



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

630 North Hunt Dr, Mesa, AZ 85203

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 (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 : Mr. Scott Cumberledge
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2004 Enrollment : 860
Web Address : www.mpsaz.org/hawthorne
Phone Number : (480) 472-7500
Fax Number : (480) 472-7474
E-mail : sdcumber@mpsaz.org

Mission

Hawthorne School is committed to all students becoming lifelong learners. This is supported by staff providing a positive and safe learning environment. Faculty uses research-based best practices, combined with an involved and supportive community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 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

- Students will become skilled and independent in literacy.
Students will develop effective communication skills.
Students will develop citizenship skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 847
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 95

Instructional Programs

- ü At-risk Preschool and Head Start
- ü On-site Special Education
- ü Title I
- ü Limited English Proficient and ELP
- ü Reading First
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Safe environment conducive to learning. Quality education preparing students with life skills. Interactive student/parent curriculum. Educate community.

Parents

Ensure students arrive on time, ready to learn. Help students develop responsible and positive attitude toward life long learning. Open communication between home and school. Support school policies and activities. Volunteer. Provide time/place for homework.

Transportation Policy

Busing is provided for all students living more than one mile from their assigned school. Busing is not available for open enrollment students. Specialized transportation for special education students is covered in the IEP.

School Honors

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

Award/Honor	Year
ü District Writing Awards	2004
ü Individual and Classroom Writing Awards	
ü Annual Great Performances of Master Teachers	
ü Teacher Recognition at District	

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	103	5651	75509	100	98	100	493	532	521	24	9	13	32	19	23	32	33	33	12	39	31
All Students (Prior Year)	125	5599	75372	97	98	100	526	536	523	8	5	9	21	18	25	41	38	36	30	39	30
Female	46	2784	37013	100	98	100	494	534	522	24	9	12	29	19	24	29	34	33	17	39	31
Male	57	2859	38430	100	98	99	492	531	521	24	10	14	34	19	22	34	32	33	8	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	48	1862	30486	100	99	99	479	515	505	28	13	18	38	25	29	26	35	32	8	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	48	3216	35192	100	98	99	507	544	534	17	6	8	28	15	19	38	32	35	17	46	39
Students with Disabilities	14	599	9708	100	100	100	463	484	489	38	35	32	38	28	27	25	21	24	0	15	17
Students without Disabilities	89	5052	65801	99	98	98	496	537	525	23	7	11	31	18	23	33	34	34	13	41	33
Limited English Proficient Students	31	1053	16928	100	100	100	488	506	485	18	17	29	41	27	33	36	33	26	5	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	74	2909	36411				480	514	503	30	14	19	33	24	29	30	34	32	6	27	20
Non-Economically Disadvantaged	29	2742	39040				521	550	534	11	5	8	29	14	19	36	32	34	25	50	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	102	5641	75492	99	98	100	499	522	519	29	11	12	21	14	16	34	48	47	16	27	24
All Students (Prior Year)	130	5584	75221	100	98	100	518	528	523	10	5	8	18	12	16	56	59	56	16	23	21
Female	45	2785	37014	98	98	100	502	526	523	35	9	10	10	13	15	38	49	48	18	29	27
Male	57	2850	38400	100	98	99	496	518	516	24	13	14	30	16	17	32	48	47	14	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	47	1851	30438	98	98	99	488	509	508	42	17	17	16	20	21	34	49	47	8	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	48	3215	35177	100	98	99	509	530	528	17	7	8	26	11	13	34	48	49	23	34	31
Students with Disabilities	14	589	9707	100	98	100	480	487	495	63	43	33	13	18	21	13	30	33	13	9	13
Students without Disabilities	88	5052	65785	98	98	98	501	525	522	26	7	10	22	14	16	37	50	49	16	28	26
Limited English Proficient Students	30	1047	16905	100	100	100	490	499	489	33	25	34	24	24	28	38	40	32	5	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	73	2904	36302				493	510	507	32	16	18	19	19	21	42	49	46	6	15	14
Non-Economically Disadvantaged	29	2737	39164				512	534	528	21	5	8	25	10	13	18	48	48	36	37	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	101	5611	75053	98	98	99	549	578	597	13	10	7	16	14	12	66	68	72	6	7	9
All Students (Prior Year)	123	5503	73654	95	97	99	520	530	530	12	7	9	14	12	13	68	77	70	5	5	7
Female	43	2774	36872	93	98	99	588	604	621	11	6	5	11	11	9	68	73	74	11	10	12
Male	58	2831	38109	100	97	99	520	552	573	14	14	10	20	17	14	64	64	69	2	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	45	1847	30235	94	98	98	514	541	575	17	14	9	19	17	14	64	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	48	3193	35028	100	97	99	593	599	613	7	8	6	13	12	10	70	70	73	11	10	11
Students with Disabilities	13	588	9625	100	98	100	520	489	530	17	33	21	17	23	21	67	42	55	0	2	4
Students without Disabilities	88	5023	65428	98	98	98	551	587	604	12	8	6	16	13	11	66	71	73	6	8	10
Limited English Proficient Students	30	1044	16765	100	100	100	541	524	525	10	16	17	19	20	20	71	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	72	2890	36077				520	542	566	16	14	10	15	17	16	67	65	69	2	3	5
Non-Economically Disadvantaged	29	2721	38950				615	613	618	4	6	5	19	11	9	63	71	73	15	12	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	91	5809	76019	98	99	100	498	514	499	22	9	14	24	34	39	16	13	14	39	44	33
All Students (Prior Year)	119	5726	76230	98	98	100	516	517	498	6	6	12	26	31	38	18	13	12	50	50	37
Female	42	2821	37207	98	99	100	498	514	499	11	8	12	36	35	41	22	13	14	31	44	33
Male	49	2979	38677	98	99	100	498	515	498	30	11	15	15	32	38	11	13	13	45	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	48	1790	29458	96	99	100	479	490	480	33	15	20	38	48	48	2	11	12	26	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	41	3386	35880	98	98	100	518	529	515	10	5	7	8	26	32	31	14	16	51	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	84	5190	66233	99	98	99	501	519	503	20	6	11	24	33	39	15	14	14	41	47	35
Limited English Proficient Students	29	972	15206	100	100	100	461	477	459	52	20	31	30	53	53	0	10	7	17	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	52	2753	35714				477	493	480	31	15	20	33	44	47	11	12	12	24	29	20
Non-Economically Disadvantaged	39	3056	40266				523	531	513	11	5	9	13	25	33	21	14	15	55	56	43

