

Sarah Marley Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

735 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 *

Underperforming*

* 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 : Ms. Guadalupe Maria Mejia
Schedule : 7:45 AM to 3:30 PM
Grades : K-5
2003 Enrollment : 282
Web Address :
Phone Number : (520) 364-3408
Fax Number : (520) 805-5534
E-mail :

Mission

We are committed to provide all students with the opportunity to meet their academic and general well-being needs so that they may develop the skills to compete and succeed in future academic and working environments.

School / Academic Goals

ü Prepare all students for academic success by teaching to the Arizona Academic Standards.

ü Meet the needs of all students by utilizing effective teaching strategies while addressing the Arizona Academic Standards.

Instructional Programs

ü Effective ESL Strategies
ü Full-day Kindergarten
ü Cooperative Learning Groups
ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 280
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 6

Calendar Information

Number of Instruction Days : 171
Average Daily Instruction Time : 5 hours 58 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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent-Teacher Partnership
- ü School Safety Issues
- ü Extracurricular Activities
- ü Community Service
- ü Assistance to Children/Families in Need
- ü School Improvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	12.00

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

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

Shared Responsibilities

School

We are responsible for giving all students the opportunities and means to be successful, to maintain a safe and secure environment conducive to learning, and establish a partnership with the parents so that together we will help the students succeed.

Parents

It is the parent's responsibilities to provide the basic needs for their son/daughter such as proper nutrition, clothing (uniforms), medical care and emotional support. Parents should provide a place where students can do their homework.

Resources Available at School Site

Special Facilities

- ü Windows 95/Macintosh Computer Lab
- ü Library/Media Center

Extracurricular Activities

- ü Peer Mediation
- ü Volleyball
- ü Soccer
- ü Basketball

Social Services

- ü Community Classes
- ü Parenting Classes Sessions
- ü After School Study Halls
- ü Girl Scouts

Transportation Policy

Policy SS500: Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Reduced the number of retentions by putting in place intervention programs.

ü Considerable gains made in the Stanford 9 test scores.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award	2000
ü State Poetry Contest	2000
ü Torneo de Ortografía	2000
ü Faculty Honored by School Board for Stanford 9 Scores	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	38	55
Grades 3-4	78	72
Grades 4-5	87	45

