

# Clawson School

## ARIZONA SCHOOL REPORT CARD 2003-04

1235 7th Street, Douglas, AZ 85607

Douglas 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 \*

Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mrs. Clara LaForge  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-5  
2003 Enrollment : 381  
Web Address :  
Phone Number : (520) 364-8466  
Fax Number : (520) 805-5531  
E-mail :

### Mission

Clawson Elementary School is a learning community. Our mission is academic growth for all students in an atmosphere that promotes appropriate developmental practices, hard work and acceptance of each individual student as being unique.

### School / Academic Goals

- Û Increase the level of achievement in math through everyday instruction, peer tutoring, after school tutoring and use of computer technology.
- Û Increase the level of achievement in reading and language arts through the methods mentioned previously.

### Instructional Programs

- Û ESL
- Û On-site Special Education
- Û Gifted
- Û Title I Reading/Math

### Enrollment

October 1, 2002 School Year Student Enrollment : 382  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 3

### Calendar Information

Number of Instruction Days : 171  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/25/2003  
Last Day of School : 5/27/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Extracurricular Activities
- ü Advisory

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.00	Teacher Aide	9.00

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

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

Shared Responsibilities

School

Parent-Teacher conferences two days per semester; Open House; Retainee notices and progress reports; Site Council Workshops and newsletters; Parent/Teacher Organization; Kindergarten home visits.

Parents

Parents are the children's first teachers and should instill the highest educational expectation. Parents must ensure students are clothed, fed, and that students get to school on time. They should also always keep an open communication with school.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Physical Fitness Program
- ü Basketball

Social Services

- ü Breakfast/Lunch Programs
- ü SEABHS/Counseling Services
- ü Choices: Family/Child Resources
- ü Crisis Intervention

Transportation Policy

District buses. District van for gifted students, physically challenged students and mainstreaming of special education. District buses available for field trips and special events.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

School Honors

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

Award/Honor	Year
GreatSchools.Net Award	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	15	20	20	20
Transfers In <sup>4</sup> (Within District)	5	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	96	99	98	95
Retention Rate <sup>7</sup>	4	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	46	36
Grades 3-4	92	90
Grades 4-5	52	81

