



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1132 12th 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	Underperforming

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

School Overview

Principal/Administrator : Ms. Patty Chambers
 Schedule : 8am AM to 3pm PM
 Grades : K-5
 2004 Enrollment : 300
 Web Address : www.dusd.k12.az.us/joecarlson
 Phone Number : (520) 364-4401
 Fax Number : (520) 364-7470
 E-mail : pchambers@dusd.k12.az.us

Mission

Joe Carlson's Motto: T.E.A.M. P.R.I.D.E.
A Great Place to Learn!

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School / Academic Goals

- ü Meet needs of ELL students by improving English LAS scores. Meet language arts needs by determining and using English Proficiency Quotients (EPO).
- ü Utilize computer assessment program to assist teachers with their efforts to raise Stanford 9 student scores. Utilizing pre- and post-tests for language arts and math.

Enrollment

October 1, 2003 School Year Student Enrollment : 298
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- Ü ELL
- Ü On-site Special Education
- Ü Gifted (MAS)
- Ü School-to-Work

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/28/2005

Shared Responsibilities

School

Report cards; Site Council; parent-teacher conferences; Back to School Nights; progress reports; retention reports; PTO; academic awards; afterschool tutoring program; science fair; counseling services; in-school tutoring; CC work-study Program.

Parents

Transport students to and from school. Provide a nurturing home environment supportive of education. Assist, support and participate in Carlson's PTO; Field Trip Chaperones; Classroom and Library Volunteers; School fund-raising projects.

Transportation Policy

Transportation for 'MAS' (Gifted Program) and Special Ed. Students.

School Honors

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

Award/Honor	Year
Ü County Fair Exhibits	2003
Ü Red Cross Penny Drive Fun-Raiser	2004
Ü Muscular Dystrophy Fun- Raiser	2004
Ü DUSD Teacher of the Year Award (First Grade)	2004

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	52	304	75509	96	98	100	507	515	521	10	9	13	35	29	23	45	39	33	10	22	31
All Students (Prior Year)	61	334	75372	100	100	100	530	523	523	0	6	9	13	21	25	63	45	36	25	28	30
Female	21	138	37013	100	99	100	532	520	522	0	8	12	23	31	24	62	39	33	15	22	31
Male	31	165	38430	94	97	99	489	511	521	17	10	14	44	29	22	33	38	33	6	23	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	51	293	30486	98	98	99	507	515	505	10	10	18	37	30	29	43	37	32	10	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	49	281	65801	96	98	98	507	518	525	10	7	11	35	30	23	45	39	34	10	24	33
Limited English Proficient Students	38	196	16928	100	99	100	495	488	485	6	17	29	53	46	33	41	38	26	0	0	12
Migrant Students	NC	34	750				NC	512	499	NC	0	21	NC	25	29	NC	75	30	NC	0	20
Economically Disadvantaged	37	226	36411				512	511	503	5	11	19	41	33	29	41	39	32	14	18	20
Non-Economically Disadvantaged	15	78	39040				497	521	534	22	6	8	22	24	19	56	39	34	0	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	53	305	75492	98	99	100	499	508	519	19	15	12	42	23	16	29	49	47	10	12	24
All Students (Prior Year)	60	333	75221	100	100	100	533	519	523	0	8	8	6	19	16	75	52	56	19	21	21
Female	21	136	37014	100	98	100	506	511	523	15	14	10	38	22	15	31	53	48	15	10	27
Male	32	167	38400	97	98	99	493	505	516	22	17	14	44	24	17	28	44	47	6	14	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	52	293	30438	100	98	99	497	506	508	20	17	17	43	23	21	30	49	47	7	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	50	281	65785	98	98	98	499	511	522	19	13	10	42	23	16	29	51	49	10	13	26
Limited English Proficient Students	39	197	16905	100	100	100	489	482	489	24	38	34	47	42	28	29	21	32	0	0	6
Migrant Students	NC	34	763				NC	496	499	NC	13	21	NC	50	30	NC	38	40	NC	0	8
Economically Disadvantaged	37	223	36302				496	502	507	18	20	18	50	27	21	27	47	46	5	6	14
Non-Economically Disadvantaged	16	82	39164				506	518	528	22	8	8	22	18	13	33	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	53	306	75053	98	99	99	602	617	597	3	3	7	10	9	12	81	79	72	6	9	9
All Students (Prior Year)	59	319	73654	100	97	99	520	535	530	13	6	9	19	16	13	69	68	70	0	10	7
Female	21	136	36872	100	98	99	660	651	621	8	4	5	0	5	9	77	75	74	15	16	12
Male	32	168	38109	97	99	99	560	587	573	0	3	10	17	13	14	83	81	69	0	3	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	52	294	30235	100	99	98	602	613	575	3	3	9	10	10	14	80	77	70	7	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	50	283	65428	98	99	98	602	621	604	3	2	6	10	10	11	81	80	73	6	9	10
Limited English Proficient Students	39	198	16765	100	100	100	566	552	525	6	13	17	18	17	20	76	70	60	0	0	2
Migrant Students	NC	34	752				NC	557	562	NC	13	9	NC	0	18	NC	88	68	NC	0	5
Economically Disadvantaged	37	224	36077				605	613	566	0	3	10	9	10	16	86	78	69	5	9	5
Non-Economically Disadvantaged	16	82	38950				595	625	618	11	4	5	11	8	9	67	80	73	11	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	50	322	76019	100	98	100	493	483	499	13	17	14	41	48	39	25	13	14	22	22	33
All Students (Prior Year)	62	334	76230	100	100	100	503	499	498	2	7	12	44	42	38	20	12	12	33	39	37
Female	15	147	37207	100	97	100	499	486	499	9	10	12	45	58	41	18	12	14	27	21	33
Male	35	175	38677	100	99	100	489	481	498	14	23	15	38	40	38	29	15	13	19	23	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	49	305	29458	100	98	100	494	483	480	13	16	20	39	49	48	26	14	12	23	21	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	--	15	35880	--	94	100	--	490	515	--	27	7	--	27	32	--	7	16	--	40	45
Students with Disabilities	NC	39	9786	NC	100	100	NC	420	457	NC	81	39	NC	19	40	NC	0	7	NC	0	13
Students without Disabilities	41	283	66233	95	97	99	493	487	503	13	12	11	41	50	39	25	14	14	22	23	35
Limited English Proficient Students	35	200	15206	100	100	100	503	476	459	11	18	31	26	53	53	42	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	42	248	35714				486	482	480	15	18	20	42	48	47	27	14	12	15	20	20
Non-Economically Disadvantaged	NC	74	40266				NC	486	513	NC	14	9	NC	48	33	NC	11	15	NC	27	43

