



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

20880 W. Main Street, Buckeye, AZ 85326

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 N/A
2002-03 N/A

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

School Overview

Principal/Administrator : Mrs. Heather Lynn Cruz
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 778
Web Address : www.lesd.k12.az.us/verrado
Phone Number : (623) 547-1300
Fax Number : (623) 853-2358
E-mail : cruz@lesd.k12.az.us

Mission

Verrado Mission Statement:

Verrado School is dedicated to providing a safe, supportive environment where all students will engage in a variety of rich educational experiences that will empower them to shape their futures and become contributing members of the community.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 N/A
2002-03 N/A

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

Enrollment

October 1, 2004 School Year Student Enrollment : 603
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 230

Instructional Programs

- Ü Honor's Classes
- Ü Technology-Based Learning
- Ü All Day Kindergarten
- Ü Middle School Philosophy
- Ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Verrado has high academic standards for each and every student. We aim to provide an environment that will help each student to reach their full potential academically, socially, and behaviorially.

Parents

We believe that the parents are an inegral part of every child's success at school. In this aptnership, communication is the key; both with your child and with the teachers. We strongly encourage parents to work closely with their child, provide guidance on a daily basis, and inititate communication with the teachers if there are concerns or questions. Every child deserves a partnership of adults working together on his/her best interest. Communication is everyone's responsibility.

Transportation Policy

Transportation is provided for students who live further than one mile from the school site. Students that attend this school under open enrollment are required to provide their own transportation.

Riding the school bus is a privilege, not a right. Students are expected to behave and to follow the bus rules. A copy of those rules can be found in our student handbook.

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	20	799	79306	95	100	99	447	454	445	13	8	10	19	13	18	44	55	51	25	24	20
All Students (Prior Year)	--	680	75509	--	100	100	--	529	521	--	8	13	--	19	23	--	38	33	--	35	31
Female	12	402	38691	92	100	99	435	456	446	10	7	10	30	12	18	40	59	52	20	22	20
Male	NC	397	40583	NC	100	99	NC	451	445	NC	9	11	NC	15	18	NC	51	50	NC	25	21
African American	--	64	4041	--	98	99	--	441	426	--	13	17	--	19	23	--	55	50	--	13	10
Hispanic	NC	234	32869	NC	100	99	NC	438	429	NC	13	15	NC	17	25	NC	57	51	NC	13	10
Asian/Pacific Islander	--	35	1935	--	97	99	--	481	474	--	6	3	--	3	9	--	55	48	--	36	40
American Indian/Alaskan Native	--	10	4264	--	100	100	--	459	419	--	11	19	--	11	30	--	56	45	--	22	6
White	13	456	36197	93	100	99	473	461	463	0	5	5	0	12	11	60	54	53	40	29	31
Students with Disabilities	NC	101	10321	NC	100	100	NC	401	389	NC	35	30	NC	24	27	NC	31	34	NC	10	9
Students without Disabilities	18	698	69060	95	98	98	452	462	454	7	4	7	20	12	17	47	59	54	27	26	22
Limited English Proficient Students	--	83	15509	--	100	100	--	406	406	--	26	20	--	19	30	--	47	45	--	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	210	39415	NC	98	96	NC	432	431	NC	15	15	NC	23	25	NC	52	50	NC	11	10
Non-Economically Disadvantaged	15	589	39966	100	100	100	463	461	459	9	6	6	9	10	12	45	56	52	36	28	30