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	64	334	75372	100	102	101	507	523	523	12	6	9	26	21	25	38	45	36	24	28	30
All Students (Prior Year)	70	324	70809	NA	NA	NA	503	518	518	13	7	11	35	31	27	35	38	35	17	24	27
Female	31	163	36901	100	101	101	508	525	524	11	6	8	33	25	25	33	38	36	22	31	31
Male	33	171	38385	100	102	101	506	522	523	13	5	9	19	18	24	44	52	36	25	26	30
African American	--	NC	3589	--	NC	96	--	NC	501	--	NC	18	--	NC	33	--	NC	33	--	NC	16
Hispanic	61	322	29103	100	101	99	504	523	510	13	6	12	26	22	31	39	42	36	23	30	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	NC	30	8057	NC	115	99	NC	506	496	NC	0	23	NC	38	31	NC	50	28	NC	13	17
Students without Disabilities	59	304	67315	100	100	101	508	525	525	13	6	8	25	20	24	38	45	37	25	29	31
Limited English Proficient Students	36	226	16925	NA	NA	112	492	493	482	17	17	27	50	33	40	17	46	26	17	4	7
Migrant Students	NC	40	869				NC	494	501	NC	20	17	NC	20	30	NC	60	39	NC	0	14
Economically Disadvantaged	37	222	26325				468	504	504	33	10	15	33	25	34	22	52	33	11	13	18
Non-Economically Disadvantaged	27	112	49047				521	542	530	4	2	6	24	17	21	44	38	37	28	44	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	62	333	75221	97	101	101	513	519	523	15	8	8	12	19	16	55	52	56	18	21	21
All Students (Prior Year)	70	321	70860	NA	NA	NA	510	514	524	16	11	9	17	23	17	40	44	45	28	22	30
Female	31	164	36833	100	101	100	515	520	526	17	8	6	11	14	15	56	58	56	17	20	23
Male	31	169	38319	94	101	101	512	517	520	13	8	9	13	25	17	53	46	56	20	21	18
African American	--	NC	3597	--	NC	97	--	NC	510	--	NC	14	--	NC	22	--	NC	53	--	NC	11
Hispanic	59	321	29019	97	101	99	512	519	513	17	9	12	13	20	21	50	50	55	20	22	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	NC	31	8006	NC	119	99	NC	520	505	NC	14	22	NC	14	23	NC	57	42	NC	14	13
Students without Disabilities	57	302	67215	97	100	101	514	519	524	13	8	7	13	19	16	55	52	56	19	21	21
Limited English Proficient Students	35	226	16853	NA	NA	112	481	491	489	50	24	29	33	36	36	17	40	32	0	0	3
Migrant Students	NC	39	866				NC	521	503	NC	0	19	NC	20	23	NC	60	49	NC	20	8
Economically Disadvantaged	35	219	26256				482	504	509	50	15	14	25	31	24	25	48	51	0	6	11
Non-Economically Disadvantaged	27	114	48965				524	533	528	4	2	5	8	8	13	64	56	58	24	34	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	57	319	73654	89	97	99	526	535	530	6	6	9	13	16	13	77	68	70	3	10	7
All Students (Prior Year)	65	308	68592	NA	NA	NA	520	538	542	11	7	9	15	14	12	70	65	63	4	14	16
Female	27	156	36239	87	96	99	523	546	537	6	2	7	19	14	11	69	70	72	6	14	10
Male	30	163	37301	91	98	98	529	525	523	7	11	12	7	18	15	87	66	68	0	5	5
African American	--	NC	3488	--	NC	94	--	NC	515	--	NC	16	--	NC	18	--	NC	62	--	NC	4
Hispanic	54	308	28348	89	97	96	527	537	520	7	7	13	14	16	17	75	67	65	4	10	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	NC	23	7306	NC	88	90	NC	517	506	NC	17	24	NC	17	20	NC	50	52	NC	17	4
Students without Disabilities	54	296	66348	92	98	100	527	536	531	7	6	8	13	16	13	77	69	71	3	9	8
Limited English Proficient Students	30	216	16422	NA	NA	109	501	504	495	25	22	30	25	22	27	50	57	43	0	0	0
Migrant Students	NC	38	849				NC	534	511	NC	0	19	NC	20	22	NC	60	56	NC	20	4
Economically Disadvantaged	31	213	25711				496	514	514	33	13	16	17	27	19	50	58	61	0	2	3
Non-Economically Disadvantaged	26	106	47943				533	556	535	0	0	7	12	6	11	84	77	74	4	17	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	62	334	76230	100	102	101	517	499	498	5	7	12	20	42	38	9	12	12	65	39	37
All Students (Prior Year)	79	321	72888	NA	NA	NA	504	501	494	4	7	14	48	46	40	17	14	12	31	33	34
Female	29	166	37247	94	98	100	523	504	500	0	5	11	21	41	40	8	12	13	71	41	37
Male	33	167	38725	106	106	101	513	495	497	10	9	14	19	42	37	10	13	12	61	36	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	59	315	28100	98	99	98	514	498	482	6	7	18	21	42	47	10	13	11	63	38	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	13	35389	NC	130	96	NC	534	514	NC	10	6	NC	10	32	NC	10	14	NC	70	48
Students with Disabilities	NC	45	9022	NC	118	105	NC	462	465	NC	17	31	NC	75	43	NC	0	8	NC	8	17
Students without Disabilities	58	289	67208	98	100	100	520	501	500	4	7	12	19	40	38	10	13	12	67	40	38
Limited English Proficient Students	33	196	14826	NA	NA	113	501	487	460	11	10	31	26	52	51	7	9	8	56	28	10
Migrant Students	NC	31	837				NC	490	478	NC	8	19	NC	54	51	NC	0	8	NC	38	21
Economically Disadvantaged	33	224	25037				501	484	477	11	11	21	33	55	47	7	10	11	48	23	21
Non-Economically Disadvantaged	29	110	51193				533	530	507	0	0	9	7	15	35	11	16	13	82	70	43

