Math, Lang. Arts)
- Ü Accelerated Classes (Grades 1-6)
- Ü Special Education (K-6)
- Ü Enrichment Programs (Mus, PE, Art, Tech)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We will provide communication with parents on their students' educational and emotional progress and will keep them informed on school activities. Teacher will provide consistent follow-through and hold students accountable for all behavior.

Parents

Parents will report their students to office if absent. Provide time and support for homework and nightly reading. Bring students to school healthy, well-fed and rested. Stay abreast of students' academic, emotional and behavioral progress.

Transportation Policy

The district will provide bus transportation for students that are in Augusta Ranch Boundaries but live farther than one (1) mile away from the school. Students who live within one mile of the school will walk, bicycle or be transported by car.

School Honors

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

Award/Honor	Year
Ü Teacher of the Year - Gilbert	2001
Ü Special Ed Teacher of the Year - Gilbert	2001
Ü Special Teacher with Integrated Students	2000
Ü Teacher of the Year - Gilbert, Integrated Students	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	176	2770	75509	100	100	100	533	541	521	5	6	13	21	17	23	39	35	33	36	42	31
All Students (Prior Year)	157	2623	75372	98	99	100	514	539	523	9	3	9	32	16	25	38	40	36	20	40	30
Female	98	1380	37013	100	100	100	539	543	522	4	5	12	19	17	24	39	34	33	39	44	31
Male	78	1390	38430	99	99	99	526	538	521	5	7	14	23	17	22	40	36	33	32	40	31
African American	11	109	3660	100	100	99	493	509	496	9	10	24	55	37	31	36	34	28	0	19	18
Hispanic	21	412	30486	95	100	99	531	523	505	5	10	18	25	23	29	20	34	32	50	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	--	23	4075	--	100	100	--	522	486	--	5	28	--	20	34	--	50	26	--	25	12
White	137	2113	35192	100	99	99	537	544	534	3	5	8	18	15	19	43	36	35	35	45	39
Students with Disabilities	17	351	9708	100	100	100	498	512	489	25	19	32	38	27	27	31	27	24	6	26	17
Students without Disabilities	159	2419	65801	99	98	98	537	543	525	3	4	11	19	16	23	40	36	34	39	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	24	343	36411	--	--	--	511	515	503	9	11	19	39	26	29	30	38	32	22	26	20
Non-Economically Disadvantaged	152	2427	39040	--	--	--	536	544	534	4	5	8	18	16	19	40	35	34	38	44	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	176	2774	75492	100	100	100	529	533	519	3	4	12	10	11	16	58	50	47	29	35	24
All Students (Prior Year)	159	2633	75221	99	99	100	523	535	523	6	2	8	13	8	16	65	61	56	17	28	21
Female	98	1382	37014	100	100	100	535	538	523	1	3	10	8	9	15	53	48	48	38	40	27
Male	78	1392	38400	99	99	99	522	528	516	5	6	14	12	12	17	64	53	47	18	29	21
African American	11	110	3665	100	100	99	514	514	505	0	10	20	30	22	22	60	47	43	10	20	14
Hispanic	21	413	30438	95	100	99	532	524	508	0	7	17	11	15	21	47	51	47	42	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	--	23	4081	--	100	100	--	516	498	--	0	25	--	30	26	--	65	40	--	5	8
White	137	2113	35177	100	99	99	529	535	528	4	4	8	8	9	13	61	50	49	28	37	31
Students with Disabilities	17	352	9707	100	100	100	511	512	495	0	18	33	30	17	21	60	46	33	10	19	13
Students without Disabilities	159	2422	65785	99	98	98	530	535	522	3	3	10	8	10	16	58	51	49	30	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	344	36302	--	--	--	529	518	507	0	9	18	18	20	21	55	48	46	27	23	14
Non-Economically Disadvantaged	152	2430	39164	--	--	--	529	535	528	3	4	8	8	9	13	59	51	48	29	36	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	2766	75053	99	99	99	616	615	597	5	5	7	8	8	12	74	76	72	13	10	9
All Students (Prior Year)	154	2563	73654	96	97	99	521	542	530	10	3	9	18	7	13	68	78	70	4	11	7
Female	97	1377	36872	100	100	99	644	640	621	3	3	5	6	6	9	72	76	74	19	14	12
Male	78	1389	38109	99	99	99	581	589	573	8	7	10	10	11	14	76	76	69	6	6	6
African American	11	108	3636	100	100	99	547	571	568	0	10	12	18	7	16	82	78	67	0	4	6
Hispanic	21	413	30235	95	100	98	667	603	575	10	7	9	0	8	14	60	76	70	30	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	--	23	4044	--	100	99	--	593	550	--	0	13	--	15	17	--	85	66	--	0	4
White	136	2109	35028	99	99	99	614	618	613	4	4	6	8	9	10	76	76	73	12	11	11
Students with Disabilities	16	351	9625	100	100	100	535	569	530	19	14	21	19	16	21	56	64	55	6	6	4
Students without Disabilities	159	2415	65428	99	98	98	624	620	604	4	4	6	7	8	11	75	78	73	14	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752	--	--	--	--	562	--	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	24	343	36077	--	--	--	588	580	566	9	9	10	4	11	16	83	75	69	4	5	5
Non-Economically Disadvantaged	151	2423	38950	--	--	--	620	619	618	5	4	5	9	8	9	72	76	73	15	11	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	152	2691	76019	99	100	100	513	512	499	7	7	14	31	35	39	22	17	14	40	41	33
All Students (Prior Year)	159	2679	76230	98	99	100	505	513	498	5	4	12	42	34	38	19	15	12	34	47	37
Female	74	1281	37207	100	99	100	510	511	499	4	6	12	37	38	41	23	17	14	37	39	33
Male	78	1401	38677	98	100	100	515	512	498	10	8	15	25	32	38	22	17	13	43	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	22	406	29458	100	98	100	501	492	480	6	12	20	44	48	48	22	15	12	28	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	116	2035	35880	99	99	100	516	516	515	5	5	7	31	32	32	22	17	16	42	45	45
Students with Disabilities	14	340	9786	100	100	100	486	475	457	25	28	39	38	40	40	13	9	7	25	23	13
Students without Disabilities	138	2351	66233	99	98	99	514	515	503	6	5	11	30	35	39	23	18	14	41	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	21	352	35714				508	494	480	11	13	20	37	45	47	5	15	12	47	28	20
Non-Economically Disadvantaged	131	2339	40266				513	514	513	6	6	9	30	34	33	25	17	15	39	43	43