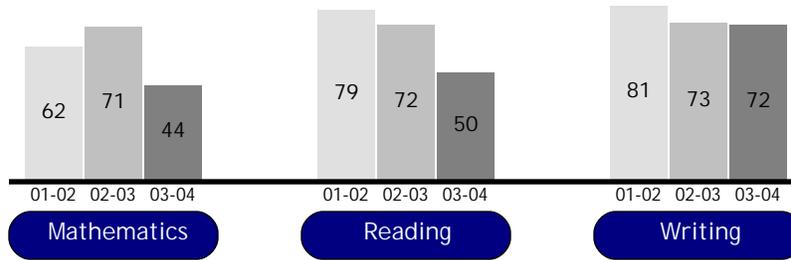
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5803	76020	98	99	100	500	507	503	25	20	25	19	22	23	46	43	40	10	16	12
All Students (Prior Year)	122	5721	76202	100	98	100	512	510	505	11	11	19	17	21	24	58	53	46	14	14	11
Female	42	2820	37213	98	99	100	501	508	504	19	17	22	22	21	23	49	46	42	11	16	13
Male	49	2973	38666	98	99	100	499	505	501	30	22	29	17	22	22	45	41	38	9	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	48	1784	29442	96	99	99	495	496	494	40	33	37	19	26	26	31	34	31	10	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	41	3386	35890	98	98	100	506	513	511	10	12	15	18	19	20	63	48	48	10	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	84	5186	66236	99	98	99	502	509	504	22	16	23	20	22	23	48	45	42	10	17	13
Limited English Proficient Students	29	967	15198	100	100	100	492	490	483	52	43	59	17	28	25	22	25	14	9	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	52	2745	35703				491	497	494	36	31	37	22	26	26	38	36	31	4	8	6
Non-Economically Disadvantaged	39	3058	40274				511	514	509	13	11	17	15	18	20	56	49	47	15	21	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	91	5771	75673	98	98	100	511	530	530	25	15	12	20	25	25	52	56	58	4	5	4
All Students (Prior Year)	120	5622	74692	99	96	99	512	510	502	13	12	18	22	26	27	55	53	47	10	9	8
Female	42	2805	37099	98	98	100	548	549	548	11	10	8	11	22	22	72	62	64	6	6	6
Male	49	2956	38441	98	98	99	481	511	513	36	19	16	27	27	29	36	50	52	2	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	48	1776	29305	96	99	99	494	495	507	33	21	16	18	33	31	48	44	51	3	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	41	3366	35760	98	98	99	538	549	550	13	11	9	23	20	21	59	62	64	5	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	84	5166	65967	99	98	99	511	537	536	25	12	10	19	25	25	52	59	60	4	5	5
Limited English Proficient Students	29	961	15115	100	100	100	458	475	471	52	28	26	10	38	38	38	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	52	2731	35541				476	500	504	30	20	17	28	31	31	42	47	50	0	2	2
Non-Economically Disadvantaged	39	3040	40091				551	553	550	18	10	9	11	19	21	63	63	64	8	7	6

