

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9970 W. Beardsley Road, Peoria, AZ 85382

Peoria Unified School 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	N/A
2002-03	Not Evaluated
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	N/A
2002-03	Not Evaluated
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. Beth Collins  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : Pre-K-7  
 2004 Enrollment : 757  
 Web Address : parkridge.peoriaud.k12.az.us  
 Phone Number : (623) 412-5400  
 Fax Number : (623) 412-5407  
 E-mail : bcollins@peoriaud.k12.az.us

### Mission

In partnership with parents and community, our vision is to set the standard for social and academic excellence in a program where student success is at the heart of our commitment.

### School / Academic Goals

- ü The Parkridge staff and administration will focus on increasing student performance in reading, writing and math as measured by the TerraNova, AIMS Dual-Purpose and district assessments.
- ü The Parkridge staff will develop a Technology Integration Plan at all grade levels to enhance our Technology Based Education program, as well as a school-wide safety plan to ensure student and staff safety.
- ü The Parkridge staff will continue to implement the Accelerated Reader Program campus wide.
- ü The Parkridge staff and administration will continue to assess 2003-2004 test results and the implications of such results for future teaching.

### Enrollment

October 1, 2003 School Year Student Enrollment : 518  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 35

Instructional Programs

- Ü Technology Based Education
- Ü Project Ideal - Gifted Program
- Ü Extended Day Kindergarten and Pre-School
- Ü On-site Special Education Resource Class
- Ü English Acquisition Program
- Ü Accelerated Reading Program
- Ü Accelerated Math Program
- Ü Literacy Program (PAL)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of all Peoria Unified School District employees to provide students with a safe, positive learning environment which values a high degree of parental involvement and participation.

Parents

It is the responsibility of the parents to make sure that their child is in attendance at school and to become an integral part of the educational team fostering academic success which in turn will result in producing productive citizens.

Transportation Policy

Transportation is available for the following: those living more than 1 mile from school, those living within a mile but their path is deemed unsafe, and special needs students requiring transportation. All students and staff are trained in bus safety.

School Honors

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

Award/Honor	Year
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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	77	2724	75509	100	100	100	537	529	521	5	8	13	23	21	23	38	35	33	34	35	31
All Students (Prior Year)	--	2731	75372	--	100	100	--	529	523	--	5	9	--	23	25	--	41	36	--	31	30
Female	44	1318	37013	100	100	100	529	529	522	7	8	12	28	22	24	35	36	33	30	34	31
Male	33	1406	38430	100	100	99	550	530	521	3	9	14	16	21	22	42	35	33	39	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	10	582	30486	100	100	99	525	514	505	11	12	18	11	30	29	56	33	32	22	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	64	1886	35192	98	100	99	539	534	534	5	7	8	24	19	19	37	37	35	35	38	39
Students with Disabilities	12	438	9708	100	100	100	527	506	489	25	20	32	17	27	27	33	32	24	25	22	17
Students without Disabilities	65	2286	65801	97	98	98	539	533	525	2	7	11	24	21	23	39	36	34	35	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	NC	693	36411				NC	509	503	NC	14	19	NC	31	29	NC	34	32	NC	21	20
Non-Economically Disadvantaged	73	2031	39040				538	535	534	6	6	8	23	19	19	36	36	34	36	39	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	77	2724	75492	100	100	100	520	525	519	8	7	12	11	15	16	54	51	47	27	27	24
All Students (Prior Year)	--	2716	75221	--	99	100	--	526	523	--	5	8	--	15	16	--	60	56	--	20	21
Female	44	1319	37014	100	100	100	517	528	523	14	6	10	9	13	15	47	50	48	30	30	27
Male	33	1405	38400	100	100	99	524	522	516	0	8	14	13	17	17	65	52	47	23	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	10	582	30438	100	100	99	520	516	508	11	10	17	0	21	21	56	52	47	33	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	64	1887	35177	98	100	99	519	528	528	8	6	8	13	13	13	54	50	49	25	30	31
Students with Disabilities	12	439	9707	100	100	100	495	508	495	25	17	33	25	23	21	42	43	33	8	17	13
Students without Disabilities	65	2285	65785	97	98	98	525	527	522	5	6	10	8	14	16	56	52	49	31	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	NC	692	36302				NC	514	507	NC	12	18	NC	22	21	NC	51	46	NC	15	14
Non-Economically Disadvantaged	73	2032	39164				520	528	528	7	6	8	11	13	13	54	51	48	27	30	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	74	2706	75053	96	100	99	649	603	597	1	5	7	13	10	12	70	78	72	15	7	9
All Students (Prior Year)	--	2701	73654	--	99	99	--	533	530	--	5	9	--	11	13	--	78	70	--	6	7
Female	41	1310	36872	93	99	99	656	624	621	3	3	5	8	7	9	78	81	74	13	10	12
Male	33	1396	38109	100	100	99	640	583	573	0	6	10	19	13	14	61	76	69	19	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	NC	578	30235	NC	99	98	NC	594	575	NC	5	9	NC	13	14	NC	74	70	NC	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	62	1876	35028	95	100	99	648	609	613	2	4	6	13	9	10	72	80	73	13	8	11
Students with Disabilities	11	433	9625	100	100	100	601	554	530	9	10	21	9	16	21	73	71	55	9	3	4
Students without Disabilities	63	2273	65428	94	97	98	658	610	604	0	4	6	13	9	11	70	79	73	17	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	NC	687	36077				NC	572	566	NC	8	10	NC	12	16	NC	77	69	NC	3	5
Non-Economically Disadvantaged	71	2019	38950				649	612	618	1	4	5	13	9	9	69	79	73	16	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	66	2855	76019	100	100	100	501	503	499	8	9	14	43	39	39	15	16	14	34	35	33
All Students (Prior Year)	--	2885	76230	--	100	100	--	508	498	--	6	12	--	37	38	--	13	12	--	45	37
Female	23	1384	37207	100	100	100	510	504	499	0	8	12	41	40	41	14	18	14	45	34	33
Male	43	1469	38677	100	100	100	496	502	498	12	11	15	44	39	38	16	15	13	28	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	NC	590	29458	NC	100	100	NC	487	480	NC	15	20	NC	47	48	NC	14	12	NC	24	20
Asian/Pacific Islander	--	80	1673	--	100	99	--	524	531	--	4	4	--	27	29	--	20	14	--	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	55	2018	35880	100	100	100	505	507	515	7	8	7	42	37	32	15	17	16	36	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	62	2470	66233	100	99	99	507	507	503	3	7	11	44	39	39	16	17	14	36	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	700	35714				NC	482	480	NC	18	20	NC	47	47	NC	14	12	NC	21	20
Non-Economically Disadvantaged	58	2155	40266				508	509	513	5	7	9	42	37	33	14	17	15	39	39	43

