

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7690 E. Williams Dr., Scottsdale, AZ 85255

Paradise Valley Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Dr. Sam Cianfarano
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 801
 Web Address :
 Phone Number : (480) 538-7120
 Fax Number : (480) 538-7125
 E-mail : scianfarano@pvusd.k12.az.us

Mission

Pinnacle Peak Elementary is committed to achieving high academic standards and a lifelong love of learning. Through a partnership between school, family, and community, students will maximize their potential using the Core[®] Knowledge sequence and state and district standards. As a diverse community of learners, we will encourage a cooperative and collaborative effort to maintain a safe, healthy and respectful environment.

School / Academic Goals

- ü Implement Core[®] Knowledge in the areas of Social Studies and Science; maximize the use of technology to enhance student learning; implement Accelerated Reader as a tool for improving student reading comprehension.
- ü Maintain a philosophy of continuous progress and emphasize improving student achievement by analyzing disaggregated data results from SAT 9 and AIMS testing. Action plans will be created by grade level to address standards identified for improvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 794
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 18

Instructional Programs

- Core® Knowledge Curriculum
- Reading Intervention Program
- Honors Program
- Integrated Curriculum/Instruction

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

PPES provides students with a safe, healthy environment conducive to learning, enabling students to develop their potential academically, socially, emotionally and physically. Students will become decision makers and productive members of society.

Parents

Pinnacle Peak encourages and invites parents to participate in the education of their children. Parent involvement is a key factor in the success a child attains at school. Parents are greeted as partners in our school.

Transportation Policy

Bus transportation services are provided for kindergarten students who reside more than one-half mile from the school, and for 1st through 6th grade students residing more than one mile from the school.

School Honors

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

Award/Honor	Year
• National Aeronautics Award 1st Place	2004
• Susan B. Koman Inspirational Ribbon of Honor Award	2002
• Paradise Valley District Purchase Award	2003
• Multiple Winners AZ Duck Stamp Awards	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	111	2710	75509	100	100	100	562	538	521	0	7	13	10	17	23	40	34	33	50	42	31
All Students (Prior Year)	104	2687	75372	97	100	100	548	538	523	0	4	9	12	19	25	40	36	36	48	42	30
Female	53	1339	37013	100	100	100	567	538	522	0	7	12	8	17	24	43	36	33	49	39	31
Male	58	1369	38430	100	99	99	557	539	521	0	8	14	13	16	22	38	32	33	50	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	NC	599	30486	NC	99	99	NC	512	505	NC	16	18	NC	25	29	NC	34	32	NC	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	102	1908	35192	99	99	99	562	543	534	0	6	8	10	14	19	40	34	35	50	46	39
Students with Disabilities	10	393	9708	100	100	100	543	511	489	0	20	32	17	22	27	50	30	24	33	28	17
Students without Disabilities	101	2317	65801	98	99	98	563	542	525	0	6	11	10	16	23	40	34	34	50	44	33
Limited English Proficient Students	--	315	16928	--	89	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	871	36411	--	--	--	NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	109	1839	39040	--	--	--	563	546	534	0	5	8	10	14	19	40	33	34	50	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2702	75492	100	100	100	541	528	519	4	7	12	4	12	16	56	49	47	37	32	24
All Students (Prior Year)	106	2699	75221	99	100	100	536	532	523	0	4	8	10	11	16	58	57	56	32	28	21
Female	53	1335	37014	100	100	100	542	531	523	4	6	10	4	10	15	49	49	48	43	35	27
Male	58	1365	38400	100	99	99	540	525	516	3	9	14	3	13	17	62	49	47	31	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	NC	595	30438	NC	98	99	NC	511	508	NC	16	17	NC	18	21	NC	50	47	NC	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	102	1906	35177	99	99	99	540	531	528	4	6	8	4	10	13	55	49	49	37	35	31
Students with Disabilities	10	390	9707	100	100	100	512	505	495	30	24	33	0	17	21	40	41	33	30	18	13
Students without Disabilities	101	2312	65785	98	99	98	544	531	522	1	5	10	4	11	16	57	50	49	38	34	26
Limited English Proficient Students	--	312	16905	--	88	100	--	461	489	--	100	34	--	0	28	--	0	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	867	36302	--	--	--	NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	109	1835	39164	--	--	--	542	533	528	4	5	8	3	10	13	56	49	48	38	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2688	75053	99	99	99	710	634	597	0	4	7	1	8	12	75	74	72	24	14	9
All Students (Prior Year)	105	2644	73654	98	99	99	557	541	530	1	4	9	5	8	13	73	78	70	21	10	7
Female	53	1334	36872	100	100	99	729	656	621	0	3	5	0	6	9	65	72	74	35	19	12
Male	57	1352	38109	98	98	99	692	611	573	0	4	10	2	10	14	84	76	69	14	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	NC	591	30235	NC	98	98	NC	586	575	NC	6	9	NC	12	14	NC	78	70	NC	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	101	1896	35028	98	99	99	708	642	613	0	3	6	1	7	10	76	74	73	23	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	101	2303	65428	98	98	98	713	642	604	0	3	6	1	6	11	74	76	73	25	15	10
Limited English Proficient Students	--	309	16765	--	87	100	--	563	525	--	0	17	--	0	20	--	100	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	860	36077	--	--	--	NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	108	1828	38950	--	--	--	712	651	618	0	2	5	0	6	9	75	75	73	25	17	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2756	76019	100	100	100	536	513	499	4	9	14	20	32	39	15	16	14	60	43	33
All Students (Prior Year)	92	2748	76230	98	100	100	536	513	498	0	7	12	22	32	38	11	13	12	67	49	37
Female	58	1336	37207	100	99	100	529	511	499	7	9	12	26	34	41	14	16	14	53	41	33
Male	58	1408	38677	100	99	100	544	515	498	2	9	15	14	31	38	16	15	13	68	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	10	539	29458	100	98	100	515	476	480	0	26	20	44	42	48	22	12	12	33	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	101	1990	35880	99	99	100	536	521	515	5	5	7	19	30	32	14	16	16	62	49	45
Students with Disabilities	14	371	9786	100	100	100	472	469	457	25	29	39	42	45	40	8	11	7	25	14	13
Students without Disabilities	102	2385	66233	96	99	99	544	517	503	2	7	11	18	31	39	16	16	14	64	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	805	35714				NC	481	480	NC	22	20	NC	42	47	NC	14	12	NC	22	20
Non-Economically Disadvantaged	113	1951	40266				537	524	513	5	5	9	20	29	33	15	16	15	61	50	43

