

# West Point Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

13700 W. Greenway 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 LEARNS<sup>1</sup>

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 : Mrs. LeAnn Andrews  
Schedule : 8:30 AM to 5:00 PM  
Grades : K-8  
2003 Enrollment : 1200  
Web Address : dysart.org  
Phone Number : (623) 876-7700  
Fax Number : (623) 876-7711  
E-mail : dysart.org

### Mission

MISSION: Together we learn and succeed! VISION: A part of our vision at West Point Elementary School states: We nurture independent and responsible students with a desire for life-long learning.

### School / Academic Goals

ü To continue achieving higher than state average scores on the Stanford 9 Test.

ü To continue implementing the Effective Schools Academic Focus Model for the staff, students, parents, and community in order to optimize student achievement.

### Instructional Programs

ü Gifted Program/SPED Programs  
ü Remediation and Enrichment Programs  
ü Before/After School Care  
ü Accelerated Reader

### Enrollment

October 1, 2002 School Year Student Enrollment : 1087  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 0

### Calendar Information

Number of Instruction Days : 184  
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

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

Council Duties

- Ü Advisory Role to School Administration
- Ü Solicits Input From All Stakeholders
- Ü Reviews Literature and Data
- Ü Makes Recommendations for Improvement
- Ü Provides Local Leadership
- Ü In-put in Decision Making

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	21.00	Teacher Aide	7.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	8	6	0	0
10 or more years	2	16	0	0

Shared Responsibilities

School

We are responsible to provide a strong communication link between the school, parents, and community. This is accomplished through parent/student handbooks, agendas, weekly Principal's Newsletters, and open communication between all stakeholders.

Parents

Parents must ensure student attendance; provide proper clothing and nourishment; give homework support to their children; become involved in school goals and expectations; support school policies including dress codes and behavior codes.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Middle School Sports
- Ü After School Clubs
- Ü Academic Tutoring

Social Services

- Ü Before/After School Care Available
- Ü Parenting Programs
- Ü Crisis Intervention
- Ü Health Services

Transportation Policy

Please contact Laidlaw Transportation at 623-876-7030.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Continued the Effective Schools Academic Focus model.  
All staff members joined Correlate Teams; meeting weekly for school improvement planning and implementation. This process has again allowed our students to lead the district in test scores.
- ü Highest Test scores in the Dysart Unified School District for the second year in a row!

School Honors

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

Award/Honor	Year
ü New School	2001
ü Dysart District Test Score Leaders	2002
ü Dysart District Test Score Leaders	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	48	52
Grades 3-4	74	95
Grades 4-5	70	74
Grades 5-6	67	87
Grades 6-7	82	63
Grades 7-8	74	80

