

Kingswood Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

15150 W. Mondell Road, Surprise, AZ 85374

Dysart Unified District

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

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

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. Paul Tighe
Schedule : 8:00 AM to 4:30 PM
Grades : K-8
2003 Enrollment : 958
Web Address : www.dysart.org
Phone Number : (623) 876-7600
Fax Number : (623) 876-7605
E-mail : ptighe@dysart.k12.az.us

Mission

Kingswood Elementary School follows the Effective Schools model and embraces the Kids At Hope philosophy in its mission: LEARNING FOR ALL NO EXCEPTIONS, NO EXCUSES.

School / Academic Goals

- ü The Kingswood Elementary School community will increase student achievement through the implementation of the Effective Schools model for school improvement.
- ü The Kingswood staff will receive training in effective writing strategies and will utilize the Six Trait Writing Model to improve student writing abilities.

Instructional Programs

- ü Zoo Phonics and 4 Blocks Literacy
- ü Hands-on Math
- ü Inclusionary Special Education Program
- ü Accelerated Reader Program

Enrollment

October 1, 2002 School Year Student Enrollment : 953
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 44

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

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

Council Duties

- ü School Safety Issues
- ü Curriculum
- ü Positive Incentives
- ü School Uniforms
- ü School Improvement
- ü Parent Involvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	1.00	Teacher Aide	9.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	3	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	0	0	0
10 or more years	1	14	0	0

Shared Responsibilities

School

We feel that parents are essential to the learning process of our students and that education is a partnership between home and school. We encourage parents to be active participants in our classrooms as well as co-teachers of their children at home.

Parents

We expect parents to maintain close contact throughout the school year. We expect parents to be involved with their child's education and to support the programs and policies of the school at all times. Working together, we can make a difference!

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü Student Council
- ü Extracurricular Sports
- ü Conflict Managers/Peer Mediators
- ü Tutoring

Social Services

- ü School Resource Officer
- ü Before/After School Day Care
- ü Coca Cola Valued Youth Program
- ü Clinician from SWBHS

Transportation Policy

Kindergarten students residing more than one-half mile from the school and students in grades 1-8 residing more than one mile from the school are eligible for bus transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Received an 'IMPROVING' Achievement Profile from the Arizona Department of Education, recognizing our growth in student performance.

- ü Implemented a Conflict Management/Peer Mediation program. Trained students in mediation and had them help resolve conflicts using non-violent techniques, creating a safer school environment.

School Honors

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

Award/Honor	Year
ü Artist-in-Residence Grant Recipient, 1992-2001	2001
ü ASPRA Award for Mock Incident Drill w/Surprise Police	2003

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	31	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	15	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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	56	48
Grades 3-4	54	72
Grades 4-5	64	70
Grades 5-6	78	88
Grades 6-7	58	65
Grades 7-8	62	62