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	20	798	79395	95	0	99	467	457	446	6	8	9	25	14	25	44	66	55	25	12	11
All Students (Prior Year)	--	678	75492	--	99	100	--	525	519	--	9	12	--	12	16	--	51	47	--	29	24
Female	12	402	38743	92	0	100	457	465	451	10	6	7	30	12	24	40	69	57	20	13	12
Male	NC	396	40618	NC	0	99	NC	450	440	NC	10	11	NC	16	27	NC	63	53	NC	11	9
African American	--	64	4052	--	0	100	--	447	434	--	11	11	--	15	29	--	68	54	--	6	6
Hispanic	NC	233	32915	NC	0	99	NC	439	426	NC	16	15	NC	17	35	NC	63	47	NC	4	4
Asian/Pacific Islander	--	35	1936	--	0	99	--	475	468	--	12	3	--	3	14	--	64	63	--	21	19
American Indian/Alaskan Native	--	10	4271	--	0	100	--	456	420	--	11	15	--	0	42	--	78	41	--	11	2
White	13	456	36221	93	0	99	494	467	465	0	4	4	10	13	15	50	67	63	40	16	17
Students with Disabilities	NC	101	10331	NC	0	100	NC	398	388	NC	36	25	NC	26	37	NC	33	34	NC	5	4
Students without Disabilities	18	697	69139	95	0	99	471	467	454	7	4	7	20	12	24	47	71	58	27	13	11
Limited English Proficient Students	--	83	15545	--	0	100	--	399	399	--	30	21	--	27	42	--	41	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	210	39484	NC	0	96	NC	436	429	NC	15	14	NC	25	35	NC	56	47	NC	3	4
Non-Economically Disadvantaged	15	588	39986	100	0	100	486	464	461	9	6	4	0	10	16	55	69	63	36	15	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	20	793	78869	95	100	99	468	462	442	0	3	6	19	14	21	75	69	63	6	14	10
All Students (Prior Year)	--	678	75053	--	99	99	--	608	597	--	5	7	--	10	12	--	75	72	--	10	9
Female	12	401	38536	92	100	99	470	477	458	0	2	4	20	8	15	70	71	67	10	18	14
Male	NC	392	40302	NC	99	99	NC	447	428	NC	4	8	NC	21	26	NC	66	60	NC	10	7
African American	--	64	4015	--	98	99	--	459	430	--	4	8	--	13	24	--	70	61	--	13	7
Hispanic	NC	233	32606	NC	100	98	NC	447	426	NC	5	8	NC	18	27	NC	68	60	NC	8	5
Asian/Pacific Islander	--	35	1925	--	97	99	--	494	471	--	3	3	--	3	11	--	67	64	--	27	22
American Indian/Alaskan Native	--	10	4245	--	100	100	--	497	423	--	0	9	--	0	26	--	67	61	--	33	4
White	13	451	36078	93	99	99	487	467	459	0	2	4	10	14	16	80	69	66	10	15	14
Students with Disabilities	NC	97	10246	NC	100	100	NC	403	367	NC	8	18	NC	43	39	NC	41	40	NC	8	4
Students without Disabilities	18	696	68697	95	98	98	469	471	454	0	2	4	20	10	18	73	73	67	7	15	11
Limited English Proficient Students	--	83	15339	--	100	100	--	401	399	--	15	11	--	32	31	--	49	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	207	39106	NC	97	95	NC	441	427	NC	7	8	NC	18	28	NC	70	59	NC	5	5
Non-Economically Disadvantaged	15	586	39837	100	100	100	479	468	457	0	2	4	9	13	14	82	68	67	9	17	15

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	26	832	78906	100	100	99	504	509	498	8	8	13	8	16	19	63	52	48	21	24	20
All Students (Prior Year)	--	718	76019	--	100	100	--	507	499	--	9	14	--	36	39	--	16	14	--	39	33
Female	11	439	38644	100	100	99	505	508	500	11	8	12	0	15	19	67	54	49	22	23	19
Male	15	393	40236	100	99	99	503	511	497	7	8	15	13	16	19	60	51	46	20	24	20
African American	--	89	4087	--	100	99	--	479	481	--	11	20	--	29	24	--	53	45	--	7	11
Hispanic	NC	275	31938	NC	100	99	NC	495	481	NC	14	19	NC	19	25	NC	52	46	NC	15	10
Asian/Pacific Islander	--	30	1805	--	97	98	--	539	536	--	3	5	--	7	8	--	38	45	--	52	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	17	430	36483	100	99	99	513	522	517	6	5	7	6	11	13	56	54	51	31	31	30
Students with Disabilities	NC	97	10664	NC	100	100	NC	437	430	NC	44	42	NC	26	27	NC	21	26	NC	9	5
Students without Disabilities	23	737	68310	100	98	98	515	519	509	0	4	9	5	14	18	71	56	51	24	26	22
Limited English Proficient Students	NC	75	12573	NC	100	100	NC	448	454	NC	28	27	NC	15	30	NC	53	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	227	38679	NC	96	96	NC	490	483	NC	14	20	NC	24	25	NC	52	45	NC	10	10
Non-Economically Disadvantaged	19	607	40295	100	100	100	511	516	513	6	6	7	6	13	13	65	52	50	24	29	30