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	137	911	75372	94	101	101	512	497	523	9	19	9	34	35	25	39	31	36	19	15	30
All Students (Prior Year)	136	638	70809	NA	NA	NA	507	498	518	9	17	11	37	33	27	37	33	35	17	16	27
Female	60	417	36901	90	99	101	510	494	524	7	19	8	33	37	25	45	30	36	16	13	31
Male	76	490	38385	96	102	101	513	499	523	10	19	9	35	34	24	35	32	36	20	16	30
African American	NC	77	3589	NC	97	96	NC	482	501	NC	30	18	NC	38	33	NC	21	33	NC	11	16
Hispanic	32	408	29103	91	100	99	497	484	510	17	25	12	48	42	31	24	23	36	10	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	90	375	34597	95	98	98	520	511	535	5	11	4	24	30	20	48	39	38	24	20	38
Students with Disabilities	NC	72	8057	NC	75	99	NC	439	496	NC	67	23	NC	33	31	NC	0	28	NC	0	17
Students without Disabilities	130	839	67315	97	104	101	512	497	525	9	18	8	34	35	24	39	32	37	19	15	31
Limited English Proficient Students	NC	167	16925	NC	94	112	NC	462	482	NC	41	27	NC	41	40	NC	11	26	NC	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	137	735	49047				512	502	530	9	16	6	34	34	21	39	33	37	19	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	136	899	75221	93	100	101	515	507	523	11	17	8	16	23	16	61	50	56	12	10	21
All Students (Prior Year)	135	637	70860	NA	NA	NA	523	516	524	7	14	9	17	20	17	51	44	45	25	22	30
Female	61	413	36833	91	98	100	517	509	526	7	14	6	22	25	15	59	50	56	12	11	23
Male	75	484	38319	95	101	101	513	505	520	14	19	9	11	21	17	63	49	56	11	10	18
African American	NC	76	3597	NC	96	97	NC	499	510	NC	23	14	NC	23	22	NC	52	53	NC	3	11
Hispanic	31	402	29019	89	98	99	509	499	513	24	24	12	14	27	21	55	40	55	7	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	90	360	34543	95	94	97	519	516	531	6	9	4	14	18	12	66	58	58	14	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	130	834	67215	97	104	101	515	507	524	11	17	7	16	23	16	61	50	56	12	10	21
Limited English Proficient Students	NC	161	16853	NC	90	112	NC	479	489	NC	38	29	NC	46	36	NC	13	32	NC	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	136	724	48965				515	510	528	11	14	5	16	21	13	61	54	58	12	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	132	863	73654	90	96	99	521	512	530	10	18	9	20	21	13	66	59	70	3	2	7
All Students (Prior Year)	134	612	68592	NA	NA	NA	543	530	542	6	13	9	12	15	12	64	59	63	17	13	16
Female	59	403	36239	88	96	99	527	517	537	11	15	7	16	20	11	67	60	72	7	4	10
Male	73	458	37301	92	95	98	516	507	523	10	20	12	24	21	15	66	58	68	0	1	5
African American	NC	76	3488	NC	96	94	NC	510	515	NC	21	16	NC	21	18	NC	54	62	NC	4	4
Hispanic	31	394	28348	89	96	96	508	501	520	17	26	13	31	22	17	52	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	86	349	33924	91	91	96	527	521	537	7	11	5	15	19	10	74	66	75	4	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	127	804	66348	95	100	100	521	512	531	10	18	8	20	21	13	66	59	71	3	2	8
Limited English Proficient Students	NC	155	16422	NC	87	109	NC	482	495	NC	38	30	NC	26	27	NC	36	43	NC	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	132	694	47943				521	516	535	10	15	7	20	20	11	66	62	74	3	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	129	855	76230	91	105	101	485	470	498	12	26	12	49	47	38	16	11	12	24	17	37
All Students (Prior Year)	131	633	72888	NA	NA	NA	489	475	494	14	23	14	44	42	40	17	12	12	26	24	34
Female	72	419	37247	90	104	100	486	472	500	7	21	11	57	52	40	14	11	13	22	15	37
Male	56	429	38725	92	104	101	482	468	497	19	30	14	37	42	37	19	10	12	26	18	37
African American	12	68	3594	92	94	96	489	469	476	8	24	22	42	47	46	17	13	11	33	16	21
Hispanic	20	348	28100	91	99	98	474	459	482	16	34	18	63	49	47	16	7	11	5	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	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	89	369	35389	87	99	96	486	483	514	13	14	6	48	50	32	13	14	14	27	23	48
Students with Disabilities	NC	72	9022	NC	73	105	NC	451	465	NC	40	31	NC	47	43	NC	7	8	NC	7	17
Students without Disabilities	123	783	67208	97	109	100	486	470	500	11	26	12	48	47	38	16	11	12	24	17	38
Limited English Proficient Students	NC	166	14826	NC	101	113	NC	443	460	NC	45	31	NC	46	51	NC	3	8	NC	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	129	682	51193				485	474	507	12	23	9	49	47	35	16	12	13	24	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	127	847	76202	90	104	101	502	499	505	19	28	19	31	28	24	43	37	46	7	7	11
All Students (Prior Year)	129	624	72779	NA	NA	NA	503	494	505	21	34	21	22	21	20	47	37	43	9	7	15
Female	70	415	37231	88	103	100	502	500	507	10	22	16	39	31	24	44	40	48	7	7	13
Male	56	426	38718	92	103	101	502	498	503	32	34	22	21	26	24	40	33	44	8	6	10
African American	13	69	3600	100	96	97	503	494	497	0	27	28	50	35	29	50	37	39	0	2	5
Hispanic	20	345	28090	91	98	98	490	491	497	37	38	28	32	32	30	32	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	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	86	363	35371	84	98	96	506	505	512	19	19	10	27	26	20	44	45	54	11	10	16
Students with Disabilities	NC	75	9097	NC	77	106	NC	489	493	NC	38	39	NC	38	27	NC	25	29	NC	0	5
Students without Disabilities	119	772	67105	94	108	100	504	499	506	18	28	18	30	28	24	45	37	47	8	7	12
Limited English Proficient Students	NC	163	14780	NC	99	113	NC	483	486	NC	59	50	NC	27	32	NC	11	18	NC	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	127	676	51241				502	501	509	19	25	14	31	28	22	43	40	51	7	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	126	812	74692	89	100	99	494	482	502	19	29	18	30	32	27	50	36	47	2	3	8
All Students (Prior Year)	128	609	70710	NA	NA	NA	512	488	512	17	30	17	30	28	26	40	34	42	14	8	16
Female	71	406	36710	89	100	99	507	491	509	7	21	14	31	34	26	59	41	50	3	4	10
Male	54	401	37742	89	97	98	476	473	495	35	36	22	29	31	28	35	31	44	0	2	6
African American	12	68	3516	92	94	94	512	483	487	9	22	26	18	39	31	64	37	39	9	2	4
Hispanic	19	337	27492	86	96	96	472	467	486	28	41	27	39	33	32	33	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	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	87	357	34785	85	96	94	496	494	517	17	19	10	30	32	23	52	46	56	0	3	11
Students with Disabilities	NC	72	8428	NC	73	98	NC	452	472	NC	50	38	NC	38	30	NC	13	29	NC	0	3
Students without Disabilities	117	740	66264	92	103	99	497	482	503	16	29	17	30	32	27	52	37	48	2	3	8
Limited English Proficient Students	NC	161	14363	NC	98	109	NC	444	459	NC	61	47	NC	33	34	NC	6	19	NC	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	126	649	50185				494	486	511	19	26	13	30	32	24	50	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	93	651	71167	89	99	99	455	441	463	47	57	38	36	34	41	16	8	14	1	1	7
All Students (Prior Year)	116	519	66213	NA	NA	NA	445	434	459	45	58	39	44	35	40	10	5	14	2	2	7
Female	44	332	34825	92	100	99	457	445	462	49	53	38	39	38	42	12	8	14	0	1	6
Male	49	313	36047	88	96	99	452	437	464	45	60	38	33	31	39	19	7	15	2	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	26	299	23643	100	95	97	449	430	445	50	68	53	36	28	37	14	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	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	58	261	35245	89	96	95	457	455	476	46	43	26	37	43	45	15	11	19	2	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	86	598	63072	95	102	99	455	442	464	47	56	37	36	35	41	16	8	15	1	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	93	520	54110				455	447	468	47	52	33	36	38	43	16	9	16	1	2	8