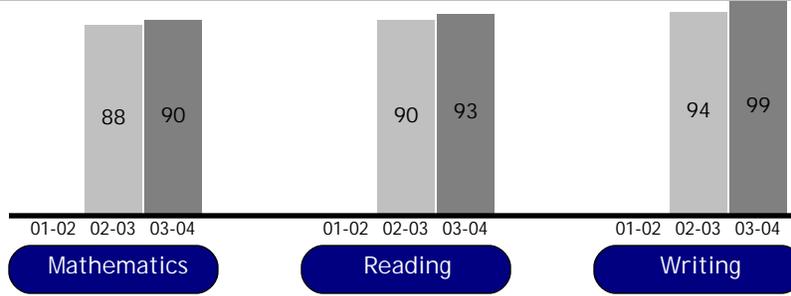
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2754	76020	100	100	100	517	510	503	12	17	25	17	18	23	49	47	40	22	18	12
All Students (Prior Year)	92	2755	76202	98	100	100	529	513	505	0	11	19	9	20	24	58	51	46	33	18	11
Female	58	1335	37213	100	99	100	517	511	504	16	15	22	14	19	23	47	47	42	23	19	13
Male	58	1407	38666	100	99	100	518	509	501	9	19	29	19	16	22	51	48	38	21	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	10	537	29442	100	98	99	509	494	494	11	40	37	11	23	26	78	31	31	0	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	101	1990	35890	99	99	100	518	514	511	13	11	15	18	16	20	44	52	48	25	21	18
Students with Disabilities	14	372	9784	100	100	100	499	490	485	54	46	58	31	24	19	8	25	19	8	5	4
Students without Disabilities	102	2382	66236	96	98	99	520	512	504	7	14	23	15	17	23	54	49	42	24	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	802	35703				NC	494	494	NC	37	37	NC	25	26	NC	33	31	NC	6	6
Non-Economically Disadvantaged	113	1952	40274				518	515	509	13	10	17	15	15	20	50	52	47	23	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2748	75673	100	99	100	577	558	530	3	7	12	15	18	25	76	68	58	6	7	4
All Students (Prior Year)	89	2708	74692	95	99	99	557	519	502	0	10	18	4	22	27	64	56	47	31	12	8
Female	58	1333	37099	100	99	100	585	572	548	2	5	8	9	14	22	84	73	64	5	8	6
Male	58	1403	38441	100	99	99	569	543	513	4	9	16	21	22	29	68	64	52	7	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	10	535	29305	100	98	99	553	508	507	0	17	16	33	29	31	56	51	51	11	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	101	1989	35760	99	99	99	575	568	550	3	5	9	14	15	21	79	73	64	4	7	6
Students with Disabilities	14	369	9706	100	100	100	523	486	462	8	22	36	17	31	32	75	46	31	0	1	1
Students without Disabilities	102	2379	65967	96	98	99	584	564	536	2	5	10	15	17	25	76	70	60	7	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	800	35541				NC	511	504	NC	15	17	NC	29	31	NC	54	50	NC	2	2
Non-Economically Disadvantaged	113	1948	40091				579	574	550	3	4	9	15	15	21	75	73	64	6	8	6

