

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

191 W. Oakland Street, Chandler, AZ 85225

Chandler 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 (a)

2003-04 Underperforming
2002-03 Alternative School
2001-02 N/A

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

High School Achievement Profile (a)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School Overview

Principal/Administrator : Mrs. Jenni Brasington
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-12
2004 Enrollment : 215
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 812-7971
Fax Number : (480) 812-7990
E-mail : brasington.jenni@chandler.k12.az.us

Mission

Our site houses programs serving a variety of children and families. Pathways Learning Center's overall mission is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

School / Academic Goals

- ü The goal of Kindersteps Kindergarten is to provide a foundation for academic learning through hands-on experiences designed to foster children's intellectual, social, emotional and physical development.
- ü The goal of Hope 7-8, Quest 9 and Quest is to provide students an individualized, skill-based curriculum developed according to Arizona Standards, focusing on improving study skills, social development and student achievement.
- ü The goal of Preludes Preschool is to prepare children to enter kindergarten with the necessary pre-readiness skills, a healthy self-concept and a positive attitude toward school and learning.
- ü The goal of the Family Literacy program is to empower Chandler residents by providing comprehensive, intensive literacy/learning services to families as integrated units. This program addresses the educational needs of both adults and children.

Enrollment

October 1, 2003 School Year Student Enrollment : 304
Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 266

Instructional Programs

- ü Kindersteps Kindergarten
- ü At-Risk Preschool
- ü Family Literacy Preschool
- ü Alternative Programs (7-12)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	2 hours 45 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Pathways provides a safe environment for all students. Communication to parents occurs daily to quarterly depending on the program. Parents of all programs are encouraged to schedule informal meetings with teachers whenever needed.

Parents

Parents of students attending programs at Pathways are responsible for taking an active part in their children's education. Parents of students in Quest programs must agree to and sign a contract that specifies student and parent responsibilities.

Transportation Policy

CUSD provides transportation for Preludes Preschool, Hope 7-8 and Quest 9 programs. All bus riders participate in the districts Safe Student Transportation program; parents and students sign a contract agreeing to expected student behavior.

School Honors

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

Award/Honor	Year
ü Barbara Bush Foundation Grant for Family Literacy	2002
ü Even Start Federal Grant for Family Literacy	2003
ü Chandler Education Foundation Grants-PS & KS Programs	2003
ü Early Learning Grant-Family Literacy	2002

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	35	2089	75001	100	99	99	401	470	468	100	33	37	0	41	36	0	18	16	0	8	10
All Students (Prior Year)	12	1855	71167	52	97	99	405	473	463	92	29	38	8	47	41	0	16	14	0	8	7
Female	10	1035	36846	100	98	99	389	472	468	100	32	36	0	40	38	0	20	16	0	9	10
Male	25	1042	37974	100	99	99	407	469	467	100	34	39	0	42	34	0	16	16	0	8	11
African American	NC	134	3720	NC	98	98	NC	457	446	NC	41	53	NC	46	33	NC	9	9	NC	3	4
Hispanic	17	605	26675	100	96	98	398	445	448	100	56	52	0	32	34	0	10	10	0	2	4
Asian/Pacific Islander	--	78	1575	--	98	99	--	521	504	--	11	18	--	31	33	--	19	20	--	39	29
American Indian/Alaskan Native	NC	23	4731	NC	92	98	NC	447	438	NC	53	61	NC	32	30	NC	16	7	NC	0	2
White	11	1226	37785	100	99	99	410	480	482	100	23	25	0	45	39	0	22	21	0	10	15
Students with Disabilities	13	196	8802	NA	100	100	NA	420	418	NA	78	79	NA	17	16	NA	4	3	NA	1	1
Students without Disabilities	22	1893	66199	100	98	99	401	473	472	100	30	34	0	42	38	0	19	17	0	9	11
Limited English Proficient Students	NC	158	11710	NC	57	100	NC	408	429	NC	91	70	NC	6	25	NC	3	4	NC	0	1
Migrant Students	--	19	709				--	415	442	--	80	57	--	20	34	--	0	7	--	0	2
Economically Disadvantaged	10	459	29814				402	448	448	100	52	53	0	34	33	0	11	10	0	3	4
Non-Economically Disadvantaged	25	1630	45170				400	476	479	100	28	28	0	43	38	0	20	20	0	10	14