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	52	334	75372	102	102	101	509	523	523	0	6	9	33	21	25	50	45	36	17	28	30
All Students (Prior Year)	53	324	70809	NA	NA	NA	504	518	518	8	7	11	40	31	27	45	38	35	8	24	27
Female	27	163	36901	96	101	101	516	525	524	0	6	8	20	25	25	60	38	36	20	31	31
Male	25	171	38385	109	102	101	472	522	523	0	5	9	100	18	24	0	52	36	0	26	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	50	322	29103	98	101	99	509	523	510	0	6	12	33	22	31	50	42	36	17	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	34597	--	NC	98	--	NC	535	--	NC	4	--	NC	20	--	NC	38	--	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	50	304	67315	98	100	101	509	525	525	0	6	8	33	20	24	50	45	37	17	29	31
Limited English Proficient Students	45	226	16925	NA	NA	112	NA	493	482	NA	17	27	NA	33	40	NA	46	26	NA	4	7
Migrant Students	NC	40	869				NC	494	501	NC	20	17	NC	20	30	NC	60	39	NC	0	14
Economically Disadvantaged	28	222	26325				489	504	504	0	10	15	50	25	34	50	52	33	0	13	18
Non-Economically Disadvantaged	24	112	49047				519	542	530	0	2	6	25	17	21	50	38	37	25	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	53	333	75221	104	101	101	520	519	523	0	8	8	29	19	16	57	52	56	14	21	21
All Students (Prior Year)	53	321	70860	NA	NA	NA	517	514	524	13	11	9	28	23	17	31	44	45	28	22	30
Female	28	164	36833	100	101	100	524	520	526	0	8	6	17	14	15	67	58	56	17	20	23
Male	25	169	38319	109	101	101	494	517	520	0	8	9	100	25	17	0	46	56	0	21	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	51	321	29019	100	101	99	520	519	513	0	9	12	29	20	21	57	50	55	14	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	34543	--	NC	97	--	NC	531	--	NC	4	--	NC	12	--	NC	58	--	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	51	302	67215	100	100	101	520	519	524	0	8	7	29	19	16	57	52	56	14	21	21
Limited English Proficient Students	45	226	16853	NA	NA	112	NA	491	489	NA	24	29	NA	36	36	NA	40	32	NA	0	3
Migrant Students	NC	39	866				NC	521	503	NC	0	19	NC	20	23	NC	60	49	NC	20	8
Economically Disadvantaged	29	219	26256				495	504	509	0	15	14	67	31	24	33	48	51	0	6	11
Non-Economically Disadvantaged	24	114	48965				539	533	528	0	2	5	0	8	13	75	56	58	25	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	53	319	73654	104	97	99	542	535	530	0	6	9	14	16	13	86	68	70	0	10	7
All Students (Prior Year)	52	308	68592	NA	NA	NA	534	538	542	5	7	9	23	14	12	56	65	63	15	14	16
Female	27	156	36239	96	96	99	547	546	537	0	2	7	17	14	11	83	70	72	0	14	10
Male	26	163	37301	113	98	98	513	525	523	0	11	12	0	18	15	100	66	68	0	5	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	51	308	28348	100	97	96	542	537	520	0	7	13	14	16	17	86	67	65	0	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	33924	--	NC	96	--	NC	537	--	NC	5	--	NC	10	--	NC	75	--	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	52	296	66348	102	98	100	542	536	531	0	6	8	14	16	13	86	69	71	0	9	8
Limited English Proficient Students	46	216	16422	NA	NA	109	NA	504	495	NA	22	30	NA	22	27	NA	57	43	NA	0	0
Migrant Students	11	38	849				NA	534	511	NA	0	19	NA	20	22	NA	60	56	NA	20	4
Economically Disadvantaged	29	213	25711				515	514	514	0	13	16	33	27	19	67	58	61	0	2	3
Non-Economically Disadvantaged	24	106	47943				562	556	535	0	0	7	0	6	11	100	77	74	0	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	48	334	76230	100	102	101	467	499	498	21	7	12	62	42	38	3	12	12	15	39	37
All Students (Prior Year)	50	321	72888	NA	NA	NA	480	501	494	12	7	14	53	46	40	21	14	12	14	33	34
Female	25	166	37247	93	98	100	466	504	500	22	5	11	67	41	40	6	12	13	6	41	37
Male	23	167	38725	110	106	101	468	495	497	19	9	14	56	42	37	0	13	12	25	36	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	44	315	28100	92	99	98	466	498	482	22	7	18	59	42	47	3	13	11	16	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	42	289	67208	102	100	100	467	501	500	21	7	12	61	40	38	3	13	12	15	40	38
Limited English Proficient Students	37	196	14826	NA	NA	113	472	487	460	15	10	31	65	52	51	4	9	8	15	28	10
Migrant Students	10	31	837				472	490	478	22	8	19	56	54	51	0	0	8	22	38	21
Economically Disadvantaged	42	224	25037				465	484	477	22	11	21	63	55	47	3	10	11	13	23	21
Non-Economically Disadvantaged	NC	110	51193				NC	530	507	NC	0	9	NC	15	35	NC	16	13	NC	70	43