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	100	911	75372	103	101	101	505	497	523	16	19	9	34	35	25	23	31	36	27	15	30
All Students (Prior Year)	101	638	70809	NA	NA	NA	502	498	518	15	17	11	28	33	27	42	33	35	15	16	27
Female	43	417	36901	102	99	101	511	494	524	11	19	8	42	37	25	19	30	36	28	13	31
Male	56	490	38385	102	102	101	500	499	523	20	19	9	28	34	24	26	32	36	26	16	30
African American	11	77	3589	100	97	96	483	482	501	20	30	18	40	38	33	30	21	33	10	11	16
Hispanic	32	408	29103	103	100	99	489	484	510	26	25	12	32	42	31	16	23	36	26	10	20
Asian/Pacific Islander	NC	18	1574	NC	106	96	NC	519	549	NC	6	3	NC	19	14	NC	63	34	NC	13	48
American Indian/Alaskan Native	NC	12	5086	NC	100	114	NC	499	491	NC	8	22	NC	50	38	NC	25	28	NC	17	12
White	51	375	34597	100	98	98	512	511	535	13	11	4	35	30	20	23	39	38	29	20	38
Students with Disabilities	10	72	8057	83	75	99	NA	439	496	NA	67	23	NA	33	31	NA	0	28	NA	0	17
Students without Disabilities	90	839	67315	106	104	101	505	497	525	16	18	8	34	35	24	23	32	37	27	15	31
Limited English Proficient Students	11	167	16925	110	94	112	NA	462	482	NA	41	27	NA	41	40	NA	11	26	NA	7	7
Migrant Students	--	22	869				--	448	501	--	62	17	--	31	30	--	0	39	--	8	14
Economically Disadvantaged	--	176	26325				--	472	504	--	33	15	--	41	34	--	21	33	--	6	18
Non-Economically Disadvantaged	100	735	49047				505	502	530	16	16	6	34	34	21	23	33	37	27	17	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	100	899	75221	103	100	101	515	507	523	14	17	8	19	23	16	53	50	56	13	10	21
All Students (Prior Year)	101	637	70860	NA	NA	NA	526	516	524	10	14	9	18	20	17	43	44	45	28	22	30
Female	42	413	36833	100	98	100	523	509	526	6	14	6	19	25	15	58	50	56	17	11	23
Male	57	484	38319	104	101	101	508	505	520	21	19	9	19	21	17	49	49	56	11	10	18
African American	11	76	3597	100	96	97	508	499	510	10	23	14	30	23	22	60	52	53	0	3	11
Hispanic	30	402	29019	97	98	99	507	499	513	26	24	12	16	27	21	42	40	55	16	9	13
Asian/Pacific Islander	NC	18	1572	NC	106	95	NC	514	536	NC	0	2	NC	19	9	NC	81	57	NC	0	31
American Indian/Alaskan Native	NC	13	5071	NC	108	114	NC	500	502	NC	17	20	NC	42	27	NC	25	46	NC	17	8
White	52	360	34543	102	94	97	518	516	531	12	9	4	20	18	12	51	58	58	16	14	26
Students with Disabilities	NC	65	8006	NC	68	99	NC	475	505	NC	50	22	NC	50	23	NC	0	42	NC	0	13
Students without Disabilities	92	834	67215	108	104	101	515	507	524	14	17	7	19	23	16	53	50	56	13	10	21
Limited English Proficient Students	11	161	16853	110	90	112	NA	479	489	NA	38	29	NA	46	36	NA	13	32	NA	2	3
Migrant Students	--	22	866				--	470	503	--	58	19	--	25	23	--	17	49	--	0	8
Economically Disadvantaged	--	175	26256				--	491	509	--	29	14	--	33	24	--	33	51	--	5	11
Non-Economically Disadvantaged	100	724	48965				515	510	528	14	14	5	19	21	13	53	54	58	13	11	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	98	863	73654	101	96	99	509	512	530	21	18	9	15	21	13	64	59	70	0	2	7
All Students (Prior Year)	92	612	68592	NA	NA	NA	536	530	542	8	13	9	17	15	12	61	59	63	13	13	16
Female	43	403	36239	102	96	99	516	517	537	19	15	7	8	20	11	72	60	72	0	4	10
Male	54	458	37301	98	95	98	504	507	523	22	20	12	20	21	15	58	58	68	0	1	5
African American	11	76	3488	100	96	94	498	510	515	20	21	16	20	21	18	60	54	62	0	4	4
Hispanic	32	394	28348	103	96	96	492	501	520	42	26	13	11	22	17	47	51	65	0	1	5
Asian/Pacific Islander	NC	18	1558	NC	106	95	NC	539	547	NC	0	3	NC	19	8	NC	81	76	NC	0	13
American Indian/Alaskan Native	NC	13	4947	NC	108	111	NC	496	507	NC	25	22	NC	25	22	NC	50	53	NC	0	3
White	49	349	33924	96	91	96	516	521	537	15	11	5	17	19	10	68	66	75	0	4	9
Students with Disabilities	NC	59	7306	NC	61	90	NC	505	506	NC	0	24	NC	0	20	NC	100	52	NC	0	4
Students without Disabilities	89	804	66348	105	100	100	509	512	531	21	18	8	15	21	13	64	59	71	0	2	8
Limited English Proficient Students	11	155	16422	110	87	109	NA	482	495	NA	38	30	NA	26	27	NA	36	43	NA	0	0
Migrant Students	--	24	849				--	466	511	--	67	19	--	7	22	--	27	56	--	0	4
Economically Disadvantaged	--	169	25711				--	492	514	--	33	16	--	23	19	--	44	61	--	0	3
Non-Economically Disadvantaged	98	694	47943				509	516	535	21	15	7	15	20	11	64	62	74	0	3	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	110	855	76230	102	105	101	472	470	498	23	26	12	54	47	38	8	11	12	15	17	37
All Students (Prior Year)	116	633	72888	NA	NA	NA	475	475	494	20	23	14	47	42	40	14	12	12	19	24	34
Female	60	419	37247	105	104	100	471	472	500	22	21	11	56	52	40	9	11	13	13	15	37
Male	50	429	38725	98	104	101	474	468	497	25	30	14	50	42	37	8	10	12	18	18	37
African American	NC	68	3594	NC	94	96	NC	469	476	NC	24	22	NC	47	46	NC	13	11	NC	16	21
Hispanic	36	348	28100	100	99	98	451	459	482	46	34	18	46	49	47	4	7	11	4	9	24