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	32	2091	74918	100	99	99	460	505	497	75	25	32	13	19	19	13	40	35	0	17	15
All Students (Prior Year)	11	1849	71100	48	96	99	435	511	502	91	17	25	9	20	21	0	44	40	0	18	15
Female	NC	1036	36805	NC	98	99	NC	509	501	NC	22	28	NC	18	19	NC	41	37	NC	18	16
Male	25	1042	37936	100	99	99	463	501	493	69	27	35	15	19	18	15	39	33	0	15	14
African American	NC	136	3719	NC	99	98	NC	501	481	NC	28	43	NC	19	21	NC	39	29	NC	15	7
Hispanic	14	606	26645	100	96	98	458	480	478	78	45	46	11	22	20	11	26	27	0	7	6
Asian/Pacific Islander	--	78	1571	--	98	99	--	529	521	--	13	18	--	19	15	--	40	38	--	28	30
American Indian/Alaskan Native	NC	25	4729	NC	100	98	NC	480	468	NC	45	57	NC	14	19	NC	41	19	NC	0	4
White	11	1222	37773	100	99	99	481	515	511	50	15	20	25	17	18	25	46	41	0	21	21
Students with Disabilities	13	197	8801	NA	100	100	NA	451	448	NA	73	75	NA	14	13	NA	12	10	NA	2	2
Students without Disabilities	19	1894	66117	90	98	99	460	508	501	75	21	28	13	19	19	13	42	37	0	18	16
Limited English Proficient Students	NC	159	11706	NC	57	100	NC	434	454	NC	90	71	NC	6	16	NC	4	12	NC	0	1
Migrant Students	--	19	706				--	454	467	--	70	55	--	10	22	--	20	20	--	0	4
Economically Disadvantaged	11	462	29785				452	482	477	80	43	47	10	22	20	10	28	26	0	7	6
Non-Economically Disadvantaged	21	1629	45115				474	511	508	67	20	23	17	18	18	17	43	39	0	19	20

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	29	2074	74503	100	98	99	415	512	491	14	5	9	57	26	32	29	60	51	0	9	8
All Students (Prior Year)	13	1817	69001	57	95	96	441	502	490	69	9	17	31	32	37	0	58	45	0	1	1
Female	NC	1030	36686	NC	98	99	NC	521	506	NC	3	5	NC	23	29	NC	64	57	NC	10	9
Male	21	1031	37644	100	98	98	449	502	476	0	6	13	60	31	36	40	55	45	0	8	6
African American	NC	135	3677	NC	99	97	NC	510	475	NC	6	12	NC	30	36	NC	54	46	NC	11	5
Hispanic	14	603	26500	100	95	97	380	481	467	22	9	13	67	36	39	11	51	44	0	5	4
Asian/Pacific Islander	--	78	1566	--	98	99	--	562	537	--	0	5	--	14	23	--	68	55	--	18	18
American Indian/Alaskan Native	NC	24	4695	NC	96	97	NC	484	464	NC	5	14	NC	41	39	NC	55	44	NC	0	3
White	10	1213	37606	100	98	99	490	523	508	0	3	6	33	22	28	67	64	56	0	10	10
Students with Disabilities	13	192	8662	NA	100	100	NA	428	409	NA	26	37	NA	52	42	NA	20	20	NA	2	1
Students without Disabilities	16	1882	65841	76	97	98	415	518	499	14	3	7	57	25	32	29	63	53	0	9	8
Limited English Proficient Students	NC	159	11608	NC	57	100	NC	411	430	NC	28	23	NC	54	47	NC	19	28	NC	0	1
Migrant Students	--	19	701				--	459	449	--	20	17	--	30	43	--	50	38	--	0	1
Economically Disadvantaged	NC	462	29587				NC	478	465	NC	9	14	NC	37	40	NC	51	43	NC	3	4
Non-Economically Disadvantaged	20	1612	44898				408	521	507	17	4	7	50	24	28	33	62	55	0	10	10