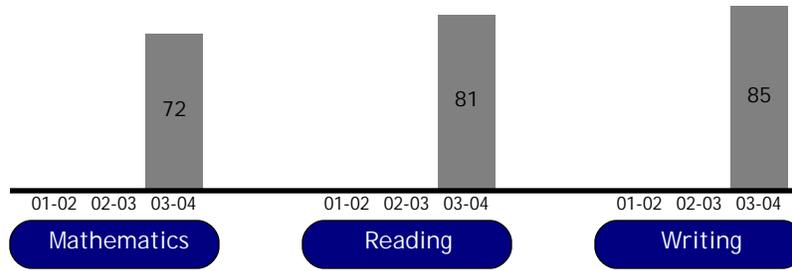
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2851	76020	100	100	100	513	506	503	8	18	25	26	22	23	47	45	40	19	14	12
All Students (Prior Year)	--	2864	76202	--	99	100	--	508	505	--	13	19	--	23	24	--	52	46	--	13	11
Female	23	1384	37213	100	100	100	521	509	504	5	16	22	9	21	23	59	48	42	27	15	13
Male	41	1465	38666	100	100	100	508	503	501	10	21	29	35	23	22	40	42	38	15	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	NC	589	29442	NC	100	99	NC	501	494	NC	27	37	NC	25	26	NC	40	31	NC	8	6
Asian/Pacific Islander	--	80	1672	--	100	99	--	514	513	--	11	12	--	20	19	--	49	49	--	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	54	2014	35890	100	100	100	507	508	511	9	16	15	26	22	20	47	46	48	17	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	62	2468	66236	100	98	99	513	508	504	8	15	23	25	22	23	48	47	42	20	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	700	35703				NC	498	494	NC	31	37	NC	27	26	NC	35	31	NC	7	6
Non-Economically Disadvantaged	57	2151	40274				514	508	509	9	15	17	21	21	20	48	47	47	21	16	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	64	2854	75673	100	100	100	535	544	530	5	8	12	30	22	25	62	66	58	3	4	4
All Students (Prior Year)	--	2862	74692	--	99	99	--	513	502	--	10	18	--	26	27	--	56	47	--	9	8
Female	23	1384	37099	100	100	100	548	563	548	5	4	8	27	19	22	64	71	64	5	5	6
Male	41	1468	38441	100	100	99	528	527	513	5	12	16	32	24	29	61	60	52	2	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	NC	590	29305	NC	100	99	NC	528	507	NC	10	16	NC	27	31	NC	59	51	NC	3	2
Asian/Pacific Islander	--	80	1665	--	100	99	--	565	573	--	7	6	--	17	16	--	68	67	--	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	54	2016	35760	100	100	99	539	549	550	4	8	9	30	20	21	63	67	64	4	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	62	2471	65967	100	99	99	540	551	536	3	7	10	30	21	25	64	68	60	3	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	701	35541				NC	523	504	NC	14	17	NC	23	31	NC	61	50	NC	2	2
Non-Economically Disadvantaged	57	2153	40091				545	551	550	2	7	9	30	21	21	64	67	64	4	5	6