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	26	835	78908	100	0	99	498	498	484	8	7	10	13	18	23	67	62	58	13	13	9
All Students (Prior Year)	--	714	76020	--	99	100	--	508	503	--	17	25	--	20	23	--	46	40	--	16	12
Female	11	441	38648	100	0	99	494	501	489	11	5	8	11	15	22	78	65	61	0	15	10
Male	15	394	40233	100	0	99	501	494	479	7	8	12	13	21	25	60	59	55	20	12	8
African American	--	90	4092	--	0	99	--	474	473	--	5	12	--	29	28	--	58	54	--	8	5
Hispanic	NC	276	31940	NC	0	99	NC	482	465	NC	11	16	NC	28	32	NC	55	49	NC	6	3
Asian/Pacific Islander	--	30	1805	--	0	98	--	516	507	--	3	4	--	14	13	--	62	65	--	21	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	17	431	36502	100	0	99	502	511	502	6	4	4	13	10	14	63	68	67	19	18	15
Students with Disabilities	NC	100	10665	NC	0	100	NC	428	423	NC	37	30	NC	29	36	NC	30	31	NC	3	2
Students without Disabilities	23	737	68312	100	0	98	506	507	493	0	3	7	14	16	21	71	66	62	14	15	10
Limited English Proficient Students	NC	75	12556	NC	0	100	NC	435	436	NC	22	24	NC	36	40	NC	42	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	228	38662	NC	0	96	NC	476	468	NC	14	16	NC	30	32	NC	52	49	NC	5	3
Non-Economically Disadvantaged	19	609	40315	100	0	100	502	505	498	6	4	5	12	13	15	71	66	66	12	17	14

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	26	829	78750	100	99	99	536	518	500	0	3	6	21	20	29	75	73	63	4	4	2
All Students (Prior Year)	--	714	75673	--	99	100	--	543	530	--	8	12	--	23	25	--	65	58	--	4	4
Female	11	440	38586	100	100	99	545	530	515	0	2	4	22	14	22	78	80	71	0	5	3
Male	15	389	40135	100	98	99	531	504	486	0	5	8	20	28	35	73	64	56	7	2	1
African American	--	89	4081	--	100	99	--	497	488	--	5	8	--	22	32	--	71	59	--	1	2
Hispanic	NC	274	31841	NC	100	99	NC	506	483	NC	4	8	NC	28	36	NC	66	55	NC	2	1
Asian/Pacific Islander	--	30	1802	--	97	98	--	552	533	--	0	2	--	10	16	--	83	75	--	7	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	17	428	36440	100	99	99	541	527	516	0	3	3	25	16	22	69	76	71	6	5	4
Students with Disabilities	NC	96	10622	NC	100	100	NC	422	415	NC	20	21	NC	48	50	NC	29	28	NC	2	1
Students without Disabilities	23	735	68196	100	98	98	548	530	513	0	1	3	10	17	25	86	78	69	5	4	3
Limited English Proficient Students	NC	75	12504	NC	100	100	NC	455	451	NC	7	12	NC	40	44	NC	50	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	227	38558	NC	96	96	NC	498	485	NC	7	8	NC	28	37	NC	64	54	NC	2	1
Non-Economically Disadvantaged	19	604	40260	100	100	100	537	525	514	0	2	3	24	18	21	76	76	72	0	4	4

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

8th 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	164	824	78250	100	100	99	569	551	548	9	14	21	23	20	18	51	56	48	17	9	13
All Students (Prior Year)	--	732	75001	--	100	99	--	466	468	--	37	37	--	38	36	--	16	16	--	9	10
Female	96	406	38071	100	100	99	568	553	549	10	14	20	23	21	19	52	57	49	15	8	12
Male	68	418	40126	100	100	99	570	549	547	7	15	23	22	20	17	51	54	46	20	11	14
African American	NC	65	4058	NC	97	99	NC	555	523	NC	20	32	NC	10	22	NC	63	41	NC	8	5
Hispanic	37	260	29129	100	100	99	550	534	527	21	23	32	28	24	23	34	47	40	17	6	6
Asian/Pacific Islander	NC	34	1747	NC	100	100	NC	557	589	NC	10	9	NC	10	9	NC	60	50	NC	20	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	528	518	NC	19	36	NC	13	25	NC	56	36	NC	13	4
White	114	445	38320	98	100	99	569	560	568	6	9	12	23	21	14	54	59	55	16	11	19
Students with Disabilities	NC	56	9329	NC	100	100	NC	434	454	NC	55	64	NC	27	18	NC	18	16	NC	0	2
Students without Disabilities	156	768	68996	99	99	99	571	560	561	8	11	16	21	20	18	53	58	52	18	10	14
Limited English Proficient Students	NC	45	10133	NC	100	100	NC	431	488	NC	44	45	NC	32	25	NC	24	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	180	33388	96	94	94	560	534	530	10	28	32	33	23	22	38	45	40	19	5	5
Non-Economically Disadvantaged	138	644	44937	100	100	100	570	555	561	9	11	13	21	20	15	53	58	54	17	11	18

