



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2131 West 157th Avenue, Goodyear, AZ 85338

Avondale Elementary 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	Not Evaluated
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. Loraine C. Timpson
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 743
 Web Address : www.avondale.k12.az.us
 Phone Number : (623) 772-4600
 Fax Number : (623) 772-4620
 E-mail : ltimps@avondale.k12.az.us

Mission

Under the umbrella of comprehensive school reform, Desert Star School believes in setting high expectations for students that are challenging yet reasonable. Students will be encouraged to become lifelong learners through a variety of experiences.

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 Desert Star will pursue a set of challenging literacy goals for all students backed by a curriculum that is aligned to the Arizona State Standards. Students will be given many opportunities to read and write fluently across the curriculum.
- ü Students will have opportunities to study rigorous academic content in the context of authentic problems that have personal relevance. Students will be able to interact in meaningful ways with members of the community or people beyond the classroom.

Enrollment

October 1, 2003 School Year Student Enrollment : 819
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Performanced Based Instruction
- Special Education
- Project Potential for Grades 1-2
- Project Think for Grades 3-6
- Full Day Kindergarten
- Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Desert Star School will work in partnership with parents to provide their children with every possible support in the educational process. We are accountable for preparing our students to be productive and responsible citizens.

Parents

Parents will serve as partners in the educational process of their children. They will be given opportunities to form strong home/school ties. Their responsibility is to make sure that students come to school daily, on time, and prepared to learn.

Transportation Policy

The Avondale Elementary School District will provide transportation to students who live outside a one mile radius of the school site. Students with special needs will be given consideration according to their disability.

School Honors

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

Award/Honor	Year
• Received Honorable Mention in the National P.T.O. Award	2004

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	137	538	75509	100	100	100	497	493	521	16	23	13	40	33	23	29	31	33	14	13	31
All Students (Prior Year)	81	452	75372	100	100	100	507	502	523	10	12	9	37	39	25	37	35	36	17	14	30
Female	71	280	37013	100	100	100	501	497	522	11	19	12	42	33	24	32	34	33	15	14	31
Male	66	258	38430	100	100	99	492	489	521	22	28	14	39	33	22	26	28	33	13	12	31
African American	13	37	3660	100	100	99	482	472	496	38	44	24	31	28	31	23	22	28	8	6	18
Hispanic	49	316	30486	100	100	99	491	487	505	21	25	18	39	34	29	30	33	32	9	9	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	11	4075	NC	100	100	NC	469	486	NC	30	28	NC	40	34	NC	20	26	NC	10	12
White	72	166	35192	100	100	99	503	504	534	10	16	8	41	33	19	31	32	35	18	19	39
Students with Disabilities	11	55	9708	100	100	100	468	455	489	33	49	32	56	39	27	11	10	24	0	2	17
Students without Disabilities	126	483	65801	98	100	98	499	498	525	15	20	11	39	32	23	31	34	34	15	14	33
Limited English Proficient Students	19	163	16928	100	100	100	486	450	485	0	50	29	100	43	33	0	7	26	0	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	56	355	36411				488	483	503	24	31	19	43	33	29	26	28	32	7	9	20
Non-Economically Disadvantaged	81	183	39040				503	507	534	11	11	8	38	32	19	32	37	34	19	19	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	137	536	75492	100	100	100	510	505	519	18	23	12	22	21	16	44	43	47	16	13	24
All Students (Prior Year)	81	452	75221	100	100	100	514	510	523	7	11	8	25	26	16	56	54	56	11	9	21
Female	71	280	37014	100	100	100	517	510	523	14	18	10	12	19	15	58	49	48	15	14	27
Male	66	256	38400	100	100	99	502	499	516	24	29	14	33	24	17	26	36	47	17	11	21
African American	13	37	3665	100	100	99	502	495	505	23	29	20	31	31	22	38	29	43	8	11	14
Hispanic	49	313	30438	100	100	99	499	498	508	33	30	17	18	22	21	36	39	47	12	9	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	11	4081	NC	100	100	NC	516	498	NC	13	25	NC	13	26	NC	63	40	NC	13	8
White	72	167	35177	100	100	99	516	512	528	11	15	8	23	19	13	46	49	49	20	16	31
Students with Disabilities	11	53	9707	100	100	100	473	478	495	56	54	33	44	33	21	0	8	33	0	4	13
Students without Disabilities	126	483	65785	98	100	98	513	507	522	15	21	10	20	21	16	47	45	49	17	13	26
Limited English Proficient Students	19	162	16905	100	100	100	434	463	489	100	70	34	0	20	28	0	10	32	0	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	56	353	36302				499	497	507	22	28	18	30	26	21	43	39	46	4	8	14
Non-Economically Disadvantaged	81	183	39164				517	515	528	16	17	8	16	15	13	44	49	48	23	19	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	135	533	75053	99	100	99	581	564	597	11	12	7	13	15	12	68	67	72	8	6	9
All Students (Prior Year)	75	436	73654	99	98	99	520	513	530	13	16	9	19	23	13	64	58	70	4	2	7
Female	71	279	36872	100	100	99	605	590	621	6	8	5	8	11	9	75	73	74	11	8	12
Male	64	254	38109	97	100	99	550	532	573	17	17	10	19	19	14	60	60	69	4	4	6
African American	12	35	3636	92	100	99	551	515	568	25	24	12	8	21	16	50	47	67	17	9	6
Hispanic	49	314	30235	100	100	98	540	533	575	21	20	9	21	17	14	52	61	70	6	3	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	11	4044	NC	100	99	NC	614	550	NC	13	13	NC	13	17	NC	63	66	NC	13	4
White	71	165	35028	99	99	99	609	600	613	3	3	6	9	12	10	81	77	73	7	8	11
Students with Disabilities	NC	51	9625	NC	100	100	NC	510	530	NC	27	21	NC	19	21	NC	54	55	NC	0	4
Students without Disabilities	126	482	65428	98	100	98	582	568	604	11	11	6	12	14	11	69	68	73	8	6	10
Limited English Proficient Students	19	163	16765	100	100	100	443	412	525	0	30	17	100	30	20	0	40	60	0	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	54	352	36077				553	541	566	16	16	10	18	18	16	59	63	69	7	4	5
Non-Economically Disadvantaged	81	181	38950				597	595	618	8	8	5	10	10	9	74	73	73	8	9	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	129	510	76019	100	100	100	493	463	499	15	32	14	42	46	39	12	9	14	31	13	33
All Students (Prior Year)	91	449	76230	100	100	100	478	459	498	15	34	12	53	44	38	10	9	12	22	13	37
Female	64	236	37207	100	100	100	487	465	499	15	29	12	48	49	41	10	9	14	27	13	33
Male	65	274	38677	98	99	100	499	461	498	15	35	15	36	44	38	14	8	13	36	13	34
African American	14	37	3817	100	100	100	477	448	475	15	39	23	69	53	47	0	3	11	15	6	18
Hispanic	36	304	29458	100	100	100	480	452	480	28	39	20	31	46	48	19	10	12	22	6	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	75	159	35880	100	99	100	501	484	515	8	19	7	43	47	32	11	8	16	38	25	45
Students with Disabilities	16	51	9786	100	100	100	459	425	457	36	66	39	36	26	40	9	3	7	18	5	13
Students without Disabilities	113	459	66233	100	100	99	496	466	503	13	29	11	43	48	39	12	9	14	33	13	35
Limited English Proficient Students	NC	140	15206	NC	100	100	NC	437	459	NC	54	31	NC	41	53	NC	4	7	NC	1	9
Migrant Students	--	10	745				--	477	473	--	0	22	--	100	53	--	0	11	--	0	15
Economically Disadvantaged	48	339	35714				475	450	480	20	41	20	56	48	47	10	7	12	15	4	20
Non-Economically Disadvantaged	81	171	40266				502	485	513	13	18	9	35	43	33	13	11	15	40	27	43

