

Rainbow Valley Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

19716 W. Narramore, Buckeye, AZ 85326

Liberty 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 *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Michael C. Cagle
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 587
Web Address : www.liberty.k12.az.us
Phone Number : (623) 327-2830
Fax Number : (623) 327-2839
E-mail : rainbowoffice@liberty.k12.az.us

Mission

Rainbow Valley Elementary School's mission is to provide a child-centered environment which ensures academic and personal success for all children. We believe all students can succeed and that Rainbow Valley School controls the conditions of success.

School / Academic Goals

- ü To ensure that 90% of the Rainbow Valley student population is reading at or above grade level in 10% yearly increments. To utilize professional learning communities to facilitate student achievement.
- ü To ensure that curriculum and instructional strategies are driven by, and aligned with, the articulated Arizona Standards.

Instructional Programs

- ü Accelerated Math 2-8
- ü Reading First Program K-3
- ü Accelerated Reader & Lit. Studies, 5-8
- ü All Day Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : 532
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 15

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 50 minutes
First Day of School : 8/7/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Safety Issues
- ü Curriculum Development/Assessment
- ü Community Involvement Awareness
- ü Budget Recommendations
- ü Parental Concerns (Non Personnel)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	2.50	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	6	3	0	0
7 to 9 years	4	2	0	0
10 or more years	8	4	0	0

Shared Responsibilities

School

Rainbow Valley Elementary will provide a safe and orderly environment for students. Academic standards will meet or exceed the Arizona Academic Standards. Parents will be provided a weekly bulletins, quarterly progress reports and report cards.

Parents

Parents are asked to be actively involved in all school events and activities. Please communicate with teachers regularly. All parents are asked to support school rules and policies that are made to ensure each child's rights and personal safety.

Resources Available at School Site

Special Facilities

- ü 30-station Computer Lab
- ü Audiovisual Distribution System

Extracurricular Activities

- ü Student Council
- ü Chorus/Band
- ü Science Olympiad
- ü Athletics 6-8

Social Services

- ü Buckeye Fire Department
- ü Buckeye Police Department DARE Program
- ü Maricopa County Sheriff's Department
- ü Health Services

Transportation Policy

The Liberty School District will bus all students that live more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Banamichi Club received Best of West award for cultural exchange program with Banamichi, Mexico.

Ü K-8 teachers implemented a scientifically based reading program.

School Honors

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

Award/Honor	Year
Ü Westside Coalition Teacher of the Year Recipient	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	24	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	83	76
Grades 3-4	89	65
Grades 4-5	75	68
Grades 5-6	78	78
Grades 6-7	83	85
Grades 7-8	85	75

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 2002-03. 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 2003. 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. 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).

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	76	203	75372	104	102	101	523	525	523	3	4	9	26	28	25	47	40	36	24	28	30
All Students (Prior Year)	55	195	70809	NA	NA	NA	491	505	518	27	15	11	29	32	27	35	38	35	8	15	27
Female	41	105	36901	105	101	101	532	531	524	0	2	8	19	24	25	47	41	36	33	33	31
Male	35	98	38385	103	102	101	513	519	523	7	6	9	33	33	24	47	39	36	13	23	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	27	53	29103	100	100	99	510	516	510	6	3	12	33	40	31	50	40	36	11	17	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	46	141	34597	105	100	98	528	528	535	2	4	4	24	25	20	46	40	38	28	31	38
Students with Disabilities	NC	16	8057	NC	70	99	NC	491	496	NC	0	23	NC	75	31	NC	25	28	NC	0	17
Students without Disabilities	71	187	67315	104	106	101	525	526	525	3	4	8	23	27	24	48	40	37	26	29	31
Limited English Proficient Students	NC	16	16925	NC	114	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	NC	NC	26325				NC	NC	504	NC	NC	15	NC	NC	34	NC	NC	33	NC	NC	18
Non-Economically Disadvantaged	67	194	49047				525	526	530	4	4	6	23	27	21	47	40	37	26	29	35

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	76	203	75221	104	102	101	514	524	523	8	6	8	17	17	16	66	61	56	9	16	21
All Students (Prior Year)	58	196	70860	NA	NA	NA	515	521	524	11	9	9	17	16	17	50	49	45	22	27	30
Female	41	105	36833	105	101	100	522	529	526	0	2	6	19	18	15	64	63	56	17	18	23
Male	35	98	38319	103	102	101	505	519	520	17	10	9	14	16	17	69	59	56	0	15	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	27	53	29019	100	100	99	499	513	513	17	11	12	28	26	21	56	49	55	0	14	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	46	141	34543	105	100	97	521	527	531	4	4	4	11	15	12	71	64	58	13	17	26
Students with Disabilities	NC	16	8006	NC	70	99	NC	483	505	NC	25	22	NC	50	23	NC	25	42	NC	0	13
Students without Disabilities	71	187	67215	104	106	101	516	525	524	6	5	7	16	16	16	68	62	56	10	17	21
Limited English Proficient Students	NC	16	16853	NC	114	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	NC	NC	26256				NC	NC	509	NC	NC	14	NC	NC	24	NC	NC	51	NC	NC	11
Non-Economically Disadvantaged	67	194	48965				516	525	528	7	5	5	16	17	13	66	60	58	11	17	24

