

Adams Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

738 S. Longmore, Mesa, AZ 85202

Mesa 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 *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mrs. Devon Isherwood
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-6
2003 Enrollment : 964
Web Address :
Phone Number : (480) 472-4300
Fax Number : (480) 472-4350
E-mail :

Mission

Adams School is a safe, loving environment where everyone is treated with dignity and respect. We believe all children can be successful learners. Our high expectations ensure all students become readers, writers, thinkers, problem solvers and doers.

School / Academic Goals

- Ü Literacy: Ensure that all students become fluent readers and competent writers and users of language to comprehend, express thoughts, knowledge and feelings.
- Ü Mathematics: Ensure that all students learn to understand, compute and use mathematical principles, operations and skills to solve mathematical problems quickly and accurately.

Instructional Programs

- Ü Comprehensive K-6 Program
- Ü Conscious Discipline
- Ü Family Literacy
- Ü Early Learning Program & Head Start

Enrollment

October 1, 2002 School Year Student Enrollment : 1045
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 156

Calendar Information

Number of Instruction Days : 175
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/29/2004

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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goals
- Ü Student Discipline, School Safety Issues
- Ü Budget Priorities
- Ü Attendance and Tardy Policy
- Ü Homework Policy
- Ü Quality Service

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	1.50	Teacher Aide	30.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	13	3	0	0
7 to 9 years	6	0	0	0
10 or more years	9	2	0	0

Shared Responsibilities

School

We work with parents to support student success by having high standards and expectations; providing a safe learning environment; communicating with parents regularly; providing family resource center; and holding family events and classes.

Parents

Parents support children's success by working with the teacher; having positive attitude about school and learning; reading to and with children daily; providing time, place for homework; ensuring children come to school on time and ready to learn.

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Spanish Club
- Ü Trendsetters
- Ü Cheer Team

Social Services

- Ü Adult Literacy Education
- Ü After School Programs
- Ü Tutoring Programs
- Ü Counseling Services

Transportation Policy

Busing is provided for students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Special transportation for special education students is addressed in the IEP.

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
Chase Manhattan School Change Award	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	33	20	20	20
Transfers In ⁴ (Within District)	6	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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	43	53
Grades 3-4	75	86
Grades 4-5	70	83
Grades 5-6	81	97

