

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3300 N. Sante Fe Trail, Avondale, AZ 85323

Litchfield 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 LEARNS<sup>1</sup>

#### 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 : Mr. Christopher Barnes  
 Schedule : 7:30 AM to 3:30 PM  
 Grades : K-5  
 2004 Enrollment : 884  
 Web Address :  
 Phone Number : (623) 547-1000  
 Fax Number : (623) 935-2108  
 E-mail : barnes@lesd.k12.az.us

### Mission

It is Corte Sierra's mission to provide a healthy, safe, and encouraging environment for its students, staff, and community to learn and grow. This mission is based on a foundation of integrity and respect reserved for everyone on our campus.

### School / Academic Goals

- ü Create a positive learning environment and culture for all students to become successful citizens.
- ü Create academic programs that meet the individual needs of all students.

### Enrollment

October 1, 2003 School Year Student Enrollment : 883  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 16

Instructional Programs

- ü At-Risk Reading
- ü Gifted
- ü Accelerated Reader
- ü Accelerated Math
- ü Tutoring - EXCEL program
- ü Integrated Curriculum/Instruction
- ü Plato Learning
- ü Technology

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

Responsibilities to our parents are: Provide a safe learning environment, communicate their child's progress, communicate school activities, and produce literate readers.

Parents

Responsibilities of our parents are: Support the professional staff of our school, be actively involved in their child(ren)'s learning, and communicate their compliments and concerns.

Transportation Policy

Provide a safe traveling environment for our students riding buses. Enforce the rules of good bus behavior. Provide transportation to students whose boundaries are beyond one mile of their home school.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year	2003
ü Wells Fargo Teacher's Partner Program	2002
ü Westside Impact Teacher of the Year	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	148	680	75509	100	100	100	519	529	521	9	8	13	21	19	23	43	38	33	26	35	31
All Students (Prior Year)	171	650	75372	100	100	100	513	524	523	12	8	9	27	24	25	40	40	36	20	28	30
Female	78	330	37013	100	100	100	519	527	522	8	8	12	22	22	24	46	38	33	25	33	31
Male	70	350	38430	100	100	99	519	532	521	11	9	14	21	16	22	39	38	33	29	38	31
African American	NC	42	3660	NC	100	99	NC	499	496	NC	26	24	NC	31	31	NC	26	28	NC	18	18
Hispanic	67	199	30486	100	100	99	509	518	505	9	6	18	31	25	29	44	46	32	16	23	21
Asian/Pacific Islander	NC	29	1780	NC	100	98	NC	532	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	64	406	35192	100	99	99	525	537	534	10	8	8	18	16	19	38	36	35	34	41	39
Students with Disabilities	16	88	9708	100	100	100	511	519	489	22	21	32	33	18	27	0	24	24	44	37	17
Students without Disabilities	132	592	65801	99	96	98	520	530	525	8	7	11	21	19	23	46	39	34	25	35	33
Limited English Proficient Students	21	48	16928	100	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	54	177	36411				501	510	503	21	14	19	30	28	29	27	35	32	21	24	20
Non-Economically Disadvantaged	94	503	39040				526	534	534	5	7	8	18	16	19	49	38	34	28	38	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	148	678	75492	100	99	100	521	525	519	8	9	12	12	12	16	64	51	47	17	29	24
All Students (Prior Year)	172	649	75221	100	100	100	531	529	523	5	4	8	13	12	16	55	61	56	27	24	21
Female	78	330	37014	100	100	100	526	528	523	3	6	10	8	11	15	72	53	48	17	30	27
Male	70	348	38400	100	99	99	515	523	516	13	11	14	16	13	17	55	49	47	16	28	21
African American	NC	42	3665	NC	100	99	NC	507	505	NC	25	20	NC	13	22	NC	43	43	NC	20	14
Hispanic	67	198	30438	100	100	99	514	516	508	11	6	17	13	14	21	64	65	47	11	15	15
Asian/Pacific Islander	NC	29	1773	NC	100	98	NC	524	534	NC	9	4	NC	5	10	NC	59	50	NC	27	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	64	405	35177	100	99	99	526	531	528	7	8	8	12	12	13	58	46	49	23	35	31
Students with Disabilities	16	87	9707	100	100	100	509	511	495	25	26	33	13	11	21	50	37	33	13	26	13
Students without Disabilities	132	591	65785	99	95	98	522	527	522	6	6	10	12	12	16	65	53	49	17	29	26
Limited English Proficient Students	21	48	16905	100	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	54	178	36302				513	514	507	15	15	18	12	16	21	61	50	46	12	19	14
Non-Economically Disadvantaged	94	500	39164				524	529	528	5	7	8	11	11	13	66	51	48	18	31	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	148	678	75053	100	99	99	588	608	597	8	5	7	7	10	12	75	75	72	9	10	9
All Students (Prior Year)	170	641	73654	100	99	99	530	534	530	5	7	9	18	11	13	69	73	70	9	9	7
Female	78	331	36872	100	100	99	613	625	621	8	4	5	5	8	9	77	74	74	11	14	12
Male	70	347	38109	100	99	99	557	592	573	9	5	10	11	12	14	73	75	69	7	7	6
African American	NC	41	3636	NC	98	99	NC	563	568	NC	10	12	NC	26	16	NC	54	67	NC	10	6
Hispanic	67	199	30235	100	100	98	570	596	575	9	4	9	9	12	14	78	78	70	4	6	6
Asian/Pacific Islander	NC	29	1768	NC	100	98	NC	657	651	NC	0	3	NC	0	5	NC	87	72	NC	13	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	64	405	35028	100	99	99	590	615	613	10	5	6	7	9	10	70	74	73	13	12	11
Students with Disabilities	16	87	9625	100	100	100	604	584	530	11	8	21	11	14	21	67	70	55	11	8	4
Students without Disabilities	132	591	65428	99	95	98	587	611	604	8	5	6	7	10	11	76	75	73	9	10	10
Limited English Proficient Students	21	47	16765	100	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	54	177	36077				584	583	566	12	9	10	9	18	16	68	63	69	12	10	5
Non-Economically Disadvantaged	94	501	38950				589	615	618	7	4	5	7	8	9	78	78	73	8	10	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	138	718	76019	100	100	100	498	507	499	10	9	14	42	36	39	12	16	14	35	39	33
All Students (Prior Year)	140	594	76230	100	99	100	492	499	498	8	7	12	54	42	38	12	18	12	26	33	37
Female	80	366	37207	100	99	100	496	508	499	10	7	12	46	37	41	13	14	14	31	41	33
Male	58	352	38677	100	100	100	502	506	498	11	11	15	37	35	38	11	17	13	41	38	34
African American	15	74	3817	100	100	100	487	482	475	8	22	23	69	42	47	15	15	11	8	22	18
Hispanic	52	180	29458	100	99	100	487	492	480	15	15	20	45	38	48	15	21	12	25	27	20
Asian/Pacific Islander	NC	32	1673	NC	97	99	NC	517	531	NC	4	4	NC	41	29	NC	4	14	NC	52	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	67	425	35880	100	100	100	509	516	515	7	5	7	37	35	32	8	15	16	48	46	45
Students with Disabilities	17	71	9786	100	100	100	479	470	457	20	26	39	40	41	40	0	15	7	40	18	13
Students without Disabilities	121	647	66233	100	99	99	499	509	503	10	8	11	42	36	39	13	16	14	35	41	35
Limited English Proficient Students	16	55	15206	100	100	100	449	453	459	25	36	31	75	64	53	0	0	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	44	188	35714				486	489	480	10	14	20	52	43	47	19	14	12	19	28	20
Non-Economically Disadvantaged	94	530	40266				503	512	513	11	7	9	39	34	33	9	16	15	41	42	43