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	76	201	73654	104	101	99	524	528	530	9	9	9	15	12	13	74	75	70	2	5	7
All Students (Prior Year)	50	187	68592	NA	NA	NA	528	532	542	10	7	9	13	17	12	74	69	63	3	7	16
Female	41	104	36239	105	100	99	539	539	537	0	3	7	17	11	11	81	80	72	3	6	10
Male	35	97	37301	103	101	98	506	515	523	20	15	12	13	14	15	67	69	68	0	3	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	27	52	28348	100	98	96	516	518	520	17	11	13	11	23	17	72	63	65	0	3	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	46	140	33924	105	99	96	526	530	537	7	8	5	17	10	10	74	78	75	2	5	9
Students with Disabilities	NC	16	7306	NC	70	90	NC	473	506	NC	50	24	NC	25	20	NC	25	52	NC	0	4
Students without Disabilities	71	185	66348	104	105	100	527	530	531	6	8	8	15	12	13	77	76	71	2	5	8
Limited English Proficient Students	NC	15	16422	NC	107	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	NC	NC	849				NC	NC	511	NC	NC	19	NC	NC	22	NC	NC	56	NC	NC	4
Economically Disadvantaged	NC	NC	25711				NC	NC	514	NC	NC	16	NC	NC	19	NC	NC	61	NC	NC	3
Non-Economically Disadvantaged	67	192	47943				526	529	535	9	8	7	14	11	11	75	75	74	2	5	9

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	84	244	76230	106	102	101	489	508	498	10	5	12	51	38	38	13	14	12	25	43	37
All Students (Prior Year)	62	215	72888	NA	NA	NA	468	496	494	24	13	14	54	39	40	12	15	12	10	32	34
Female	49	133	37247	100	101	100	478	502	500	17	8	11	49	37	40	17	19	13	17	37	37
Male	35	111	38725	117	103	101	508	517	497	0	1	14	54	40	37	8	9	12	38	50	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	28	55	28100	100	100	98	465	483	482	14	7	18	76	64	47	0	10	11	10	19	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	53	179	35389	106	102	96	501	515	514	9	4	6	38	31	32	20	16	14	33	49	48
Students with Disabilities	15	31	9022	136	135	105	400	446	465	50	33	31	50	33	43	0	0	8	0	33	17
Students without Disabilities	69	213	67208	101	98	100	492	509	500	9	4	12	51	38	38	14	15	12	26	43	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	NC	NC	837				NC	NC	478	NC	NC	19	NC	NC	51	NC	NC	8	NC	NC	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	84	244	51193				489	508	507	10	5	9	51	38	35	13	14	13	25	43	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	84	245	76202	106	102	101	506	510	505	15	9	19	31	27	24	43	51	46	10	14	11
All Students (Prior Year)	60	212	72779	NA	NA	NA	497	504	505	30	18	21	34	24	20	29	44	43	7	14	15
Female	49	133	37231	100	101	100	506	509	507	17	9	16	37	26	24	37	50	48	10	15	13
Male	35	112	38718	117	104	101	506	511	503	12	9	22	23	27	24	54	52	44	12	12	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	28	55	28090	100	100	98	504	503	497	35	24	28	25	27	30	35	44	37	5	5	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	53	180	35371	106	102	96	507	512	512	7	5	10	35	28	20	46	52	54	13	16	16
Students with Disabilities	15	32	9097	136	139	106	489	489	493	0	0	39	100	100	27	0	0	29	0	0	5
Students without Disabilities	69	213	67105	101	98	100	506	510	506	15	9	18	29	25	24	45	51	47	11	14	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	832				NC	NC	492	NC	NC	36	NC	NC	31	NC	NC	31	NC	NC	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	84	245	51241				506	510	509	15	9	14	31	27	22	43	51	51	10	14	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	84	239	74692	106	100	99	488	506	502	22	15	18	40	30	27	33	47	47	4	9	8
All Students (Prior Year)	54	205	70710	NA	NA	NA	479	507	512	24	13	17	45	32	26	29	46	42	2	8	16
Female	49	129	36710	100	98	99	486	505	509	22	14	14	49	32	26	22	46	50	7	8	10
Male	35	110	37742	117	102	98	490	507	495	23	16	22	27	27	28	50	48	44	0	10	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	28	54	27492	100	98	96	465	483	486	45	32	27	45	41	32	5	22	38	5	5	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	53	175	34785	106	99	94	498	511	517	13	11	10	37	26	23	46	54	56	4	10	11
Students with Disabilities	15	31	8428	136	135	98	471	484	472	50	33	38	50	33	30	0	33	29	0	0	3
Students without Disabilities	69	208	66264	101	96	99	488	506	503	22	15	17	40	30	27	34	47	48	5	9	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	NC	NC	814				NC	NC	475	NC	NC	33	NC	NC	37	NC	NC	27	NC	NC	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	84	239	50185				488	506	511	22	15	13	40	30	24	33	47	53	4	9	10