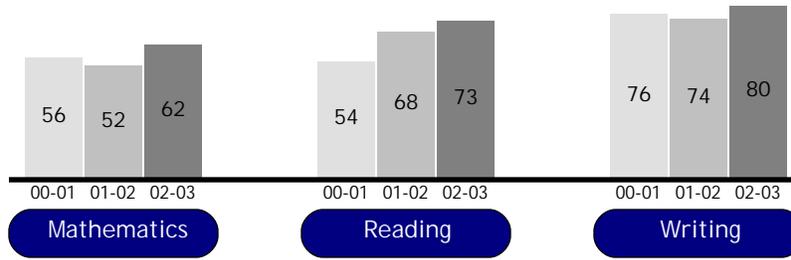
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	333	76202	100	102	101	502	498	505	18	23	19	42	33	24	35	38	46	5	5	11
All Students (Prior Year)	80	321	72779	NA	NA	NA	494	497	505	37	31	21	28	23	20	27	39	43	8	7	15
Female	29	165	37231	94	97	100	509	501	507	12	20	16	36	29	24	44	43	48	8	7	13
Male	33	167	38718	106	106	101	496	495	503	23	27	22	47	38	24	27	33	44	3	2	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	59	314	28090	98	99	98	502	498	497	19	23	28	42	34	30	33	38	37	6	5	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	13	35371	NC	130	96	NC	506	512	NC	20	10	NC	10	20	NC	60	54	NC	10	16
Students with Disabilities	NC	43	9097	NC	113	106	NC	483	493	NC	67	39	NC	17	27	NC	17	29	NC	0	5
Students without Disabilities	58	290	67105	98	100	100	503	498	506	17	22	18	42	34	24	36	39	47	6	5	12
Limited English Proficient Students	33	195	14780	NA	NA	113	492	492	486	30	34	50	52	39	32	15	25	18	4	2	1
Migrant Students	NC	28	832				NC	496	492	NC	21	36	NC	42	31	NC	33	31	NC	4	3
Economically Disadvantaged	33	219	24961				493	492	495	30	33	32	48	38	30	19	26	34	4	2	4
Non-Economically Disadvantaged	29	114	51241				511	510	509	7	4	14	36	24	22	50	62	51	7	10	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	62	330	74692	100	101	99	497	491	502	16	22	18	29	33	27	53	41	47	2	4	8
All Students (Prior Year)	75	311	70710	NA	NA	NA	481	496	512	25	18	17	43	36	26	30	39	42	1	7	16
Female	29	167	36710	94	98	99	504	499	509	12	16	14	24	31	26	60	47	50	4	6	10
Male	33	162	37742	106	103	98	490	483	495	20	28	22	33	35	28	47	35	44	0	2	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	59	311	27492	98	98	96	496	490	486	17	22	27	29	33	32	52	40	38	2	4	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	13	34785	NC	130	94	NC	514	517	NC	11	10	NC	22	23	NC	67	56	NC	0	11
Students with Disabilities	NC	41	8428	NC	108	98	NC	440	472	NC	80	38	NC	10	30	NC	10	29	NC	0	3
Students without Disabilities	59	289	66264	100	100	99	498	493	503	15	20	17	30	34	27	53	42	48	2	4	8
Limited English Proficient Students	34	194	14363	NA	NA	109	483	479	459	30	31	47	26	37	34	44	30	19	0	2	1
Migrant Students	NC	29	814				NC	482	475	NC	35	33	NC	35	37	NC	31	27	NC	0	2
Economically Disadvantaged	34	223	24507				485	478	480	26	32	31	30	36	33	44	32	33	0	1	3
Non-Economically Disadvantaged	28	107	50185				507	517	511	7	3	13	29	28	24	61	60	53	4	9	10

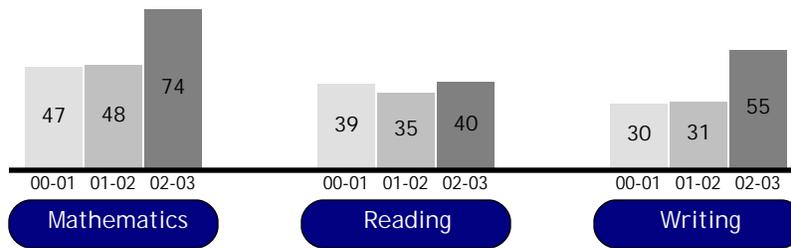
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

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

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

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

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

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

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

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

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](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	100	37	36	53	98	49	41	44	93	66	46	50
	Language	100	21	27	45	98	36	30	39	95	50	32	43
	Mathematics	100	56	46	56	98	67	51	52	93	74	50	57
3	Reading	93	34	29	50	100	33	31	43	97	42	40	47
	Language	95	42	40	55	100	44	43	50	98	55	53	54
	Mathematics	93	48	45	53	100	49	54	50	95	56	64	54
4	Reading	99	44	36	55	100	44	29	47	90	46	41	52
	Language	100	38	40	50	100	41	37	45	93	47	43	48
	Mathematics	100	56	50	56	100	56	50	52	93	61	55	57
5	Reading	92	37	38	51	100	41	35	46	94	42	38	50
	Language	98	41	39	46	100	46	41	43	92	47	43	46
	Mathematics	100	55	53	56	100	59	58	54	95	66	56	57

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

More activities to promote social interaction between grades. More parent involvement in the safety of the school. More playground supervision by staff.

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) :

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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	Clara LaForge	(520) 364-8466
Transportation Policy	Bruce Andrews	(520) 364-2447
Community Resources	Clara LaForge	(520) 364-8466
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Ana Olivares	(520) 364-8466
Student Health/Nurse	Sylvia Valenzuela	(520) 364-8466

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)