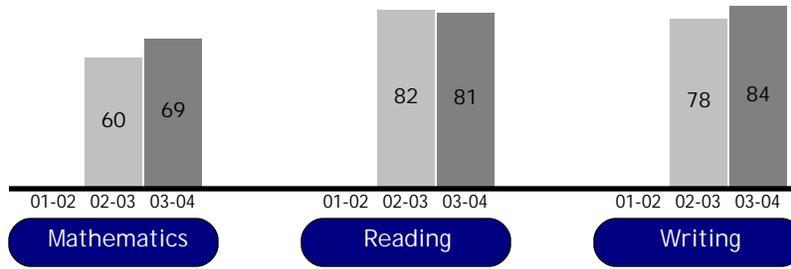
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	714	76020	100	99	100	506	508	503	19	17	25	23	20	23	44	46	40	14	16	12
All Students (Prior Year)	141	595	76202	100	99	100	508	510	505	13	11	19	27	21	24	45	53	46	14	15	11
Female	80	365	37213	100	99	100	505	511	504	18	12	22	25	20	23	43	50	42	14	18	13
Male	58	349	38666	100	99	100	508	506	501	21	22	29	19	19	22	45	43	38	15	15	12
African American	15	74	3819	100	100	100	510	502	494	31	40	37	38	20	26	23	27	31	8	13	6
Hispanic	52	178	29442	100	98	99	502	502	494	20	17	37	23	26	26	48	49	31	10	8	6
Asian/Pacific Islander	NC	32	1672	NC	97	99	NC	506	513	NC	19	12	NC	15	19	NC	59	49	NC	7	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	67	423	35890	100	100	100	509	512	511	16	13	15	21	18	20	44	48	48	19	21	18
Students with Disabilities	17	70	9784	100	100	100	487	486	485	57	56	58	14	14	19	29	26	19	0	5	4
Students without Disabilities	121	644	66236	100	98	99	507	510	504	17	14	23	23	20	23	45	48	42	15	17	13
Limited English Proficient Students	16	55	15198	100	100	100	484	487	483	33	33	59	67	67	25	0	0	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	44	187	35703				500	499	494	22	29	37	28	22	26	44	41	31	6	8	6
Non-Economically Disadvantaged	94	527	40274				509	511	509	18	14	17	21	19	20	44	48	47	17	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	138	714	75673	100	99	100	555	543	530	9	8	12	19	23	25	66	65	58	7	4	4
All Students (Prior Year)	141	585	74692	100	98	99	513	512	502	9	10	18	28	25	27	55	55	47	8	9	8
Female	80	366	37099	100	99	100	567	563	548	6	5	8	17	17	22	72	73	64	6	5	6
Male	58	348	38441	100	99	99	536	521	513	13	12	16	22	30	29	57	55	52	9	3	3
African American	15	73	3791	100	99	99	557	516	506	0	9	18	31	38	29	69	52	50	0	2	3
Hispanic	52	179	29305	100	98	99	542	531	507	18	12	16	18	23	31	58	62	51	8	4	2
Asian/Pacific Islander	NC	32	1665	NC	97	99	NC	541	573	NC	7	6	NC	19	16	NC	74	67	NC	0	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	67	423	35760	100	100	99	567	552	550	3	6	9	16	21	21	72	67	64	8	5	6
Students with Disabilities	17	69	9706	100	100	100	477	472	462	40	20	36	20	47	32	40	33	31	0	0	1
Students without Disabilities	121	645	65967	100	98	99	559	547	536	7	7	10	19	22	25	67	66	60	7	4	5
Limited English Proficient Students	16	55	15115	100	100	100	421	497	471	33	10	26	0	10	38	67	80	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	44	186	35541				547	527	504	13	11	17	17	29	31	63	56	50	7	4	2
Non-Economically Disadvantaged	94	528	40091				558	547	550	7	7	9	20	22	21	67	67	64	7	4	6