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	67	213	71167	97	100	99	465	464	463	36	36	38	41	47	41	16	12	14	7	6	7
All Students (Prior Year)	64	192	66213	NA	NA	NA	440	456	459	56	41	39	32	42	40	10	11	14	2	5	7
Female	34	109	34825	100	103	99	469	468	462	41	34	38	34	49	42	16	12	14	9	6	6
Male	33	104	36047	94	96	99	460	460	464	31	38	38	50	46	39	15	11	15	4	6	8
African American	--	NC	3225	--	NC	95	--	NC	441	--	NC	57	--	NC	34	--	NC	6	--	NC	2
Hispanic	20	47	23643	100	98	97	451	443	445	41	45	53	47	47	37	6	3	8	6	5	2
Asian/Pacific Islander	--	NC	1503	--	NC	100	--	NC	493	--	NC	18	--	NC	40	--	NC	23	--	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	45	157	35245	94	101	95	472	471	476	33	32	26	40	48	45	20	14	19	8	6	10
Students with Disabilities	NC	21	8095	NC	78	104	NC	422	426	NC	80	69	NC	0	25	NC	20	5	NC	0	1
Students without Disabilities	58	192	63072	102	103	99	466	465	464	35	34	37	44	48	41	15	11	15	7	6	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	--	NC	17057				--	NC	440	--	NC	58	--	NC	34	--	NC	6	--	NC	2
Non-Economically Disadvantaged	67	212	54110				465	464	468	36	36	33	41	47	43	16	12	16	7	6	8

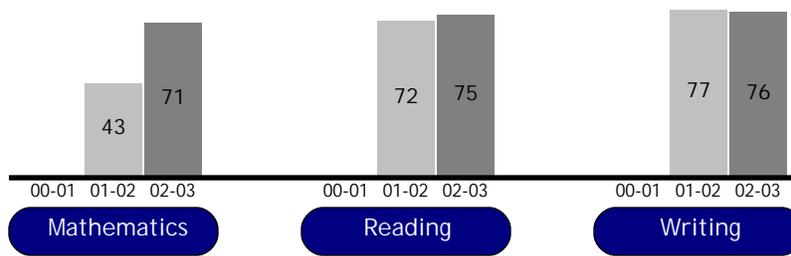
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	213	71100	97	100	99	502	510	502	18	15	25	30	24	21	40	45	40	12	16	15
All Students (Prior Year)	65	193	66144	NA	NA	NA	487	501	504	27	21	24	39	27	20	24	37	40	10	15	16
Female	34	109	34801	100	103	99	509	519	505	13	8	21	26	22	22	48	51	42	13	19	15
Male	33	104	36010	94	96	99	494	500	499	23	22	28	35	26	20	31	38	38	12	13	14
African American	--	NC	3219	--	NC	95	--	NC	486	--	NC	38	--	NC	24	--	NC	31	--	NC	7
Hispanic	20	47	23630	100	98	96	495	488	485	29	36	37	18	23	25	41	33	32	12	8	6
Asian/Pacific Islander	--	NC	1509	--	NC	100	--	NC	522	--	NC	12	--	NC	14	--	NC	46	--	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	45	157	35198	94	101	95	505	515	515	13	9	15	36	25	18	38	48	47	13	18	21
Students with Disabilities	NC	21	8121	NC	78	105	NC	487	470	NC	40	55	NC	0	20	NC	60	21	NC	0	4
Students without Disabilities	58	192	62979	102	103	99	501	511	503	18	14	23	31	25	21	38	45	41	13	17	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	--	NC	17040				--	NC	483	--	NC	40	--	NC	25	--	NC	29	--	NC	6
Non-Economically Disadvantaged	67	212	54060				502	510	507	18	15	20	30	24	20	40	45	43	12	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	67	213	69001	97	100	96	489	494	490	16	12	17	41	41	37	43	48	45	0	0	1
All Students (Prior Year)	59	184	63579	NA	NA	NA	474	488	493	30	16	15	50	49	42	20	35	41	0	1	2
Female	34	109	34086	100	103	97	493	501	496	19	8	13	29	33	36	52	59	51	0	0	1
Male	33	104	34644	94	96	95	485	487	484	11	15	22	56	49	39	33	35	38	0	0	0
African American	--	NC	3115	--	NC	92	--	NC	478	--	NC	25	--	NC	44	--	NC	31	--	NC	0
Hispanic	20	47	22656	100	98	92	480	474	476	29	32	27	24	37	43	47	32	30	0	0	0
Asian/Pacific Islander	--	NC	1472	--	NC	98	--	NC	507	--	NC	8	--	NC	30	--	NC	60	--	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	45	157	34501	94	101	93	493	499	500	10	7	10	50	42	34	40	51	55	0	0	1
Students with Disabilities	NC	21	7386	NC	78	95	NC	477	459	NC	20	46	NC	40	37	NC	40	17	NC	0	0
Students without Disabilities	58	192	61615	102	103	97	488	495	491	16	11	16	42	41	37	42	48	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	--	NC	16383				--	NC	472	--	NC	30	--	NC	43	--	NC	26	--	NC	0
Non-Economically Disadvantaged	67	212	52618				489	494	494	16	12	14	41	41	36	43	48	49	0	0	1