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	128	5599	75372	101	98	101	528	536	523	5	5	9	22	18	25	41	38	36	32	39	30
All Students (Prior Year)	128	5637	70809	NA	NA	NA	522	529	518	3	6	11	26	21	27	46	37	35	25	36	27
Female	59	2725	36901	98	99	101	528	536	524	6	5	8	21	19	25	38	38	36	34	39	31
Male	69	2874	38385	103	98	101	529	536	523	4	5	9	23	17	24	44	38	36	29	39	30
African American	17	186	3589	89	96	96	506	516	501	7	9	18	60	30	33	13	39	33	20	22	16
Hispanic	67	1758	29103	100	98	99	526	522	510	7	6	12	16	25	31	53	42	36	24	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	10	224	5086	111	100	114	538	502	491	0	17	22	10	33	38	50	34	28	40	16	12
White	31	3280	34597	103	98	98	536	544	535	4	3	4	17	14	20	35	37	38	43	46	38
Students with Disabilities	14	544	8057	93	101	99	542	500	496	0	23	23	0	25	31	67	29	28	33	23	17
Students without Disabilities	114	5055	67315	102	98	101	528	539	525	5	4	8	23	17	24	40	39	37	32	40	31
Limited English Proficient Students	23	606	16925	88	109	112	NA	490	482	NA	14	27	NA	39	40	NA	43	26	NA	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	128	2269	26325				528	519	504	5	8	15	22	26	34	41	40	33	32	26	18
Non-Economically Disadvantaged	--	3330	49047				--	546	530	--	3	6	--	13	21	--	37	37	--	47	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	122	5584	75221	96	98	101	518	528	523	5	5	8	21	12	16	56	59	56	17	23	21
All Students (Prior Year)	127	5645	70860	NA	NA	NA	527	532	524	1	5	9	17	13	17	51	47	45	31	36	30
Female	58	2719	36833	97	98	100	520	531	526	9	4	6	15	11	15	57	59	56	20	25	23
Male	64	2865	38319	96	98	101	517	525	520	2	6	9	27	13	17	56	59	56	15	22	18
African American	17	187	3597	89	96	97	502	516	510	7	9	14	53	20	22	33	57	53	7	14	11
Hispanic	64	1750	29019	96	98	99	520	518	513	2	7	12	18	18	21	66	60	55	14	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	10	221	5071	111	99	114	530	507	502	0	17	20	10	23	27	60	50	46	30	10	8
White	29	3278	34543	97	98	97	519	533	531	13	4	4	13	9	12	52	59	58	22	28	26
Students with Disabilities	11	543	8006	73	100	99	514	501	505	0	26	22	0	22	23	100	41	42	0	11	13
Students without Disabilities	111	5041	67215	99	98	101	519	530	524	5	4	7	22	12	16	55	60	56	18	24	21
Limited English Proficient Students	21	598	16853	81	107	112	NA	487	489	NA	19	29	NA	48	36	NA	33	32	NA	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	122	2266	26256				518	516	509	5	10	14	21	19	24	56	57	51	17	14	11
Non-Economically Disadvantaged	--	3318	48965				--	534	528	--	3	5	--	8	13	--	60	58	--	29	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	120	5503	73654	94	97	99	527	530	530	9	7	9	12	12	13	76	77	70	3	5	7
All Students (Prior Year)	123	5419	68592	NA	NA	NA	538	546	542	1	6	9	18	10	12	71	67	63	11	16	16
Female	56	2681	36239	93	97	99	531	536	537	11	5	7	5	10	11	80	78	72	5	8	10
Male	64	2821	37301	96	96	98	524	525	523	6	8	12	18	13	15	73	75	68	2	3	5
African American	17	185	3488	89	95	94	505	517	515	20	12	16	27	17	18	53	67	62	0	3	4
Hispanic	64	1731	28348	96	97	96	528	522	520	5	9	13	11	15	17	82	72	65	2	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	10	221	4947	111	99	111	535	509	507	0	17	22	10	21	22	90	61	53	0	1	3
White	27	3221	33924	90	96	96	532	535	537	14	4	5	5	10	10	77	80	75	5	6	9
Students with Disabilities	11	512	7306	73	95	90	518	501	506	25	28	24	0	19	20	75	49	52	0	4	4
Students without Disabilities	109	4991	66348	97	97	100	527	532	531	8	5	8	12	11	13	76	78	71	3	5	8
Limited English Proficient Students	21	591	16422	81	106	109	NA	492	495	NA	33	30	NA	22	27	NA	44	43	NA	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	120	2230	25711				527	519	514	9	12	16	12	17	19	76	68	61	3	3	3
Non-Economically Disadvantaged	--	3273	47943				--	536	535	--	3	7	--	9	11	--	81	74	--	7	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	100	5726	76230	96	98	101	497	517	498	11	6	12	38	31	38	11	13	12	40	50	37
All Students (Prior Year)	124	5695	72888	NA	NA	NA	534	512	494	7	8	14	20	34	40	5	12	12	68	47	34
Female	43	2807	37247	93	98	100	502	517	500	10	5	11	35	33	40	10	13	13	45	49	37
Male	57	2914	38725	98	97	101	493	517	497	12	8	14	41	29	37	12	13	12	35	51	37
African American	11	215	3594	100	93	96	451	490	476	50	15	22	30	42	46	0	12	11	20	32	21
Hispanic	53	1717	28100	90	99	98	513	497	482	4	10	18	32	41	47	20	14	11	44	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	25	3411	35389	104	97	96	501	527	514	5	4	6	40	25	32	5	13	14	50	58	48
Students with Disabilities	16	563	9022	100	107	105	450	475	465	33	25	31	67	40	43	0	13	8	0	23	17
Students without Disabilities	84	5163	67208	95	97	100	500	519	500	10	5	12	37	30	38	11	13	12	42	52	38
Limited English Proficient Students	25	566	14826	96	111	113	NA	458	460	NA	30	31	NA	54	51	NA	7	8	NA	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	100	2180	25037				497	494	477	11	11	21	38	43	47	11	13	11	40	32	21
Non-Economically Disadvantaged	--	3546	51193				--	528	507	--	4	9	--	24	35	--	13	13	--	59	43