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

10th 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	54	1844	65934	100	98	100	452	504	492	89	30	43	9	18	18	2	29	24	0	23	15
All Students (Prior Year)	10	1430	57534	50	94	91	443	508	491	100	26	46	0	17	16	0	30	23	0	26	15
Female	21	949	32586	100	99	100	451	504	491	95	29	44	0	19	19	5	30	24	0	22	14
Male	33	891	33226	100	97	99	452	505	493	85	31	42	15	16	18	0	27	24	0	25	16
African American	NC	126	3042	NC	100	98	NC	488	478	NC	47	58	NC	18	19	NC	25	17	NC	10	6
Hispanic	30	498	21740	100	96	100	452	485	475	90	49	63	7	18	17	3	23	15	0	10	5
Asian/Pacific Islander	NC	93	1643	NC	100	99	NC	531	519	NC	19	23	NC	8	13	NC	29	30	NC	44	34
American Indian/Alaskan Native	NC	33	4351	NC	94	99	NC	487	472	NC	50	68	NC	16	16	NC	25	13	NC	9	4
White	13	1076	34819	100	97	99	463	513	505	71	20	27	29	18	20	0	33	31	0	29	22
Students with Disabilities	NC	143	6507	NC	90	100	NC	465	456	NC	69	83	NC	18	9	NC	11	6	NC	2	2
Students without Disabilities	48	1701	59427	100	99	100	452	506	494	89	28	41	9	18	19	2	30	25	0	24	16
Limited English Proficient Students	NC	121	6793	NC	82	100	NC	465	464	NC	79	79	NC	5	11	NC	12	8	NC	5	2
Migrant Students	NC	22	708				NC	476	469	NC	57	72	NC	14	15	NC	19	10	NC	10	3
Economically Disadvantaged	NC	12	18745				NC	466	475	NC	67	64	NC	17	16	NC	17	15	NC	0	5
Non-Economically Disadvantaged	49	1832	47182				453	504	499	88	30	35	10	18	19	2	29	27	0	23	19

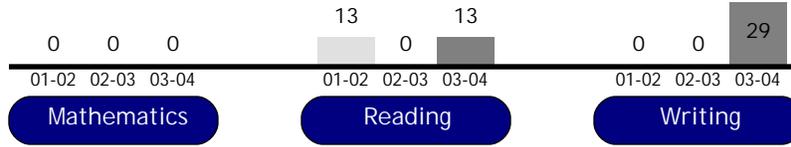
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	1856	68162	100	98	100	468	520	509	43	11	18	40	21	24	17	57	51	0	11	8
All Students (Prior Year)	11	1396	56700	55	92	89	457	526	512	73	7	15	27	18	23	0	61	52	0	14	10
Female	11	947	33509	92	98	100	482	525	513	18	10	15	64	19	23	18	58	52	0	13	9
Male	24	909	34521	100	98	100	461	516	505	54	13	20	29	23	24	17	56	49	0	9	7
African American	NC	131	3163	NC	100	99	NC	505	497	NC	18	22	NC	27	30	NC	49	46	NC	6	3
Hispanic	23	515	22624	100	99	100	468	494	487	43	24	32	39	31	31	17	41	35	0	3	2
Asian/Pacific Islander	--	91	1666	--	100	100	--	535	523	--	9	11	--	17	17	--	58	60	--	17	12
American Indian/Alaskan Native	NC	35	4592	NC	97	100	NC	513	484	NC	14	32	NC	43	37	NC	37	30	NC	6	1
White	NC	1072	35727	NC	96	100	NC	534	526	NC	4	7	NC	14	17	NC	66	64	NC	15	12
Students with Disabilities	--	149	6845	--	94	100	--	479	468	--	39	53	--	34	29	--	25	18	--	2	1
Students without Disabilities	35	1707	61317	100	99	100	468	523	512	43	9	15	40	20	23	17	59	53	0	12	8
Limited English Proficient Students	NC	128	7152	NC	85	100	NC	460	464	NC	66	57	NC	24	31	NC	9	12	NC	1	0
Migrant Students	NC	24	745				NC	471	469	NC	50	51	NC	23	31	NC	27	17	NC	0	1
Economically Disadvantaged	NC	10	19528				NC	481	487	NC	33	31	NC	44	32	NC	22	34	NC	0	2
Non-Economically Disadvantaged	34	1846	48595				468	521	518	41	11	13	41	21	20	18	57	57	0	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	1845	67629	100	98	100	482	568	524	49	12	22	22	10	16	30	69	59	0	9	3
All Students (Prior Year)	NC	1493	55090	NC	98	87	NC	496	479	NC	7	16	NC	4	13	NC	88	70	NC	1	0
Female	12	943	33347	100	98	100	488	581	537	42	8	17	17	9	15	42	72	64	0	11	4
Male	25	902	34151	100	98	99	478	553	512	52	16	27	24	11	18	24	66	54	0	7	2
African American	NC	133	3150	NC	100	99	NC	550	515	NC	17	24	NC	13	19	NC	65	56	NC	5	2
Hispanic	23	506	22313	100	97	100	488	520	493	43	24	34	22	14	19	35	59	46	0	3	1
Asian/Pacific Islander	--	93	1659	--	100	100	--	600	564	--	9	11	--	10	12	--	59	68	--	23	9
American Indian/Alaskan Native	NC	33	4528	NC	92	99	NC	537	492	NC	15	35	NC	12	21	NC	70	42	NC	3	1
White	NC	1068	35593	NC	96	99	NC	591	547	NC	5	13	NC	8	14	NC	75	69	NC	12	4
Students with Disabilities	--	148	6712	--	93	100	--	483	445	--	46	61	--	24	18	--	29	21	--	2	0
Students without Disabilities	37	1697	60917	100	98	100	482	574	530	49	9	19	22	9	16	30	72	61	0	10	3
Limited English Proficient Students	NC	124	6994	NC	82	100	NC	434	442	NC	57	58	NC	18	18	NC	25	23	NC	0	0
Migrant Students	NC	25	732				NC	486	466	NC	29	44	NC	25	23	NC	46	33	NC	0	0
Economically Disadvantaged	NC	12	19310				NC	465	489	NC	50	35	NC	8	20	NC	42	44	NC	0	1
Non-Economically Disadvantaged	35	1833	48278				483	568	538	49	11	17	20	10	15	31	69	65	0	9	4