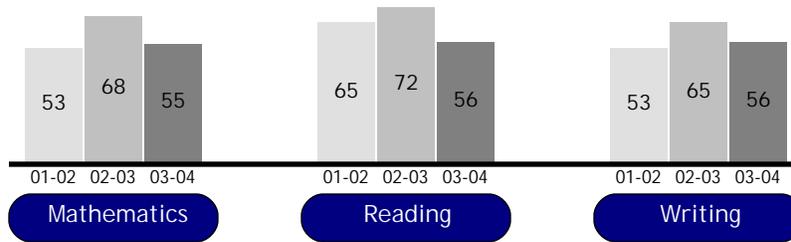
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	41	51	44	97	39	61	50	93	55	NA	58
	Language	99	31	42	39	99	32	49	43	97	37	53	50
	Mathematics	98	50	57	52	99	51	67	57	99	56	71	64
3	Reading	100	39	50	43	97	50	57	47	91	38	NA	55
	Language	100	35	53	50	96	55	61	54	93	46	63	61
	Mathematics	100	34	55	50	96	57	64	54	97	39	66	61
4	Reading	98	46	51	47	96	47	62	52	95	57	NA	56
	Language	99	41	47	45	99	44	54	48	95	53	55	52
	Mathematics	96	54	59	52	96	59	68	57	98	68	68	61
5	Reading	100	44	51	46	96	53	59	50	91	48	NA	55
	Language	100	35	45	43	97	45	53	46	96	40	55	49
	Mathematics	100	56	63	54	100	69	68	57	96	59	71	63
6	Reading	100	53	56	49	96	56	62	53	99	60	NA	56
	Language	100	44	47	42	97	44	53	45	100	47	55	48
	Mathematics	100	74	71	58	99	69	75	62	100	70	76	66

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)
- 0 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Increased Parent Involvement
- Ü Review Student Management Policies
- Ü Implement School Vision
- Ü Expend Tax Credit Fund
- Ü Review Homework Policy
- Ü Improve Attendance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	2.50	Teacher Aide	25.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	3	7	0	0
10 or more years	4	11	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü PC Productivity Computer Lab
- Ü TV Intra-school Broadcast Studio
- Ü Extended Library Hours

Extracurricular Activities

- Ü Student Council
- Ü Boeing Math Academy
- Ü Afterschool Enrichment Classes & Sports
- Ü Summer School On-site
- Ü KHWK TV Station
- Ü Beta Club
- Ü Chorus

Social Services

- Ü Afterschool Program (Kids Corner)
- Ü Recreational Activities
- Ü Parent University (District)
- Ü Community College Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 'Hablemos' Spanish-speaking Parent Group formed to provide parent involvement and continued interaction between school and home.
- ü School Improvement Plan accomplished. Reading First Grant. Math Academy - Boeing Grant.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	57	49
Grades 3-4	76	83
Grades 4-5	73	62
Grades 5-6	83	72

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

Entire school climate is considered to determine safety for the students. Hawthorne has a Safety Committee that meets monthly, or more often as needed, to review the school's overall plan. Every staff member takes responsibility for student safety.

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	Scott Cumberledge	(480) 472-7510
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Allie Van Beek	(480) 472-7513
School Nutrition Programs	Debbie Rosser	(480) 472-7504
Parent Organization	Sandy Ward	(480) 472-7509
Student Health/Nurse	Christine Sabo	(480) 472-7503

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 860 Copies = \$328.00

** 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.