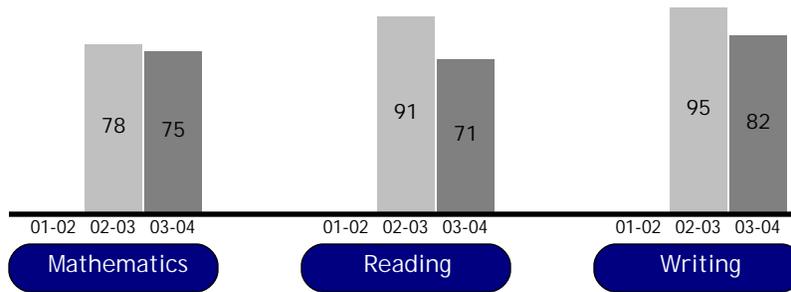
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	54	44	75	65	61	50	100	75	NA	58
	Language	--	--	48	39	100	64	54	43	100	79	59	50
	Mathematics	--	--	57	52	99	72	67	57	99	83	68	64
3	Reading	--	--	55	43	100	70	60	47	98	77	NA	55
	Language	--	--	63	50	99	79	64	54	99	84	69	61
	Mathematics	--	--	61	50	100	80	66	54	98	83	69	61
4	Reading	--	--	63	47	99	75	65	52	93	75	NA	56
	Language	--	--	59	45	100	74	60	48	93	71	63	52
	Mathematics	--	--	65	52	99	78	69	57	93	79	72	61
5	Reading	--	--	62	46	100	82	64	50	99	74	NA	55
	Language	--	--	57	43	100	78	58	46	99	68	60	49
	Mathematics	--	--	68	54	100	78	69	57	99	83	72	63
6	Reading	--	--	65	49	100	75	67	53	98	83	NA	56
	Language	--	--	59	42	99	66	60	45	97	77	61	48
	Mathematics	--	--	73	58	100	82	74	62	98	88	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Curriculum Planning
- Ü School Report Card
- Ü Community Survey
- Ü District Resource Allocation
- Ü Implementation of Bully Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	2	5	0	0
7 to 9 years	0	1	0	0
10 or more years	4	21	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 33
 Core academic classes taught by Highly Qualified (NCLB) teachers. 93
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-Media Room
- Ü Fantastic Media Center

Extracurricular Activities

- Ü Foreign Language Program
- Ü Chess Club
- Ü Homework Clubs
- Ü After School Sports
- Ü Drama
- Ü Gymnastics
- Ü Keyboarding (music)

Social Services

- Ü Boys & Girls Clubs of Scottsdale
- Ü Full Day Kindergarten
- Ü Clothing/Food Banks
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

New School - No Data Available

Student Activity Rates for School Year 2003-04

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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.

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

We have established a safety committee composed of staff, parents, teachers and principal to collaborate on any and all safety issues. We also have a Crisis Intervention Team to implement the District Crisis Plan, when necessary. Following exhaustive research by our School Council, Pinnacle Peak will implement the Olweus Bully Prevention Program schoolwide in 2004-2005 as a component of our schoolwide discipline plan.

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	Dr. Sam Cianfarano	(480) 538-7120
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Sherri Strong	(480) 419-9482
Student Health/Nurse	Cheryl Trainer	(480) 538-7120

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.

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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.