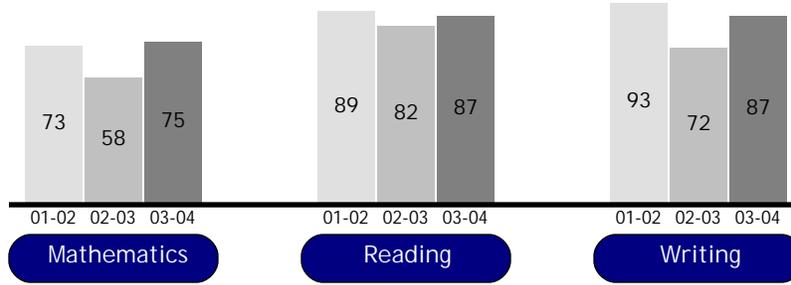
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2700	76020	99	100	100	510	511	503	14	13	25	15	20	23	52	50	40	19	17	12
All Students (Prior Year)	155	2678	76202	96	99	100	515	514	505	6	6	19	20	19	24	57	58	46	18	17	11
Female	74	1283	37213	100	100	100	511	512	504	15	11	22	7	20	23	58	50	42	20	19	13
Male	78	1402	38666	98	100	100	509	510	501	13	15	29	22	20	22	47	49	38	18	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	22	406	29442	100	98	99	504	501	494	22	22	37	22	25	26	44	46	31	11	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	116	2036	35890	99	100	100	511	513	511	12	11	15	14	19	20	53	51	48	21	19	18
Students with Disabilities	14	343	9784	100	100	100	491	496	485	38	38	58	25	25	19	38	27	19	0	9	4
Students without Disabilities	138	2357	66236	99	98	99	511	512	504	13	11	23	14	20	23	53	51	42	20	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	21	352	35703				506	501	494	21	20	37	11	23	26	58	50	31	11	6	6
Non-Economically Disadvantaged	131	2348	40274				511	512	509	13	12	17	15	20	20	52	50	47	20	19	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	151	2697	75673	98	100	100	554	555	530	6	7	12	21	20	25	64	66	58	9	6	4
All Students (Prior Year)	159	2627	74692	98	97	99	505	520	502	11	7	18	29	23	27	54	59	47	6	11	8
Female	74	1282	37099	100	100	100	573	575	548	4	4	8	14	14	22	69	74	64	13	8	6
Male	77	1402	38441	96	100	99	535	537	513	7	10	16	28	26	29	60	59	52	6	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	21	404	29305	95	97	99	541	535	507	0	9	16	39	22	31	56	64	51	6	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	116	2035	35760	99	99	99	559	560	550	6	6	9	17	20	21	67	67	64	10	7	6
Students with Disabilities	13	344	9706	93	100	100	431	493	462	38	27	36	38	31	32	25	38	31	0	3	1
Students without Disabilities	138	2353	65967	99	98	99	561	560	536	4	5	10	20	20	25	67	69	60	10	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	21	351	35541				548	534	504	0	10	17	37	24	31	53	63	50	11	2	2
Non-Economically Disadvantaged	130	2346	40091				555	558	550	6	6	9	19	20	21	66	67	64	9	7	6