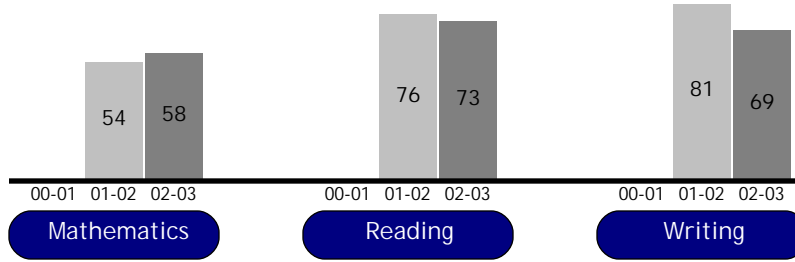
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	648	71100	90	99	99	493	487	502	27	35	25	28	26	21	38	33	40	6	7	15
All Students (Prior Year)	111	519	66144	NA	NA	NA	520	492	504	12	34	24	21	24	20	42	32	40	24	10	16
Female	44	332	34801	92	100	99	494	493	505	27	28	21	32	29	22	32	35	42	10	8	15
Male	50	314	36010	89	97	99	492	480	499	28	43	28	25	23	20	45	29	38	3	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	26	300	23630	100	96	96	493	476	485	29	44	37	19	28	25	48	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	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	59	260	35198	91	95	95	495	498	515	25	23	15	32	27	18	36	39	47	8	11	21
Students with Disabilities	10	60	8121	77	82	105	NA	430	470	NA	100	55	NA	0	20	NA	0	21	NA	0	4
Students without Disabilities	84	588	62979	92	101	99	493	487	503	27	34	23	28	26	21	38	33	41	6	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	94	518	54060				493	492	507	27	30	20	28	25	20	38	36	43	6	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	93	630	69001	89	96	96	477	473	490	23	28	17	47	44	37	30	28	45	0	0	1
All Students (Prior Year)	107	490	63579	NA	NA	NA	497	477	493	11	25	15	45	49	42	44	26	41	1	0	2
Female	44	327	34086	92	98	97	481	482	496	22	21	13	44	42	36	34	36	51	0	0	1
Male	49	298	34644	88	92	95	473	463	484	25	35	22	50	46	39	25	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	26	289	22656	100	92	92	477	464	476	19	39	27	52	39	43	29	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	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	58	255	34501	89	93	93	476	483	500	26	16	10	42	47	34	32	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	84	573	61615	92	98	97	477	474	491	23	27	16	47	44	37	30	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	93	505	52618				477	479	494	23	22	14	47	45	36	30	32	49	0	0	1