Asian/Pacific Islander	NC	14	1447	NC	108	95	NC	493	527	NC	14	5	NC	36	26	NC	36	11	NC	14	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	63	369	35389	107	99	96	480	483	514	14	14	6	59	50	32	8	14	14	19	23	48
Students with Disabilities	11	72	9022	79	73	105	472	451	465	0	40	31	100	47	43	0	7	8	0	7	17
Students without Disabilities	99	783	67208	105	109	100	472	470	500	23	26	12	53	47	38	9	11	12	15	17	38
Limited English Proficient Students	12	166	14826	109	101	113	408	443	460	100	45	31	0	46	51	0	3	8	0	6	10
Migrant Students	--	13	837				--	459	478	--	38	19	--	38	51	--	13	8	--	13	21
Economically Disadvantaged	--	173	25037				--	450	477	--	40	21	--	48	47	--	6	11	--	7	21
Non-Economically Disadvantaged	110	682	51193				472	474	507	23	23	9	54	47	35	8	12	13	15	19	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	111	847	76202	103	104	101	502	499	505	19	28	19	27	28	24	45	37	46	9	7	11
All Students (Prior Year)	113	624	72779	NA	NA	NA	498	494	505	30	34	21	20	21	20	40	37	43	10	7	15
Female	61	415	37231	107	103	100	503	500	507	16	22	16	29	31	24	47	40	48	9	7	13
Male	50	426	38718	98	103	101	501	498	503	25	34	22	23	26	24	43	33	44	10	6	10
African American	NC	69	3600	NC	96	97	NC	494	497	NC	27	28	NC	35	29	NC	37	39	NC	2	5
Hispanic	37	345	28090	103	98	98	494	491	497	33	38	28	33	32	30	33	27	37	0	4	5
Asian/Pacific Islander	NC	14	1443	NC	108	95	NC	516	515	NC	0	9	NC	43	19	NC	50	53	NC	7	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	63	363	35371	107	98	96	506	505	512	13	19	10	28	26	20	44	45	54	15	10	16
Students with Disabilities	11	75	9097	79	77	106	494	489	493	0	38	39	100	38	27	0	25	29	0	0	5
Students without Disabilities	100	772	67105	106	108	100	502	499	506	20	28	18	26	28	24	45	37	47	9	7	12
Limited English Proficient Students	12	163	14780	109	99	113	484	483	486	67	59	50	33	27	32	0	11	18	0	3	1
Migrant Students	--	12	832				--	493	492	--	43	36	--	14	31	--	43	31	--	0	3
Economically Disadvantaged	--	171	24961				--	489	495	--	42	32	--	33	30	--	21	34	--	3	4
Non-Economically Disadvantaged	111	676	51241				502	501	509	19	25	14	27	28	22	45	40	51	9	7	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	109	812	74692	101	100	99	482	482	502	26	29	18	40	32	27	32	36	47	2	3	8
All Students (Prior Year)	111	609	70710	NA	NA	NA	496	488	512	24	30	17	27	28	26	42	34	42	8	8	16
Female	60	406	36710	105	100	99	486	491	509	21	21	14	40	34	26	37	41	50	2	4	10
Male	49	401	37742	96	97	98	476	473	495	33	36	22	40	31	28	25	31	44	3	2	6
African American	NC	68	3516	NC	94	94	NC	483	487	NC	22	26	NC	39	31	NC	37	39	NC	2	4
Hispanic	36	337	27492	100	96	96	462	467	486	48	41	27	33	33	32	19	25	38	0	2	4
Asian/Pacific Islander	NC	14	1428	NC	108	94	NC	501	528	NC	7	8	NC	57	20	NC	21	54	NC	14	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	62	357	34785	105	96	94	490	494	517	17	19	10	43	32	23	37	46	56	3	3	11
Students with Disabilities	10	72	8428	71	73	98	490	452	472	0	50	38	100	38	30	0	13	29	0	0	3
Students without Disabilities	99	740	66264	105	103	99	482	482	503	26	29	17	40	32	27	32	37	48	2	3	8
Limited English Proficient Students	11	161	14363	100	98	109	442	444	459	67	61	47	33	33	34	0	6	19	0	0	1
Migrant Students	--	12	814				--	476	475	--	29	33	--	29	37	--	43	27	--	0	2
Economically Disadvantaged	--	163	24507				--	462	480	--	44	31	--	33	33	--	21	33	--	2	3
Non-Economically Disadvantaged	109	649	50185				482	486	511	26	26	13	40	32	24	32	39	53	2	3	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	91	651	71167	99	99	99	446	441	463	53	57	38	40	34	41	7	8	14	0	1	7
All Students (Prior Year)	91	519	66213	NA	NA	NA	450	434	459	42	58	39	47	35	40	7	5	14	5	2	7
Female	40	332	34825	98	100	99	444	445	462	56	53	38	36	38	42	8	8	14	0	1	6
Male	50	313	36047	98	96	99	447	437	464	50	60	38	43	31	39	7	7	15	0	2	8
African American	NC	49	3225	NC	96	95	NC	432	441	NC	65	57	NC	33	34	NC	2	6	NC	0	2
Hispanic	25	299	23643	96	95	97	438	430	445	68	68	53	21	28	37	11	4	8	0	0	2
Asian/Pacific Islander	NC	10	1503	NC	100	100	NC	489	493	NC	13	18	NC	25	40	NC	50	23	NC	13	19
American Indian/Alaskan Native	--	NC	5161	--	NC	103	--	NC	435	--	NC	63	--	NC	30	--	NC	5	--	NC	2
White	56	261	35245	98	96	95	453	455	476	45	43	26	47	43	45	8	11	19	0	2	10
Students with Disabilities	NC	53	8095	NC	73	104	NC	408	426	NC	86	69	NC	14	25	NC	0	5	NC	0	1
Students without Disabilities	85	598	63072	102	102	99	446	442	464	54	56	37	39	35	41	8	8	15	0	1	7
Limited English Proficient Students	NC	111	10317	NC	94	111	NC	412	426	NC	85	72	NC	15	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	131	17057				--	417	440	--	80	58	--	19	34	--	1	6	--	0	2
Non-Economically Disadvantaged	91	520	54110				446	447	468	53	52	33	40	38	43	7	9	16	0	2	8

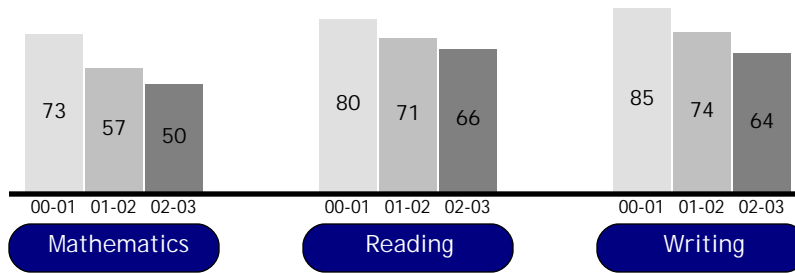
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	648	71100	99	99	99	493	487	502	25	35	25	30	26	21	38	33	40	8	7	15
All Students (Prior Year)	92	519	66144	NA	NA	NA	494	492	504	23	34	24	31	24	20	37	32	40	10	10	16
Female	40	332	34801	98	100	99	493	493	505	25	28	21	28	29	22	42	35	42	6	8	15
Male	50	314	36010	98	97	99	491	480	499	26	43	28	33	23	20	33	29	38	9	5	14
African American	NC	49	3219	NC	96	95	NC	484	486	NC	42	38	NC	18	24	NC	38	31	NC	2	7
Hispanic	25	300	23630	96	96	96	479	476	485	42	44	37	32	28	25	21	25	32	5	3	6
Asian/Pacific Islander	NC	11	1509	NC	110	100	NC	520	522	NC	11	12	NC	0	14	NC	78	46	NC	11	28
American Indian/Alaskan Native	--	NC	5144	--	NC	102	--	NC	478	--	NC	46	--	NC	24	--	NC	25	--	NC	5
White	56	260	35198	98	95	95	502	498	515	13	23	15	31	27	18	46	39	47	10	11	21
Students with Disabilities	NC	60	8121	NC	82	105	NC	430	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	85	588	62979	102	101	99	493	487	503	25	34	23	30	26	21	38	33	41	8	7	15
Limited English Proficient Students	NC	112	10304	NC	95	110	NC	456	462	NC	73	63	NC	20	23	NC	7	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	130	17040				--	467	483	--	53	40	--	30	25	--	16	29	--	1	6
Non-Economically Disadvantaged	91	518	54060				493	492	507	25	30	20	30	25	20	38	36	43	8	8	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	92	630	69001	100	96	96	479	473	490	20	28	17	48	44	37	32	28	45	0	0	1
All Students (Prior Year)	87	490	63579	NA	NA	NA	478	477	493	19	25	15	59	49	42	22	26	41	0	0	2
Female	40	327	34086	98	98	97	489	482	496	11	21	13	42	42	36	47	36	51	0	0	1
Male	51	298	34644	100	92	95	471	463	484	25	35	22	55	46	39	20	19	38	0	0	0
African American	NC	48	3115	NC	94	92	NC	474	478	NC	20	25	NC	52	44	NC	27	31	NC	0	0
Hispanic	25	289	22656	96	92	92	474	464	476	32	39	27	42	39	43	26	22	30	0	0	0
Asian/Pacific Islander	NC	11	1472	NC	110	98	NC	511	507	NC	11	8	NC	22	30	NC	67	60	NC	0	2
American Indian/Alaskan Native	--	NC	4940	--	NC	98	--	NC	469	--	NC	34	--	NC	43	--	NC	23	--	NC	0
White	57	255	34501	100	93	93	483	483	500	13	16	10	51	47	34	36	36	55	0	0	1
Students with Disabilities	NC	57	7386	NC	78	95	NC	427	459	NC	86	46	NC	14	37	NC	0	17	NC	0	0
Students without Disabilities	86	573	61615	104	98	97	479	474	491	20	27	16	48	44	37	32	29	45	0	0	1
Limited English Proficient Students	NC	110	9662	NC	93	104	NC	440	454	NC	67	51	NC	30	40	NC	4	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	125	16383				--	449	472	--	54	30	--	35	43	--	11	26	--	0	0
Non-Economically Disadvantaged	92	505	52618				479	479	494	20	22	14	48	45	36	32	32	49	0	0	1

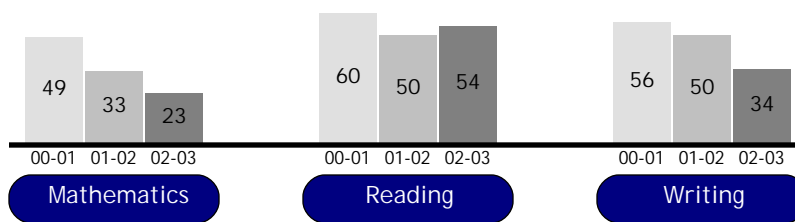
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

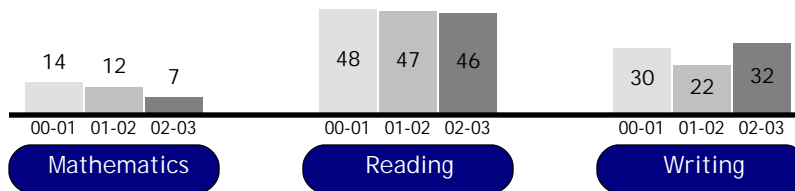
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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	74	55	43	53	95	34	32	44	92	39	42	50
	Language	79	44	36	45	95	24	27	39	99	26	33	43
	Mathematics	77	62	44	56	96	43	40	52	99	31	37	57
3	Reading	85	50	41	50	88	63	38	43	100	36	35	47
	Language	88	70	50	55	89	71	47	50	100	41	42	54
	Mathematics	88	51	41	53	89	64	42	50	100	33	39	54
4	Reading	78	56	47	55	94	49	36	47	96	48	43	52
	Language	77	56	44	50	94	43	37	45	99	47	42	48
	Mathematics	77	66	52	56	94	44	41	52	98	48	46	57
5	Reading	83	49	42	51	93	41	36	46	90	47	40	50
	Language	83	41	36	46	91	36	33	43	98	37	34	46
	Mathematics	87	57	46	56	92	40	46	54	98	49	43	57
6	Reading	90	47	38	54	94	42	40	49	99	47	40	53
	Language	90	36	30	46	92	34	32	42	97	42	34	45
	Mathematics	98	50	44	61	95	45	48	58	98	52	47	62
7	Reading	93	45	37	53	98	45	35	48	98	42	42	51
	Language	93	53	42	55	95	44	35	51	98	51	47	54
	Mathematics	93	47	39	57	99	44	40	54	97	46	45	58
8	Reading	95	50	40	55	98	46	36	49	98	42	41	53
	Language	93	44	34	50	97	39	33	46	98	36	35	49
	Mathematics	93	57	43	57	100	45	40	54	99	42	42	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

We believe in a safe and orderly environment. We work with Surprise Fire and Police Departments in preventative school safety issues, such as having a full-time School Resource Officer and Fire Pals. We have a strong Peer Mediation program.

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) :

2

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	Kay Edwards	(623) 876-7600
Transportation Policy	Tom Murphy	(623) 876-7030
Community Resources	Paul Tighe	(623) 876-7600
School Nutrition Programs	Diana Montgomery	(623) 876-7623
Parent Organization	Philis Kortgard	(623) 975-2576
Student Health/Nurse	Donna Johnson	(623) 876-7604

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