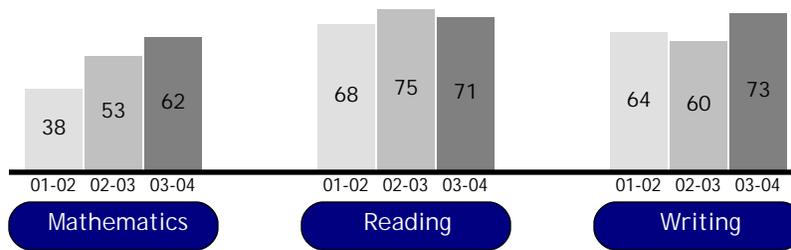
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	64	64	44	98	72	68	50	98	69	NA	58
	Language	96	54	60	39	99	65	62	43	97	63	63	50
	Mathematics	96	69	70	52	95	77	72	57	99	75	76	64
3	Reading	95	64	64	43	100	59	67	47	98	70	NA	55
	Language	95	68	72	50	100	61	72	54	98	71	76	61
	Mathematics	95	60	68	50	100	54	70	54	98	66	72	61
4	Reading	96	60	68	47	99	67	73	52	95	62	NA	56
	Language	96	57	62	45	98	62	66	48	98	54	66	52
	Mathematics	96	59	71	52	97	63	74	57	96	58	73	61
5	Reading	98	55	64	46	98	64	69	50	97	68	NA	55
	Language	98	47	59	43	98	56	63	46	99	59	63	49
	Mathematics	94	64	73	54	95	73	76	57	99	79	77	63
6	Reading	95	63	67	49	99	61	69	53	98	67	NA	56
	Language	96	56	60	42	99	53	63	45	98	55	64	48
	Mathematics	93	74	78	58	96	72	80	62	98	77	81	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

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

Council Duties

- Ü Safety
- Ü Special Programs
- Ü Calendar Special Items
- Ü Information Processing
- Ü Tutoring

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	6	0	0
4 to 6 years	8	12	0	0
7 to 9 years	2	2	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	54
Core academic classes taught by Highly Qualified (NCLB) teachers.	147
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Afterschool City Programs
- Ü Teacher Offered After School Activities
- Ü Afterschool Classes Offered
- Ü Before/After School Care

Social Services

- Ü Parks and Recreation
- Ü City Pools
- Ü Social Service Support
- Ü Public Libraries
- Ü VIK Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Held professional development classes and integrated the Accelerated Reading program into all classes to increase student reading achievement. Augusta Ranch is now an Accelerated Reading Model School.
- ü Built relationships with the different agencies in the City of Mesa to gain support of Augusta Ranch Elementary.
- ü Incorporated an anti-bullying program in our school.

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	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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	61	41
Grades 3-4	68	67
Grades 4-5	65	85
Grades 5-6	72	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

Students are taught clear expectations for behavior, and teachers follow through with consistency and respect. We integrate positive character traits into our daily curriculum. All students and staff are trained in orderly lock-down and evacuation.

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	Susan Kreitzer	(480) 635-2011
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Deb McCarren	(480) 497-3370
Parent Organization	Tanya Thompson	(480) 635-2011
Student Health/Nurse	Toni Jones	(480) 635-2011

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.