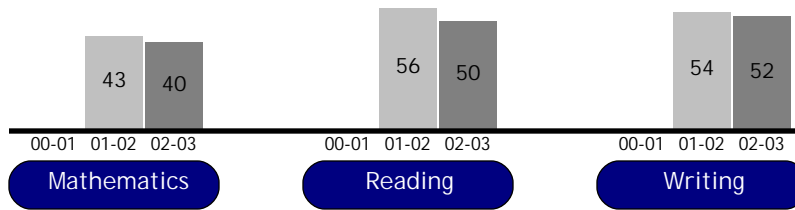
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

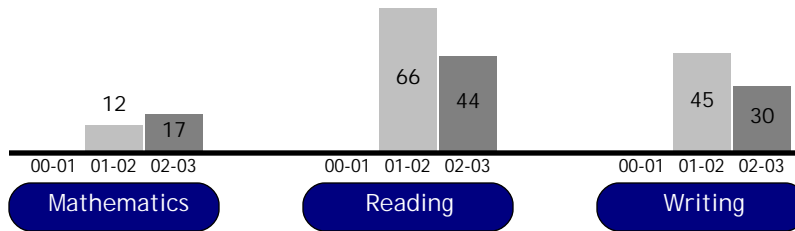
3rd Grade Proficiency



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](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	43	53	96	48	32	44	79	53	42	50
	Language	--	--	36	45	96	43	27	39	95	47	33	43
	Mathematics	--	--	44	56	96	60	40	52	96	51	37	57
3	Reading	--	--	41	50	93	47	38	43	99	48	35	47
	Language	--	--	50	55	93	56	47	50	98	53	42	54
	Mathematics	--	--	41	53	93	50	42	50	99	54	39	54
4	Reading	--	--	47	55	100	45	36	47	99	57	43	52
	Language	--	--	44	50	100	47	37	45	99	56	42	48
	Mathematics	--	--	52	56	96	57	41	52	99	67	46	57
5	Reading	--	--	42	51	99	48	36	46	94	53	40	50
	Language	--	--	36	46	99	46	33	43	94	48	34	46
	Mathematics	--	--	46	56	98	59	46	54	98	59	43	57
6	Reading	--	--	38	54	99	55	40	49	96	47	40	53
	Language	--	--	30	46	99	44	32	42	96	42	34	45
	Mathematics	--	--	44	61	98	63	48	58	99	66	47	62
7	Reading	--	--	37	53	100	49	35	48	96	64	42	51
	Language	--	--	42	55	100	46	35	51	98	69	47	54
	Mathematics	--	--	39	57	100	50	40	54	98	62	45	58
8	Reading	--	--	40	55	100	52	36	49	99	53	41	53
	Language	--	--	34	50	100	49	33	46	99	44	35	49
	Mathematics	--	--	43	57	100	50	40	54	100	59	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

The school and classroom atmosphere is pleasant, orderly, and inviting; discipline is effective, and students are accountable for good citizenship. A STRONG, ORDERLY, and CARING ENVIRONMENT Correlate Team meets weekly.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	LeAnn Andrews	(623) 876-7700
Transportation Policy	Lynn Ortega	(623) 876-7030
Community Resources	Pat Ramsy	(623) 876-7700
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Marie Hunt	(623) 876-7700
Student Health/Nurse	Robyn Wright	(623) 876-7704

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, 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](http://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](http://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](http://www.ade.az.gov/standards)