

The Hearn Academy a Ball Charter School

ARIZONA SCHOOL REPORT CARD 2003-04

17606 N. 7th Avenue, Phoenix, AZ 85023

Ball Charter School (Hearn)

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 *

Highly Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Dr. Jane A. Vert
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 530
Web Address : www.hearnacademy.org
Phone Number : (602) 896-9160
Fax Number : (602) 896-1997
E-mail : @hearn.ball-charter.k12.az.us

Mission

Ball Charter Schools use a rigorous academic curriculum and adhere to a philosophy based on research from national educational studies, which were conducted in conjunction with respected academic institutions by the Ball Foundations.

School / Academic Goals

- ü Promoting literacy development to ensure that all students have strong proficiencies in reading, writing and mathematics, which are the basic requirements for success in school and in the workplace.
- ü Implementing inverted resource allocation, designed to lower student-to-adult ratios in Kindergarten and first grade to promote and ensure early literacy.

Instructional Programs

- ü Phonics-based Reading Program
- ü Waterford Early Reading Computer Program
- ü Open Court Reading
- ü Literature Program

Enrollment

October 1, 2002 School Year Student Enrollment : 366
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 385

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/6/2003
Last Day of School : 5/26/2004

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

The Hearn Academy a Ball Charter School

School Site Council

Council Composition

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

Council Duties

- Ü Communication
- Ü Parent Satisfaction
- Ü Curriculum Advisory
- Ü Student Activities Input
- Ü Student Recognition
- Ü Student Achievement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	5.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	10	2	0	0
7 to 9 years	4	1	0	0
10 or more years	0	1	0	0

Shared Responsibilities

School

Hearn encourages students to reach their potential. Certified classroom teachers, excellent textbooks and technology, instructional aides, a campuswide discipline program, and thorough assessment assure high academic standards and a safe environment.

Parents

Parents of students enrolled at Hearn Academy will provide transportation for their children, get involved with their child's education, sign and abide by the school's handbook of policies, and consider tax donations to the school.

Resources Available at School Site

Special Facilities

- Ü Computers in Classrooms and 2 Labs
- Ü Art and Music Rooms

Extracurricular Activities

- Ü Basketball
- Ü Flag Football
- Ü Volleyball
- Ü Cross Country

Social Services

- Ü Before/After School Care
- Ü After School Activities
- Ü Counseling
- Ü Scouting

Transportation Policy

Parents must provide transportation for students. School hours are 8:30 A.M. to 3:00 P.M. for K-5, and 8:30 to 3:20 for grades 6, 7, and 8. Kindergarten meets from 8:30 to 11:10, and P.M. Kindergarten meets from 12:05 to 2:45.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Completed five years of operation in a drug- and alcohol-free environment providing effective and nurturing education for our students.

- ü Established central computer/literacy lab and additional Waterford lab with corporate support and donations.

School Honors

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

Award/Honor	Year
ü 6-8 Choir 1st Place at Music Showcase Festival Nat'l	2003
ü Odyssey of the Mind Regional Winners	2003
ü Football Playoffs, Girls Basketball League Winners	2003
ü Art Students Competitive Firsts	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	42	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	0	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	46	58
Grades 3-4	76	77
Grades 4-5	81	88
Grades 5-6	68	40
Grades 6-7	60	70
Grades 7-8	88	94