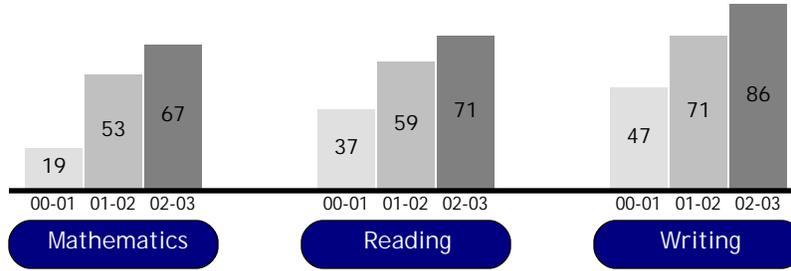
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	333	76202	100	102	101	488	498	505	44	23	19	35	33	24	21	38	46	0	5	11
All Students (Prior Year)	49	321	72779	NA	NA	NA	495	497	505	31	31	21	21	23	20	43	39	43	5	7	15
Female	25	165	37231	93	97	100	487	501	507	53	20	16	24	29	24	24	43	48	0	7	13
Male	23	167	38718	110	106	101	488	495	503	35	27	22	47	38	24	18	33	44	0	2	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	44	314	28090	92	99	98	488	498	497	41	23	28	38	34	30	22	38	37	0	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	42	290	67105	102	100	100	488	498	506	42	22	18	36	34	24	21	39	47	0	5	12
Limited English Proficient Students	36	195	14780	NA	NA	113	485	492	486	54	34	50	31	39	32	15	25	18	0	2	1
Migrant Students	NC	28	832				NC	496	492	NC	21	36	NC	42	31	NC	33	31	NC	4	3
Economically Disadvantaged	41	219	24961				486	492	495	47	33	32	38	38	30	16	26	34	0	2	4
Non-Economically Disadvantaged	NC	114	51241				NC	510	509	NC	4	14	NC	24	22	NC	62	51	NC	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	47	330	74692	98	101	99	477	491	502	34	22	18	37	33	27	29	41	47	0	4	8
All Students (Prior Year)	48	311	70710	NA	NA	NA	497	496	512	12	18	17	39	36	26	44	39	42	5	7	16
Female	25	167	36710	93	98	99	484	499	509	33	16	14	22	31	26	44	47	50	0	6	10
Male	22	162	37742	105	103	98	470	483	495	35	28	22	53	35	28	12	35	44	0	2	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	43	311	27492	90	98	96	478	490	486	33	22	27	36	33	32	30	40	38	0	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	42	289	66264	102	100	99	480	493	503	30	20	17	39	34	27	30	42	48	0	4	8
Limited English Proficient Students	37	194	14363	NA	NA	109	473	479	459	41	31	47	37	37	34	22	30	19	0	2	1
Migrant Students	11	29	814				467	482	475	70	35	33	0	35	37	30	31	27	0	0	2
Economically Disadvantaged	43	223	24507				474	478	480	36	32	31	39	36	33	24	32	33	0	1	3
Non-Economically Disadvantaged	NC	107	50185				NC	517	511	NC	3	13	NC	28	24	NC	60	53	NC	9	10

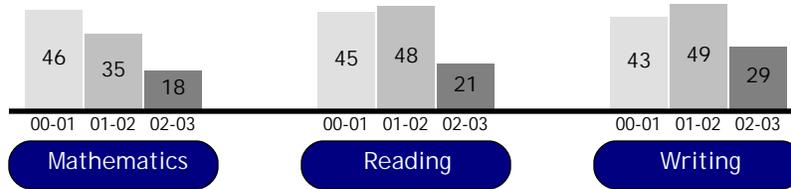
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	89	42	36	53	98	47	41	44	88	27	46	50
	Language	89	30	27	45	98	38	30	39	98	15	32	43
	Mathematics	90	46	46	56	98	67	51	52	100	26	50	57
3	Reading	91	19	29	50	100	21	31	43	98	34	40	47
	Language	93	30	40	55	100	36	43	50	98	48	53	54
	Mathematics	93	23	45	53	100	43	54	50	98	61	64	54
4	Reading	98	33	36	55	100	17	29	47	89	28	41	52
	Language	98	44	40	50	100	28	37	45	98	35	43	48
	Mathematics	98	50	50	56	100	43	50	52	98	49	55	57
5	Reading	96	34	38	51	98	32	35	46	83	30	38	50
	Language	98	44	39	46	98	42	41	43	96	27	43	46
	Mathematics	100	63	53	56	98	53	58	54	94	41	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

The students are closely supervised by all personnel at all times. Effective classroom procedures are in place in all classrooms. Character programs such as Peer Mediation are in place.

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) :

2

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	Guadalupe Mejía	(520) 364-3408
Transportation Policy	Bruce Andrews	(520) 364-2447
Community Resources	Guadalupe Mejía	(520) 364-3408
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Cynthia Encinas	(520) 364-3408
Student Health/Nurse	Gloria Reyes	(520) 364-3408

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards