



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Ms. Clara LaForge
Schedule : 7:00 AM to 3:00 PM
Grades : K-5
2004 Enrollment : 389
Web Address : www.dusd.k12.az.us/clawson
Phone Number : (520) 364-8466
Fax Number : (520) 805-5531
E-mail : claforge@dusd.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 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 / Academic Goals

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

Enrollment

October 1, 2003 School Year Student Enrollment : 389
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- Ü ELL - English Language Learner
- Ü On-site Special Education
- Ü Gifted
- Ü Title I Reading/Math
- Ü Emergency Immigrant
- Ü Migrant Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/25/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

Parent-Teacher conferences two days per semester; Open House; Retainee notices and progress reports; Site Council Workshop 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.

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.

School Honors

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

Award/Honor	Year
Ü GreatSchools.Net Award	2001

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	63	304	75509	100	98	100	509	515	521	7	9	13	29	29	23	39	39	33	25	22	31
All Students (Prior Year)	64	334	75372	100	100	100	507	523	523	12	6	9	26	21	25	38	45	36	24	28	30
Female	14	138	37013	100	99	100	509	520	522	0	8	12	33	31	24	50	39	33	17	22	31
Male	48	165	38430	98	97	99	509	511	521	10	10	14	29	29	22	33	38	33	29	23	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	59	293	30486	98	98	99	506	515	505	8	10	18	33	30	29	33	37	32	25	23	21
Asian/Pacific Islander	--	--	1780	--	--	98	--	--	549	--	--	5	--	--	13	--	--	33	--	--	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	NC	NC	35192	NC	NC	99	NC	NC	534	NC	NC	8	NC	NC	19	NC	NC	35	NC	NC	39
Students with Disabilities	NC	23	9708	NC	100	100	NC	468	489	NC	43	32	NC	29	27	NC	29	24	NC	0	17
Students without Disabilities	57	281	65801	97	98	98	514	518	525	4	7	11	28	30	23	40	39	34	28	24	33
Limited English Proficient Students	34	196	16928	100	99	100	NA	488	485	NA	17	29	NA	46	33	NA	38	26	NA	0	12
Migrant Students	--	34	750				--	512	499	--	0	21	--	25	29	--	75	30	--	0	20
Economically Disadvantaged	49	226	36411				503	511	503	10	11	19	30	33	29	40	39	32	20	18	20
Non-Economically Disadvantaged	14	78	39040				525	521	534	0	6	8	25	24	19	38	39	34	38	31	39

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	61	305	75492	97	99	100	508	508	519	18	15	12	18	23	16	54	49	47	11	12	24
All Students (Prior Year)	62	333	75221	97	100	100	513	519	523	15	8	8	12	19	16	55	52	56	18	21	21
Female	13	136	37014	93	98	100	506	511	523	17	14	10	17	22	15	67	53	48	0	10	27
Male	46	167	38400	94	98	99	506	505	516	20	17	14	20	24	17	45	44	47	15	14	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	56	293	30438	93	98	99	505	506	508	22	17	17	13	23	21	57	49	47	9	11	15
Asian/Pacific Islander	--	--	1773	--	--	98	--	--	534	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	NC	NC	35177	NC	NC	99	NC	NC	528	NC	NC	8	NC	NC	13	NC	NC	49	NC	NC	31
Students with Disabilities	NC	24	9707	NC	100	100	NC	474	495	NC	50	33	NC	25	21	NC	25	33	NC	0	13
Students without Disabilities	55	281	65785	93	98	98	512	511	522	16	13	10	16	23	16	56	51	49	12	13	26
Limited English Proficient Students	32	197	16905	94	100	100	NA	482	489	NA	38	34	NA	42	28	NA	21	32	NA	0	6
Migrant Students	--	34	763				--	496	499	--	13	21	--	50	30	--	38	40	--	0	8
Economically Disadvantaged	46	223	36302				501	502	507	21	20	18	21	27	21	53	47	46	5	6	14
Non-Economically Disadvantaged	15	82	39164				523	518	528	11	8	8	11	18	13	56	53	48	22	22	31