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	37	37	75372	106	106	101	507	507	523	9	9	9	36	36	25	36	36	36	18	18	30
All Students (Prior Year)	35	35	70809	NA	NA	NA	526	526	518	3	3	11	23	23	27	46	46	35	29	29	27
Female	13	13	36901	108	108	101	506	506	524	8	8	8	38	38	25	38	38	36	15	15	31
Male	24	24	38385	104	104	101	508	508	523	10	10	9	35	35	24	35	35	36	20	20	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	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	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	21	21	34597	95	95	98	525	525	535	5	5	4	26	26	20	37	37	38	32	32	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	35	35	67315	109	109	101	507	507	525	9	9	8	36	36	24	36	36	37	18	18	31
Limited English Proficient Students	NC	NC	16925	NC	NC	112	NC	NC	482	NC	NC	27	NC	NC	40	NC	NC	26	NC	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	37	37	49047				507	507	530	9	9	6	36	36	21	36	36	37	18	18	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	37	37	75221	106	106	101	509	509	523	15	15	8	27	27	16	42	42	56	15	15	21
All Students (Prior Year)	35	35	70860	NA	NA	NA	529	529	524	0	0	9	14	14	17	49	49	45	37	37	30
Female	13	13	36833	108	108	100	512	512	526	23	23	6	15	15	15	46	46	56	15	15	23
Male	24	24	38319	104	104	101	508	508	520	10	10	9	35	35	17	40	40	56	15	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	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	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	21	21	34543	95	95	97	516	516	531	16	16	4	26	26	12	37	37	58	21	21	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	35	35	67215	109	109	101	509	509	524	15	15	7	27	27	16	42	42	56	15	15	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	37	37	48965				509	509	528	15	15	5	27	27	13	42	42	58	15	15	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	36	36	73654	103	103	99	521	521	530	15	15	9	15	15	13	64	64	70	6	6	7
All Students (Prior Year)	34	34	68592	NA	NA	NA	552	552	542	3	3	9	6	6	12	79	79	63	12	12	16
Female	13	13	36239	108	108	99	532	532	537	15	15	7	8	8	11	69	69	72	8	8	10
Male	23	23	37301	100	100	98	514	514	523	15	15	12	20	20	15	60	60	68	5	5	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	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	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	21	21	33924	95	95	96	524	524	537	16	16	5	11	11	10	68	68	75	5	5	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	34	34	66348	106	106	100	521	521	531	15	15	8	15	15	13	64	64	71	6	6	8
Limited English Proficient Students	NC	NC	16422	NC	NC	109	NC	NC	495	NC	NC	30	NC	NC	27	NC	NC	43	NC	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	36	36	47943				521	521	535	15	15	7	15	15	11	64	64	74	6	6	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	40	40	76230	93	93	101	510	510	498	5	5	12	43	43	38	10	10	12	43	43	37
All Students (Prior Year)	24	24	72888	NA	NA	NA	526	526	494	8	8	14	17	17	40	4	4	12	71	71	34
Female	17	17	37247	94	94	100	526	526	500	0	0	11	24	24	40	18	18	13	59	59	37
Male	23	23	38725	92	92	101	497	497	497	9	9	14	57	57	37	4	4	12	30	30	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	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	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	31	31	35389	82	82	96	509	509	514	0	0	6	55	55	32	6	6	14	39	39	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	40	40	67208	95	95	100	510	510	500	5	5	12	43	43	38	10	10	12	43	43	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837	--	--		--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037	--	--		--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	40	40	51193	--	--		510	510	507	5	5	9	43	43	35	10	10	13	43	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	40	40	76202	93	93	101	508	508	505	13	13	19	18	18	24	55	55	46	15	15	11
All Students (Prior Year)	24	24	72779	NA	NA	NA	515	515	505	8	8	21	21	21	20	54	54	43	17	17	15
Female	17	17	37231	94	94	100	515	515	507	6	6	16	12	12	24	59	59	48	24	24	13
Male	23	23	38718	92	92	101	502	502	503	17	17	22	22	22	24	52	52	44	9	9	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	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	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	31	31	35371	82	82	96	507	507	512	13	13	10	23	23	20	48	48	54	16	16	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	40	40	67105	95	95	100	508	508	506	13	13	18	18	18	24	55	55	47	15	15	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832	--	--		--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961	--	--		--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	40	40	51241	--	--		508	508	509	13	13	14	18	18	22	55	55	51	15	15	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	39	39	74692	91	91	99	516	516	502	18	18	18	23	23	27	41	41	47	18	18	8
All Students (Prior Year)	23	23	70710	NA	NA	NA	534	534	512	9	9	17	13	13	26	57	57	42	22	22	16
Female	17	17	36710	94	94	99	537	537	509	6	6	14	18	18	26	47	47	50	29	29	10
Male	22	22	37742	88	88	98	499	499	495	27	27	22	27	27	28	36	36	44	9	9	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	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	31	31	34785	82	82	94	515	515	517	19	19	10	23	23	23	39	39	56	19	19	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	39	39	66264	93	93	99	516	516	503	18	18	17	23	23	27	41	41	48	18	18	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814	--	--		--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507	--	--		--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	39	39	50185	--	--		516	516	511	18	18	13	23	23	24	41	41	53	18	18	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	19	19	71167	100	100	99	460	460	463	50	50	38	33	33	41	6	6	14	11	11	7
All Students (Prior Year)	16	16	66213	NA	NA	NA	465	465	459	19	19	39	69	69	40	13	13	14	0	0	7
Female	12	12	34825	100	100	99	459	459	462	42	42	38	42	42	42	8	8	14	8	8	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	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	15	15	35245	94	94	95	472	472	476	43	43	26	36	36	45	7	7	19	14	14	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	19	19	63072	106	106	99	460	460	464	50	50	37	33	33	41	6	6	15	11	11	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	19	19	54110				460	460	468	50	50	33	33	33	43	6	6	16	11	11	8