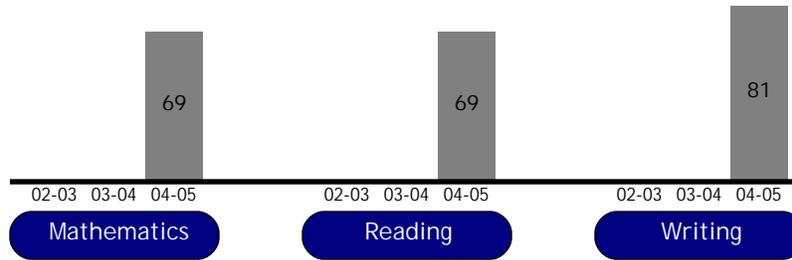
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	822	78302	100	0	99	549	527	512	3	5	11	17	19	25	64	67	57	17	9	7
All Students (Prior Year)	--	729	74918	--	99	99	--	504	497	--	26	32	--	18	19	--	39	35	--	18	15
Female	96	407	38082	100	0	99	557	536	518	0	3	8	15	18	24	63	68	61	22	11	7
Male	68	415	40166	100	0	99	537	518	507	7	7	14	19	21	26	66	66	54	8	7	6
African American	NC	64	4064	NC	0	100	NC	538	498	NC	8	14	NC	8	29	NC	72	54	NC	12	3
Hispanic	37	260	29152	100	0	99	525	507	492	3	8	17	28	29	34	62	59	46	7	4	2
Asian/Pacific Islander	NC	34	1746	NC	0	100	NC	529	542	NC	3	5	NC	7	13	NC	77	66	NC	13	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	510	484	NC	0	19	NC	13	38	NC	75	42	NC	13	1
White	114	444	38347	98	0	99	552	536	531	3	3	5	15	17	17	64	69	68	18	11	10
Students with Disabilities	NC	54	9353	NC	0	100	NC	415	429	NC	29	40	NC	37	38	NC	35	22	NC	0	1
Students without Disabilities	156	768	69024	99	0	99	553	535	524	1	3	7	16	18	23	66	69	62	17	10	7
Limited English Proficient Students	NC	45	10140	NC	0	100	NC	402	451	NC	20	28	NC	49	43	NC	32	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	178	33398	96	0	94	544	508	495	0	10	18	24	31	35	57	54	46	19	5	2
Non-Economically Disadvantaged	138	644	44979	100	0	100	550	531	525	3	3	6	16	17	18	65	70	66	16	10	10

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	164	825	78094	100	100	99	579	563	545	0	1	3	9	11	18	89	87	77	1	1	2
All Students (Prior Year)	--	729	74503	--	99	99	--	515	491	--	4	9	--	26	32	--	59	51	--	11	8
Female	96	407	38025	100	100	99	583	575	558	0	1	2	9	7	13	90	91	82	1	1	2
Male	68	418	40013	100	100	99	573	552	534	0	1	5	10	14	23	88	84	71	2	1	1
African American	NC	65	4037	NC	97	99	NC	562	532	NC	0	4	NC	16	22	NC	84	73	NC	0	1
Hispanic	37	261	29068	100	100	99	557	545	523	0	2	5	21	18	27	79	80	67	0	0	1
Asian/Pacific Islander	NC	34	1743	NC	100	100	NC	575	577	NC	0	2	NC	3	9	NC	97	82	NC	0	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	529	526	NC	6	4	NC	0	25	NC	94	70	NC	0	0
White	114	445	38265	98	100	99	583	574	564	0	0	2	7	7	11	91	91	84	2	1	3
Students with Disabilities	NC	56	9275	NC	100	100	NC	436	444	NC	6	14	NC	41	46	NC	53	39	NC	0	1
Students without Disabilities	156	769	68892	99	99	98	583	573	559	0	1	2	8	8	14	91	90	82	1	1	2
Limited English Proficient Students	NC	45	10084	NC	100	100	NC	439	474	NC	2	10	NC	34	39	NC	63	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	180	33296	96	94	94	559	545	527	0	3	5	14	19	27	86	79	67	0	0	0
Non-Economically Disadvantaged	138	645	44871	100	100	100	583	568	559	0	1	2	9	9	12	90	90	84	2	1	3