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	63	306	75053	100	99	99	605	617	597	3	3	7	7	9	12	90	79	72	0	9	9
All Students (Prior Year)	57	319	73654	89	97	99	526	535	530	6	6	9	13	16	13	77	68	70	3	10	7
Female	13	136	36872	93	98	99	651	651	621	0	4	5	0	5	9	100	75	74	0	16	12
Male	48	168	38109	98	99	99	583	587	573	5	3	10	10	13	14	86	81	69	0	3	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	58	294	30235	97	99	98	592	613	575	4	3	9	8	10	14	88	77	70	0	9	6
Asian/Pacific Islander	--	--	1768	--	--	98	--	--	651	--	--	3	--	--	5	--	--	72	--	--	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	NC	NC	35028	NC	NC	99	NC	NC	613	NC	NC	6	NC	NC	10	NC	NC	73	NC	NC	11
Students with Disabilities	NC	23	9625	NC	100	100	NC	541	530	NC	33	21	NC	0	21	NC	67	55	NC	0	4
Students without Disabilities	58	283	65428	98	99	98	617	621	604	0	2	6	8	10	11	92	80	73	0	9	10
Limited English Proficient Students	34	198	16765	100	100	100	NA	552	525	NA	13	17	NA	17	20	NA	70	60	NA	0	2
Migrant Students	--	34	752				--	557	562	--	13	9	--	0	18	--	88	68	--	0	5
Economically Disadvantaged	48	224	36077				595	613	566	5	3	10	10	10	16	85	78	69	0	9	5
Non-Economically Disadvantaged	15	82	38950				626	625	618	0	4	5	0	8	9	100	80	73	0	8	12

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	67	322	76019	94	98	100	488	483	499	26	17	14	28	48	39	15	13	14	31	22	33
All Students (Prior Year)	62	334	76230	100	100	100	517	499	498	5	7	12	20	42	38	9	12	12	65	39	37
Female	30	147	37207	94	97	100	482	486	499	22	10	12	35	58	41	22	12	14	22	21	33
Male	37	175	38677	95	99	100	492	481	498	29	23	15	23	40	38	10	15	13	39	23	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	62	305	29458	94	98	100	486	483	480	26	16	20	30	49	48	16	14	12	28	21	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	NC	15	35880	NC	94	100	NC	490	515	NC	27	7	NC	27	32	NC	7	16	NC	40	45
Students with Disabilities	12	39	9786	92	100	100	409	420	457	100	81	39	0	19	40	0	0	7	0	0	13
Students without Disabilities	55	283	66233	95	97	99	498	487	503	17	12	11	31	50	39	17	14	14	35	23	35
Limited English Proficient Students	36	200	15206	92	100	100	474	476	459	33	18	31	33	53	53	13	14	7	21	15	9
Migrant Students	NC	28	745				NC	472	473	NC	24	22	NC	47	53	NC	12	11	NC	18	15
Economically Disadvantaged	53	248	35714				480	482	480	32	18	20	32	48	47	12	14	12	24	20	20
Non-Economically Disadvantaged	14	74	40266				514	486	513	8	14	9	15	48	33	23	11	15	54	27	43

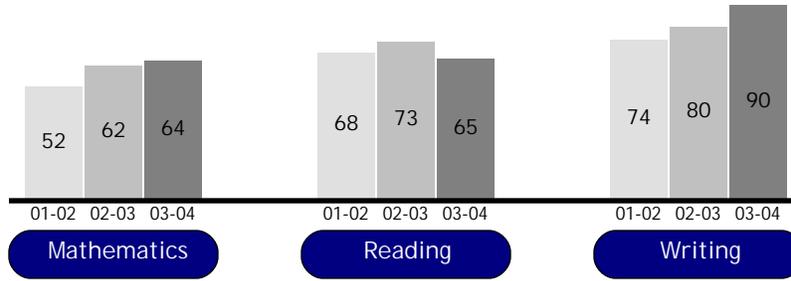
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	319	76020	90	97	100	496	494	503	32	35	25	30	28	23	32	33	40	6	4	12
All Students (Prior Year)	62	333	76202	100	100	100	502	498	505	18	23	19	42	33	24	35	38	46	5	5	11
Female	28	145	37213	88	95	100	493	495	504	43	31	22	14	29	23	33	34	42	10	6	13
Male	36	174	38666	92	98	100	498	492	501	23	38	29	42	27	22	31	33	38	4	2	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	60	303	29442	91	97	99	496	493	494	32	35	37	32	28	26	30	33	31	7	3	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	NC	14	35890	NC	88	100	NC	502	511	NC	18	15	NC	27	20	NC	36	48	NC	18	18
Students with Disabilities	10	37	9784	77	100	100	480	476	485	100	100	58	0	0	19	0	0	19	0	0	4
Students without Disabilities	54	282	66236	93	97	99	496	494	504	30	33	23	30	29	23	33	34	42	7	4	13
Limited English Proficient Students	34	199	15198	87	100	100	491	490	483	40	42	59	30	33	25	25	24	14	5	1	1
Migrant Students	NC	28	743				NC	489	488	NC	44	50	NC	31	28	NC	25	19	NC	0	3
Economically Disadvantaged	52	247	35703				495	493	494	33	36	37	33	29	26	25	32	31	8	3	6
Non-Economically Disadvantaged	12	72	40274				501	497	509	27	32	17	18	24	20	55	39	47	0	5	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	67	322	75673	94	98	100	498	498	530	10	13	12	42	38	25	48	49	58	0	1	4
All Students (Prior Year)	62	330	74692	100	100	99	497	491	502	16	22	18	29	33	27	53	41	47	2	4	8
Female	31	148	37099	97	97	100	506	517	548	5	5	8	41	38	22	55	55	64	0	3	6
Male	36	174	38441	92	98	99	491	482	513	15	19	16	42	37	29	42	43	52	0	0	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	62	305	29305	94	98	99	499	498	507	11	13	16	41	37	31	48	49	51	0	1	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	NC	15	35760	NC	94	99	NC	510	550	NC	8	9	NC	38	21	NC	54	64	NC	0	6
Students with Disabilities	11	38	9706	85	100	100	395	456	462	100	50	36	0	25	32	0	25	31	0	0	1
Students without Disabilities	56	284	65967	97	97	99	500	500	536	9	11	10	43	38	25	49	50	60	0	1	5
Limited English Proficient Students	36	201	15115	92	100	100	475	477	471	25	18	26	35	40	38	40	42	35	0	1	1
Migrant Students	NC	28	738				NC	518	488	NC	19	23	NC	31	33	NC	50	43	NC	0	1
Economically Disadvantaged	52	247	35541				500	496	504	9	12	17	46	38	31	46	49	50	0	1	2
Non-Economically Disadvantaged	15	75	40091				490	503	550	15	13	9	31	37	21	54	49	64	0	2	6

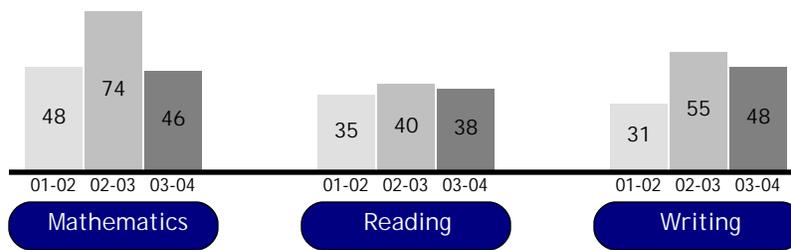
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	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
2	Reading	98	49	41	44	93	66	46	50	97	65	NA	58
	Language	98	36	30	39	95	50	32	43	97	43	38	50
	Mathematics	98	67	51	52	93	74	50	57	97	64	60	64
3	Reading	100	33	31	43	97	42	40	47	95	55	NA	55
	Language	100	44	43	50	98	55	53	54	97	65	54	61
	Mathematics	100	49	54	50	95	56	64	54	97	65	65	61
4	Reading	100	44	29	47	90	46	41	52	96	30	NA	56
	Language	100	41	37	45	93	47	43	48	96	31	43	52
	Mathematics	100	56	50	52	93	61	55	57	100	38	57	61
5	Reading	100	41	35	46	94	42	38	50	95	44	NA	55
	Language	100	46	41	43	92	47	43	46	96	46	45	49
	Mathematics	100	59	58	54	95	66	56	57	95	60	57	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

- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 15
- Core academic classes taught by Highly Qualified (NCLB) teachers. 17
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Library

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council
- Ü Peer Mediation

Social Services

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 2-3	42	36
Grades 3-4	35	37
Grades 4-5	52	63

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

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) :

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	Clara LaForge	(520) 364-8466
Transportation Policy	Joan Clem	(520) 364-2447
Community Resources	Clara LaForge	(520) 364-8466
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Isabel De La Riva	(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 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.