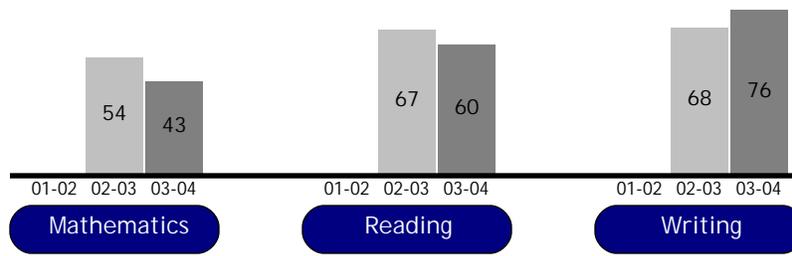
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	513	76020	100	100	100	501	490	503	23	46	25	23	21	23	41	28	40	13	5	12
All Students (Prior Year)	90	450	76202	100	100	100	499	493	505	19	39	19	39	27	24	34	28	46	8	5	11
Female	65	237	37213	100	100	100	501	492	504	24	41	22	17	22	23	48	33	42	11	4	13
Male	65	276	38666	98	100	100	501	488	501	22	50	29	29	21	22	34	23	38	15	6	12
African American	14	37	3819	100	100	100	494	481	494	31	61	37	23	19	26	38	17	31	8	3	6
Hispanic	37	306	29442	100	100	99	496	486	494	30	55	37	30	23	26	33	20	31	6	2	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	75	160	35890	100	100	100	505	499	511	18	27	15	19	19	20	47	45	48	15	9	18
Students with Disabilities	16	52	9784	100	100	100	492	477	485	50	74	58	8	8	19	25	13	19	17	5	4
Students without Disabilities	114	461	66236	100	100	99	502	491	504	20	43	23	25	22	23	43	30	42	13	5	13
Limited English Proficient Students	NC	142	15198	NC	100	100	NC	477	483	NC	75	59	NC	19	25	NC	6	14	NC	0	1
Migrant Students	--	10	743				--	478	488	--	100	50	--	0	28	--	0	19	--	0	3
Economically Disadvantaged	49	341	35703				494	484	494	38	56	37	19	22	26	36	20	31	7	2	6
Non-Economically Disadvantaged	81	172	40274				505	499	509	15	30	17	25	20	20	44	41	47	16	9	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	127	509	75673	98	100	100	521	477	530	18	31	12	25	27	25	53	41	58	3	1	4
All Students (Prior Year)	90	443	74692	100	100	99	478	471	502	25	38	18	43	32	27	31	26	47	1	3	8
Female	63	236	37099	100	100	100	530	499	548	17	21	8	23	29	22	55	48	64	5	2	6
Male	64	273	38441	97	99	99	511	459	513	19	39	16	28	24	29	52	36	52	2	1	3
African American	13	37	3791	93	100	99	480	447	506	25	36	18	25	28	29	50	36	50	0	0	3
Hispanic	37	304	29305	100	100	99	518	461	507	16	37	16	25	26	31	59	37	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	73	158	35760	97	99	99	533	512	550	16	20	9	27	27	21	51	49	64	6	4	6
Students with Disabilities	15	52	9706	94	100	100	465	380	462	50	69	36	20	18	32	20	10	31	10	3	1
Students without Disabilities	112	457	65967	99	99	99	526	487	536	15	27	10	26	27	25	56	44	60	3	1	5
Limited English Proficient Students	NC	142	15115	NC	100	100	NC	436	471	NC	47	26	NC	33	38	NC	20	35	NC	0	1
Migrant Students	--	10	738				--	541	488	--	0	23	--	0	33	--	100	43	--	0	1
Economically Disadvantaged	48	340	35541				495	453	504	25	40	17	28	28	31	48	32	50	0	0	2
Non-Economically Disadvantaged	79	169	40091				534	518	550	14	16	9	24	25	21	56	57	64	5	3	6