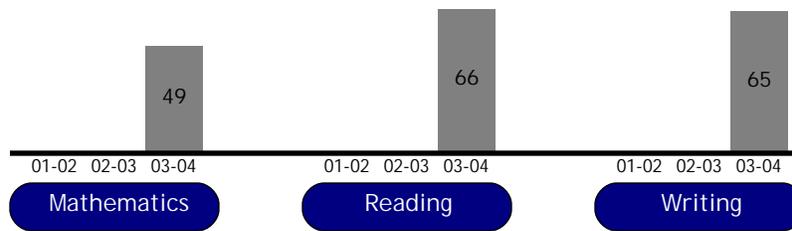
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	--	--	58	44	--	--	62	50	98	62	NA	58
	Language	--	--	56	39	--	--	57	43	100	59	60	50
	Mathematics	--	--	68	52	--	--	71	57	100	71	72	64
3	Reading	--	--	55	43	--	--	58	47	100	63	NA	55
	Language	--	--	64	50	--	--	66	54	100	68	70	61
	Mathematics	--	--	65	50	--	--	67	54	100	73	71	61
4	Reading	--	--	59	47	--	--	63	52	100	64	NA	56
	Language	--	--	57	45	--	--	59	48	100	59	60	52
	Mathematics	--	--	66	52	--	--	67	57	100	70	69	61
5	Reading	--	--	55	46	--	--	61	50	100	63	NA	55
	Language	--	--	51	43	--	--	56	46	100	54	56	49
	Mathematics	--	--	63	54	--	--	67	57	100	66	67	63
6	Reading	--	--	60	49	--	--	63	53	100	65	NA	56
	Language	--	--	54	42	--	--	58	45	100	61	60	48
	Mathematics	--	--	70	58	--	--	73	62	100	88	75	66
7	Reading	--	--	60	48	--	--	63	51	--	--	NA	54
	Language	--	--	64	51	--	--	69	54	--	--	67	58
	Mathematics	--	--	68	54	--	--	70	58	--	--	68	62

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Community/Business Relations
- Ü Budget and Finances
- Ü Booster Club
- Ü Parent Communications/Relations
- Ü Student Discipline

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	9.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	7	2	0	0
7 to 9 years	2	2	0	0
10 or more years	8	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Junior High Technology Lab
- Ü K-6 Technology Lab
- Ü Media Center
- Ü Multipurpose Building

Extracurricular Activities

- Ü Student Council
- Ü Audio-Visual Club
- Ü National Junior Honor Society - 7th Gr.
- Ü Technology Club
- Ü Girl's After-School Sports Program
- Ü Boy's After-School Sports Program
- Ü Strings Program

Social Services

- Ü Breakfast and Lunch Program
- Ü Clothing/Food Banks
- Ü Site-based Crisis Intervention
- Ü City AM/PM Childcare Program
- Ü NJHS- Community Service Projects
- Ü City Educational Classes
- Ü Character Counts Education Program

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>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	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	78	66
Grades 3-4	80	75
Grades 4-5	53	57
Grades 5-6	86	97
Grades 6-7	--	--

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

The school safety committee has set clear rules for student conduct. Our campus conducts regular fire drills and maintenance checks as well as crisis management drills. All staff wear ID badges and all visitors report to the office to sign in. Gates are kept closed during school hours.

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. Beth Collins	(623) 412-5400
Transportation Policy	Steve Highlen	(623) 486-6000
Community Resources	Jim Cummings	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Kathy Vincent	(623) 412-5400
Student Health/Nurse	Mrs. Fran Hunn	(623) 412-5400

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.