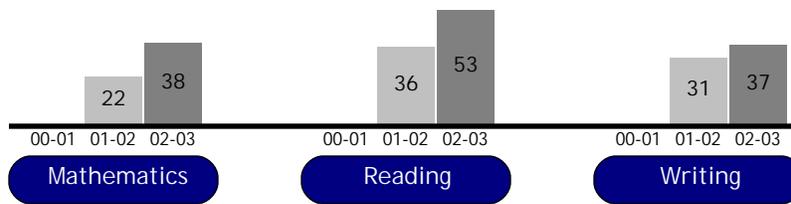
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

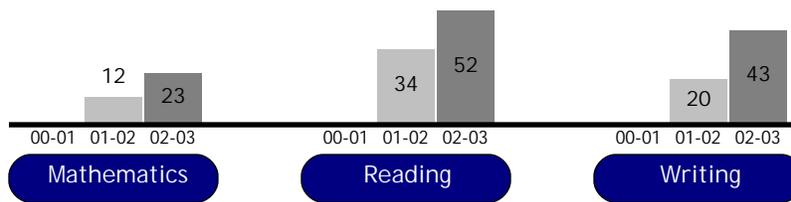
3rd Grade Proficiency



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.

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	42	53	98	29	45	44	100	36	48	50
	Language	--	--	34	45	98	20	39	39	98	26	40	43
	Mathematics	--	--	41	56	98	47	54	52	96	51	53	57
3	Reading	--	--	49	50	86	35	42	43	99	40	51	47
	Language	--	--	50	55	86	36	45	50	100	43	55	54
	Mathematics	--	--	50	53	92	40	46	50	100	45	54	54
4	Reading	--	--	50	55	92	50	53	47	98	50	49	52
	Language	--	--	50	50	92	47	49	45	98	50	49	48
	Mathematics	--	--	50	56	97	53	56	52	98	50	52	57
5	Reading	--	--	46	51	94	49	52	46	100	50	57	50
	Language	--	--	42	46	94	41	49	43	100	48	56	46
	Mathematics	--	--	58	56	97	51	63	54	99	52	63	57
6	Reading	--	--	57	54	89	50	58	49	100	51	60	53
	Language	--	--	44	46	89	40	46	42	100	40	52	45
	Mathematics	--	--	59	61	89	58	68	58	100	56	69	62
7	Reading	--	--	55	53	91	37	54	48	100	53	60	51
	Language	--	--	60	55	91	35	55	51	100	51	61	54
	Mathematics	--	--	59	57	92	55	63	54	100	61	68	58
8	Reading	--	--	57	55	90	46	54	49	97	48	57	53
	Language	--	--	58	50	90	44	50	46	98	42	54	49
	Mathematics	--	--	59	57	94	56	61	54	98	54	62	58

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 Safety

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

Our school has implemented Responsible Thinking Program, based on Perceptual Control Theory. This program allows students to process ways they can have their needs met without disrupting others. A School Resource Officer is on campus or on call.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Jane Holdcroft	(623) 327-2830
Transportation Policy	Gene Rusch	(623) 327-2970
Community Resources	Max Stoltenberg	(623) 327-2830
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Patricia Fleeger	(623) 327-2830
Student Health/Nurse	Joanne Rittenhouse	(623) 327-2835

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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