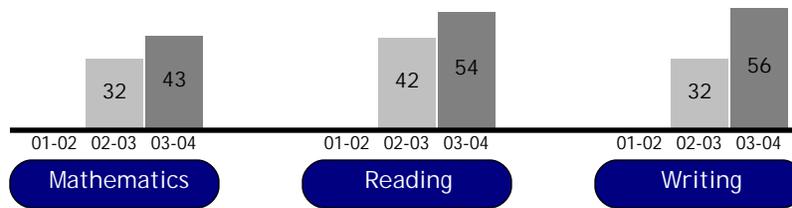
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	34	44	94	47	36	50	96	49	NA	58
	Language	--	--	26	39	94	37	27	43	100	41	35	50
	Mathematics	--	--	40	52	96	48	45	57	100	48	45	64
3	Reading	--	--	30	43	94	47	31	47	100	46	NA	55
	Language	--	--	36	50	95	50	39	54	100	50	44	61
	Mathematics	--	--	33	50	96	42	37	54	100	38	42	61
4	Reading	--	--	29	47	98	60	39	52	100	50	NA	56
	Language	--	--	33	45	97	54	35	48	100	47	37	52
	Mathematics	--	--	35	52	94	59	40	57	100	48	40	61
5	Reading	--	--	29	46	98	44	33	50	100	56	NA	55
	Language	--	--	26	43	95	35	27	46	100	48	30	49
	Mathematics	--	--	32	54	95	48	33	57	100	54	36	63
6	Reading	--	--	37	49	100	54	38	53	100	50	NA	56
	Language	--	--	29	42	98	49	30	45	100	40	33	48
	Mathematics	--	--	44	58	100	62	45	62	100	60	45	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)
- 8 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Focus
- Ü Academic Goals
- Ü Develop Site Plan for 301 Monies
- Ü Communication to the Staff
- Ü Address Parent, Students, Staff concerns
- Ü Develop School Calendar of Events

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	9	0	0
10 or more years	6	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 44
 Core academic classes taught by Highly Qualified (NCLB) teachers. 44
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Media Center
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Technology Team
- Ü School News Team
- Ü Library Assistants
- Ü Peer Mediators
- Ü Yearbook Staff
- Ü Student Aides and Reading Buddies
- Ü Band and Chorus

Social Services

- Ü Parent/Teacher Group
- Ü Parents as Partners in Action Teams
- Ü Business partnerships for incentives
- Ü Business partnerships for projects

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Desert Star Elementary School is working to establish a traveling zoo, weather station and school garden this year.

- ü With support from staff and parents, the students are working to become a community service school through a variety of projects and activities.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	60	51
Grades 3-4	71	72
Grades 4-5	65	55
Grades 5-6	79	83

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

Our school climate is conducive to learning, supports students in need of special help and maintains respectful interactions between teachers, students and parents. We have a consistent school discipline plan where high expectations are established.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Loraine C. Timpson	(623) 772-4600
Transportation Policy	Don Klein	(623) 772-5007
Community Resources	Sandra Hays	(623) 772-4600
School Nutrition Programs	Mike Lozano	(623) 772-5025
Parent Organization	Crystal Timko	(623) 772-4600
Student Health/Nurse	Candace Havermale	(623) 772-4610

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 100 Copies = \$38.00

** 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.