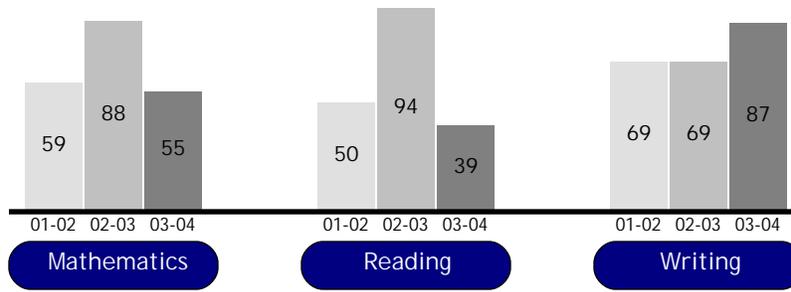
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	319	76020	100	97	100	486	494	503	53	35	25	22	28	23	25	33	40	0	4	12
All Students (Prior Year)	60	333	76202	100	100	100	499	498	505	16	23	19	45	33	24	34	38	46	5	5	11
Female	15	145	37213	100	95	100	484	495	504	64	31	22	27	29	23	9	34	42	0	6	13
Male	35	174	38666	100	98	100	487	492	501	48	38	29	19	27	22	33	33	38	0	2	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	49	303	29442	100	97	99	486	493	494	52	35	37	23	28	26	26	33	31	0	3	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	--	14	35890	--	88	100	--	502	511	--	18	15	--	27	20	--	36	48	--	18	18
Students with Disabilities	NC	37	9784	NC	100	100	NC	476	485	NC	100	58	NC	0	19	NC	0	19	NC	0	4
Students without Disabilities	41	282	66236	95	97	99	486	494	504	53	33	23	22	29	23	25	34	42	0	4	13
Limited English Proficient Students	35	199	15198	100	100	100	488	490	483	47	42	59	32	33	25	21	24	14	0	1	1
Migrant Students	NC	28	743				NC	489	488	NC	44	50	NC	31	28	NC	25	19	NC	0	3
Economically Disadvantaged	42	247	35703				484	493	494	58	36	37	19	29	26	23	32	31	0	3	6
Non-Economically Disadvantaged	NC	72	40274				NC	497	509	NC	32	17	NC	24	20	NC	39	47	NC	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	50	322	75673	100	98	100	492	498	530	16	13	12	34	38	25	50	49	58	0	1	4
All Students (Prior Year)	60	330	74692	100	100	99	496	491	502	13	22	18	40	33	27	40	41	47	7	4	8
Female	15	148	37099	100	97	100	497	517	548	9	5	8	45	38	22	45	55	64	0	3	6
Male	35	174	38441	100	98	99	489	482	513	19	19	16	29	37	29	52	43	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	49	305	29305	100	98	99	493	498	507	16	13	16	32	37	31	52	49	51	0	1	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	--	15	35760	--	94	99	--	510	550	--	8	9	--	38	21	--	54	64	--	0	6
Students with Disabilities	NC	38	9706	NC	100	100	NC	456	462	NC	50	36	NC	25	32	NC	25	31	NC	0	1
Students without Disabilities	41	284	65967	95	97	99	492	500	536	16	11	10	34	38	25	50	50	60	0	1	5
Limited English Proficient Students	35	201	15115	100	100	100	491	477	471	21	18	26	21	40	38	58	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	42	247	35541				493	496	504	15	12	17	31	38	31	54	49	50	0	1	2
Non-Economically Disadvantaged	NC	75	40091				NC	503	550	NC	13	9	NC	37	21	NC	49	64	NC	2	6