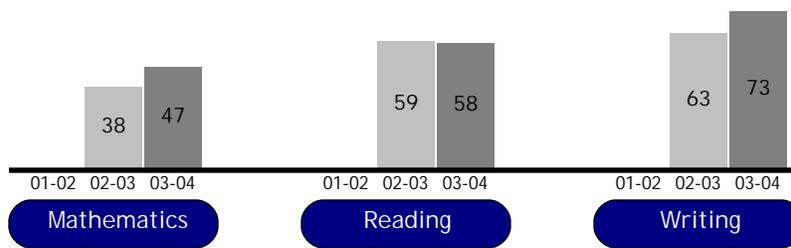
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	--	--	59	44	96	58	62	50	97	62	NA	58
	Language	--	--	52	39	99	47	52	43	98	58	56	50
	Mathematics	--	--	61	52	99	50	62	57	99	61	66	64
3	Reading	--	--	55	43	98	53	57	47	100	57	NA	55
	Language	--	--	61	50	99	61	62	54	100	65	66	61
	Mathematics	--	--	56	50	99	47	60	54	100	56	64	61
4	Reading	--	--	56	47	92	57	63	52	95	63	NA	56
	Language	--	--	52	45	99	49	58	48	100	55	56	52
	Mathematics	--	--	61	52	99	54	65	57	100	62	63	61
5	Reading	--	--	55	46	97	47	58	50	97	57	NA	55
	Language	--	--	52	43	96	49	53	46	97	55	58	49
	Mathematics	--	--	64	54	99	50	61	57	97	63	71	63

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

School Site Council

Council Composition

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

Council Duties

- ü Continue to Create By-Laws

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 38  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 74  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Audio Enhancement in All Classrooms
- ü Accelerated Reader Lab
- ü Computer Lab
- ü Mobile Lap Top Carts

Extracurricular Activities

- ü Student Council
- ü Chorus
- ü EXCEL Tutoring Program
- ü PTSA

Social Services

- ü Extended Day Program
- ü Summer Feeding Program through USDA
- ü School Resource Officer
- ü Extended Day Summer Camp
- ü PTSA
- ü Wal-Mart

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Use Instructional Coaches to support teachers in literacy, classroom management, ELL, and math strategies.

ü Increase student achievement using multiple assessments.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	53	51
Grades 3-4	73	81
Grades 4-5	60	66

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

Corte Sierra is committed to provide our students/staff with a safe environment. We conduct monthly fire drills, lock-downs, evacuations, shelter-in-place and duck/cover/hold drills. An Avondale School Resource Officer is assigned to Corte Sierra.

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	Chris Barnes	(623) 547-1000
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Gayle Sasso	(623) 535-6040
School Nutrition Programs	David Schwake	(623) 535-6056
Parent Organization	Brent Heiss	(623) 547-1000
Student Health/Nurse	Vicki Dodson	(623) 547-1018

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.

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](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. 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](http://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](http://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.