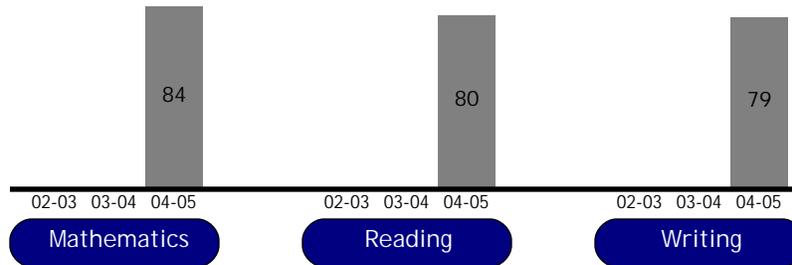
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

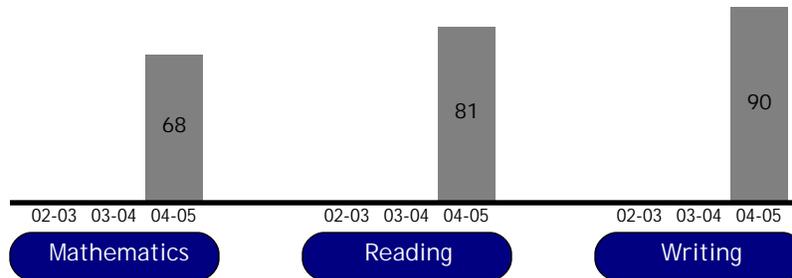
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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.

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	62	50	--	--	NA	58	100	44	53	47
	Language	--	--	52	43	--	--	56	50	100	55	52	47
	Mathematics	--	--	62	57	--	--	66	64	100	56	57	50
3	Reading	--	--	57	47	--	--	NA	55	95	54	52	44
	Language	--	--	62	54	--	--	66	61	95	53	49	44
	Mathematics	--	--	60	54	--	--	64	61	95	48	54	51
4	Reading	--	--	63	52	--	--	NA	56	100	47	58	48
	Language	--	--	58	48	--	--	56	52	100	48	57	49
	Mathematics	--	--	65	57	--	--	63	61	100	57	63	53
5	Reading	--	--	58	50	--	--	NA	55	100	59	56	50
	Language	--	--	53	46	--	--	58	49	100	59	57	50
	Mathematics	--	--	61	57	--	--	71	63	100	54	56	49
6	Reading	--	--	63	53	--	--	NA	56	98	66	54	51
	Language	--	--	54	45	--	--	50	48	98	64	51	47
	Mathematics	--	--	65	62	--	--	60	66	99	66	55	52
7	Reading	--	--	63	51	--	--	NA	54	100	59	53	50
	Language	--	--	65	54	--	--	66	58	100	63	57	52
	Mathematics	--	--	60	58	--	--	61	62	100	57	52	50
8	Reading	--	--	65	53	--	--	NA	55	100	63	57	51
	Language	--	--	64	49	--	--	61	52	100	62	56	50
	Mathematics	--	--	61	58	--	--	62	61	100	64	57	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

Council Duties

- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Baseball
- Ü Softball
- Ü Soccer
- Ü Basketbal
- Ü Volleyball
- Ü NJHS
- Ü Student Council

Social Services

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The essence of good discipline is a respect for authority, respect for others, respect for self, and respect for rules. Unsafe behavior, in any form, will not be tolerated. Local law enforcement is called when it is deemed necessary by the administration.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Trudy Elbert	(623) 547-1300
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Heather Cruz	(623) 547-1300
School Nutrition Programs	David Schwake	(623) 535-6000
Parent Organization	Trudy Elbert	(623) 547-1300
Student Health/Nurse	Pat Bell	(623) 547-1300

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.