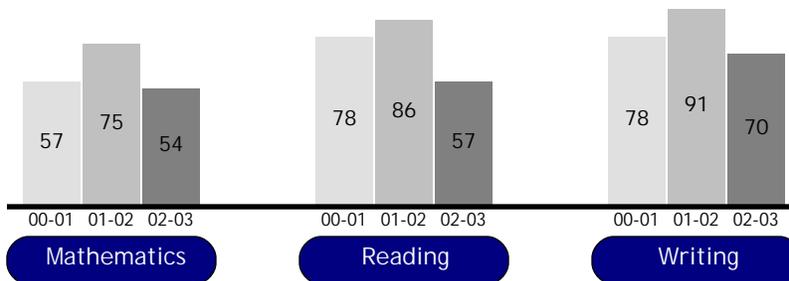
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	71100	100	100	99	496	496	502	39	39	25	6	6	21	39	39	40	17	17	15
All Students (Prior Year)	16	16	66144	NA	NA	NA	533	533	504	0	0	24	19	19	20	44	44	40	38	38	16
Female	12	12	34801	100	100	99	494	494	505	42	42	21	0	0	22	42	42	42	17	17	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	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	15	15	35198	94	94	95	503	503	515	36	36	15	7	7	18	36	36	47	21	21	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	19	19	62979	106	106	99	496	496	503	39	39	23	6	6	21	39	39	41	17	17	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	19	19	54060				496	496	507	39	39	20	6	6	20	39	39	43	17	17	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	19	19	69001	100	100	96	481	481	490	33	33	17	22	22	37	44	44	45	0	0	1
All Students (Prior Year)	16	16	63579	NA	NA	NA	514	514	493	6	6	15	25	25	42	63	63	41	6	6	2
Female	12	12	34086	100	100	97	482	482	496	33	33	13	25	25	36	42	42	51	0	0	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	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	15	15	34501	94	94	93	483	483	500	29	29	10	29	29	34	43	43	55	0	0	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	19	19	61615	106	106	97	481	481	491	33	33	16	22	22	37	44	44	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	19	19	52618				481	481	494	33	33	14	22	22	36	44	44	49	0	0	1

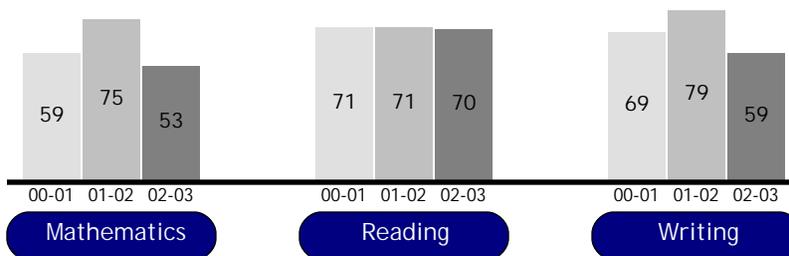
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

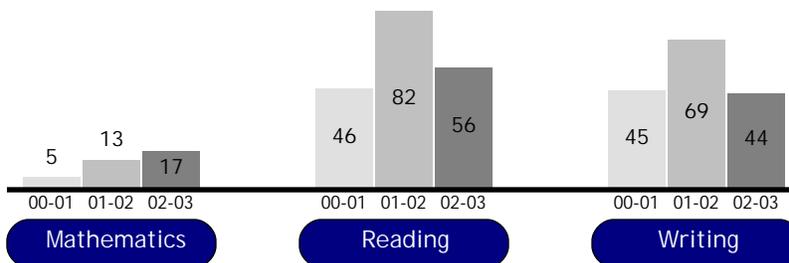
3rd Grade Proficiency



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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

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	88	66	66	53	100	65	65	44	89	53	53	50
	Language	93	53	53	45	100	50	50	39	98	35	35	43
	Mathematics	98	49	49	56	100	64	64	52	98	53	53	57
3	Reading	100	50	50	50	100	60	60	43	100	48	48	47
	Language	100	44	44	55	100	66	66	50	100	53	53	54
	Mathematics	100	41	41	53	100	55	55	50	100	51	51	54
4	Reading	84	71	71	55	100	63	63	47	100	61	61	52
	Language	100	55	55	50	100	56	56	45	100	55	55	48
	Mathematics	100	64	64	56	100	51	51	52	100	55	55	57
5	Reading	98	69	69	51	100	64	64	46	100	71	71	50
	Language	98	55	55	46	100	46	46	43	100	58	58	46
	Mathematics	100	73	73	56	100	68	68	54	100	76	76	57
6	Reading	100	61	61	54	100	69	69	49	97	63	63	53
	Language	98	44	44	46	100	52	52	42	97	50	50	45
	Mathematics	98	70	70	61	100	71	71	58	100	62	62	62
7	Reading	96	59	59	53	100	50	50	48	98	65	65	51
	Language	100	62	62	55	100	45	45	51	98	67	67	54
	Mathematics	96	61	61	57	100	43	43	54	98	67	67	58
8	Reading	95	50	50	55	100	87	87	49	95	52	52	53
	Language	100	46	46	50	100	77	77	46	100	35	35	49
	Mathematics	100	52	52	57	100	67	67	54	100	52	52	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 use employee, volunteer and visitor tagging, training and fingerprinting, a new (2002-03)behavioral and discipline program supported additionally by a grant, training on safety and discipline issues, and proactive teaching.

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	Jane Vert	(602) 896-9160
Transportation Policy		
Community Resources	Jane Vert	(602) 896-9160
School Nutrition Programs	Mary Vericolti	(602) 896-9160
Parent Organization	Carmen Gunn	(602) 896-9160
Student Health/Nurse	Angela Anderson	(602) 896-9160

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