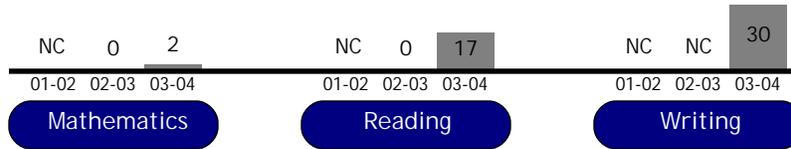
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	7	57	48	89	15	58	51	100	29	NA	54
	Language	100	4	60	51	83	9	62	54	100	32	67	58
	Mathematics	100	7	57	54	83	16	59	58	100	NA	65	62
8	Reading	100	25	56	49	80	13	57	53	100	24	NA	55
	Language	100	7	56	46	100	12	59	49	100	16	60	52
	Mathematics	100	10	59	54	93	12	61	58	100	17	62	61
9	Reading	100	23	44	37	96	24	48	41	100	15	NA	42
	Language	100	26	48	38	93	23	53	42	100	11	51	42
	Mathematics	100	37	66	56	93	34	72	60	100	28	70	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	4.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 5
- Core academic classes taught by Highly Qualified (NCLB) teachers. 5
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü 30-station Integrated Learning System
- ü 30-station Remote Learning Lab

Extracurricular Activities

- ü Community Service Program
- ü Character Club for Hope 7-8

Social Services

- ü Child Care for District Employees
- ü Home Instruction Program for Preschooler
- ü Family Literacy/Adult ESOL
- ü District ELL Testing and Monitoring Prg.

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Seventy percent of Kindersteps students (students who missed the regular kindergarten entry date of 8/31 but were five-years-old by 12/31) met criteria to advance to first grade.
- ü Eighty seventh and eighth grade students were served in the Chandler Hope program this year. During the school year 12 students transitioned back to their home school. At the end of the year, 14 eighth graders were promoted into high school!
- ü 72 students were served in Quest9 this school year. Students in this program completed 193 courses. 16 students earned enough credits to return to their home high school. 15 students intend to transfer to Quest Academy, the 9-12 program next year.
- ü 162 students were served in Quest Academy this year. Students completed 198 courses. Three students completed graduation requirements. One graduated with his class from Chandler High and the other two through Phoenix Special Programs.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	66	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	88	98	98	94
Retention Rate ⁹	11	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	9			2
Graduation Rate ¹²	0			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	NC	NC
Grades 7-8	62	68

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Each program operates under a strict code of conduct. Violations are dealt with immediately, appropriately and consistently. District Security routinely patrols the campus. An Emergency Crisis plan is in effect, with drills conducted routinely.

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

5

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

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Michelle Stegg	(480) 812-7943
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization		
Student Health/Nurse	June Winkler	(480) 812-7946

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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