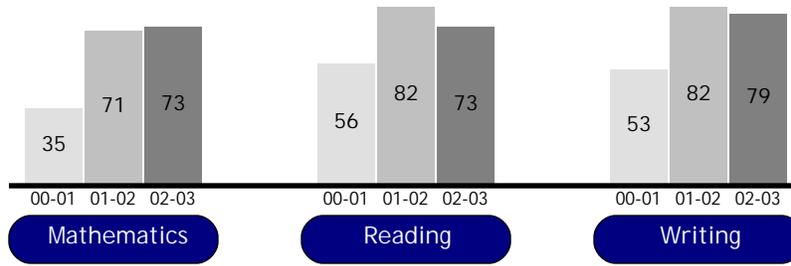
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5721	76202	93	98	101	501	510	505	19	11	19	33	21	24	37	53	46	11	14	11
All Students (Prior Year)	123	5688	72779	NA	NA	NA	519	510	505	14	13	21	15	19	20	37	48	43	34	20	15
Female	44	2811	37231	96	98	100	504	512	507	10	9	16	39	20	24	35	56	48	16	16	13
Male	53	2906	38718	91	97	101	498	509	503	28	13	22	28	23	24	38	51	44	6	13	10
African American	10	212	3600	91	92	97	488	501	497	56	22	28	22	26	29	22	45	39	0	7	5
Hispanic	51	1708	28090	86	98	98	505	503	497	12	18	28	31	27	30	46	47	37	12	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	25	3411	35371	104	97	96	504	514	512	15	7	10	40	18	20	25	57	54	20	17	16
Students with Disabilities	14	566	9097	88	107	106	475	496	493	100	29	39	0	32	27	0	33	29	0	6	5
Students without Disabilities	83	5155	67105	94	97	100	503	511	506	15	10	18	35	21	24	38	55	47	12	15	12
Limited English Proficient Students	23	563	14780	88	110	113	NA	485	486	NA	52	50	NA	32	32	NA	16	18	NA	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	97	2173	24961				501	503	495	19	19	32	33	28	30	37	46	34	11	7	4
Non-Economically Disadvantaged	--	3548	51241				--	514	509	--	7	14	--	18	22	--	57	51	--	17	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	98	5622	74692	94	96	99	482	510	502	31	12	18	27	26	27	39	53	47	3	9	8
All Students (Prior Year)	122	5511	70710	NA	NA	NA	541	523	512	7	11	17	20	24	26	44	46	42	29	19	16
Female	44	2776	36710	96	97	99	492	516	509	19	9	14	35	24	26	39	56	50	6	10	10
Male	54	2843	37742	93	95	98	473	504	495	42	16	22	18	27	28	39	50	44	0	7	6
African American	11	210	3516	100	91	94	451	492	487	60	23	26	10	27	31	30	49	39	0	1	4
Hispanic	51	1689	27492	86	97	96	497	493	486	20	20	27	28	33	32	48	44	38	4	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	25	3344	34785	104	95	94	490	519	517	30	9	10	25	23	23	40	58	56	5	11	11
Students with Disabilities	15	502	8428	94	95	98	430	481	472	100	31	38	0	29	30	0	38	29	0	3	3
Students without Disabilities	83	5120	66264	94	96	99	485	512	503	28	12	17	28	26	27	41	54	48	3	9	8
Limited English Proficient Students	23	552	14363	88	108	109	NA	451	459	NA	62	47	NA	26	34	NA	12	19	NA	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	98	2143	24507				482	491	480	31	22	31	27	32	33	39	42	33	3	4	3
Non-Economically Disadvantaged	--	3479	50185				--	520	511	--	8	13	--	23	24	--	59	53	--	11	10

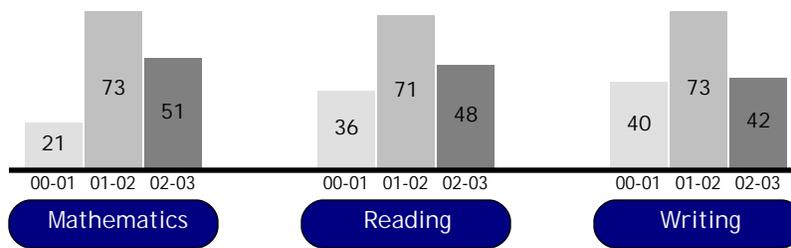
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	NA
	Made AYP?	No

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	79	33	60	53	98	48	51	44	91	46	61	50
	Language	87	26	47	45	98	39	42	39	96	35	49	43
	Mathematics	87	42	63	56	96	58	57	52	97	50	67	57
3	Reading	83	36	56	50	99	27	50	43	92	36	57	47
	Language	90	35	58	55	99	33	53	50	94	54	61	54
	Mathematics	91	32	60	53	99	34	55	50	92	55	64	54
4	Reading	93	54	61	55	99	29	51	47	90	35	62	52
	Language	93	43	53	50	100	27	47	45	93	33	54	48
	Mathematics	93	60	66	56	97	40	59	52	96	58	68	57
5	Reading	96	39	59	51	97	33	51	46	93	36	59	50
	Language	96	34	50	46	97	27	45	43	91	27	53	46
	Mathematics	97	52	66	56	92	51	63	54	91	50	68	57
6	Reading	92	46	62	54	99	33	56	49	90	50	62	53
	Language	94	34	52	46	100	23	47	42	95	42	53	45
	Mathematics	93	59	73	61	97	48	71	58	95	70	75	62

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

Adams School rules: Be Respectful, Be Responsible, Be Kind, Be Helpful, Be Safe.
 We use Conscious Discipline. Every adult's job is to keep students safe and the students' job is to help them keep it that way.
 We teach strategies to solve problems.

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	D. Isherwood	(480) 472-4300
Transportation Policy	Community Relations	(480) 472-0000
Community Resources	D. Isherwood	(480) 472-4300
School Nutrition Programs	Jean Freeman	(480) 472-4368
Parent Organization		
Student Health/Nurse	Cindi Carter	(480) 472-4364

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