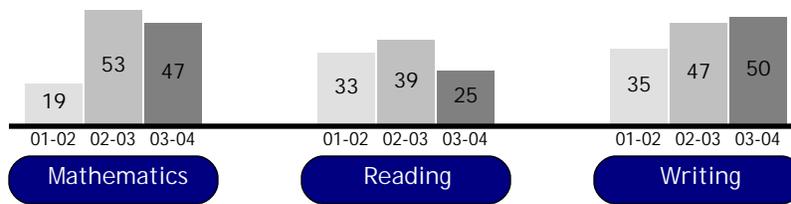
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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	100	33	41	44	98	40	46	50	94	59	NA	58
	Language	100	19	30	39	100	27	32	43	96	50	38	50
	Mathematics	100	40	51	52	100	44	50	57	96	77	60	64
3	Reading	100	20	31	43	100	37	40	47	98	39	NA	55
	Language	100	33	43	50	98	46	53	54	98	42	54	61
	Mathematics	100	52	54	50	98	67	64	54	100	63	65	61
4	Reading	97	12	29	47	57	27	41	52	89	34	NA	56
	Language	97	25	37	45	96	28	43	48	100	31	43	52
	Mathematics	98	34	50	52	98	37	55	57	100	51	57	61
5	Reading	100	27	35	46	100	34	38	50	100	31	NA	55
	Language	100	30	41	43	98	43	43	46	100	37	45	49
	Mathematics	100	53	58	54	100	55	56	57	100	57	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 Advisory
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Fundraising Projects
- Ü School Improvement Program

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	18
Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library/Computer
- Ü Special Services (District Office)

Extracurricular Activities

- Ü Physical Fitness
- Ü Volleyball
- Ü Soccer
- Ü Basketball (Coed)

Social Services

- Ü Counseling Services/SEABHS
- Ü Health Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Accomplish 95% Book-It schoolwide reading program participation.

ü Reduce playground discipline referrals by 10%.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	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	68	91
Grades 3-4	57	32
Grades 4-5	70	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 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

Early dismissal for Kindergartners to reduce traffic congestion after school; extra after school supervision for traffic and student protection; District-wide Safety Committee. Installed playground equipment for K-2 students.

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	Manuel V. Valenzuela	(520) 364-4401
Transportation Policy	Jon Clem	(520) 364-2447
Community Resources	Manuel V. Valenzuela	(520) 364-4401
School Nutrition Programs	Jose Navidad	(520) 364-5641
Parent Organization	Rodna LaMadrid	(866) 364-4401
Student Health/Nurse	Gloria Reyes	(520) 364-4401

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.