

Eagleridge Enrichment Program

ARIZONA SCHOOL REPORT CARD 2003-04

1455 S. Stapley, Suite #20, Mesa, AZ 85204

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 *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

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 : Mrs. Kathleen C. Tolar
Schedule : 8:00 AM to 4:00 PM
Grades : K-9
2003 Enrollment : 540
Web Address : www.mpsaz.org/eagleridge
Phone Number : (480) 472-3685
Fax Number : (480) 472-3690
E-mail : kctolar@mpsaz.org

Mission

Our home school enrichment program supports parents who home school in helping their children to become effective communicators, quality producers, collaborative workers, good citizens and self-directed learners.

School / Academic Goals

ü Students will score at grade level or above on the state-sponsored Stanford 9 Achievement Test.

ü Eighty-five percent of the students will score at the fourth stanine or above in reading as measured by the Stanford 9 test.

Instructional Programs

ü Alternative Enrichment Education
ü Accelerated Reader and Math Programs
ü Choice Block Programs
ü Music: General, Chorus, Band

Enrollment

October 1, 2002 School Year Student Enrollment : 541
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 540

Calendar Information

Number of Instruction Days : 181
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

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)
- 1 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety
- Ü Student Council
- Ü Curriculum
- Ü Field Trips
- Ü Fund Raisers

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	.00

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

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

Shared Responsibilities

School

We provide a safe educational environment, a flexible schedule, and high standards for student behavior. We work with parents to ensure that the curriculum we use meets the needs of homeschoolers.

Parents

Parents are solely responsible for the transportation of their children, and for making sure that students arrive on time and are picked up to go home on time. It is the parent's responsibility to ensure that students attend classes regularly.

Resources Available at School Site

Special Facilities

- Ü Computer Lab - PC and Mac
- Ü Multipurpose Room

Extracurricular Activities

- Ü Symphony Trips
- Ü Student Council
- Ü Project Exploration Field Trips
- Ü Museum Trips

Social Services

- Ü Parent and Adult Education Classes
- Ü Counseling Services
- Ü Free Textbook Checkout
- Ü Parent Curriculum Room

Transportation Policy

Parents provide transportation to and from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Four students qualified for the Mesa Public Schools all city honor band.

School Honors

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

Award/Honor	Year
ü Mesa Foundation Grant for Technology	2000
ü Arizona Commission on the Arts Grant	2001
ü Student Writing Awards	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	36	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	69
Grades 3-4	69	70
Grades 4-5	58	88
Grades 5-6	79	86
Grades 6-7	NC	NC
Grades 7-8	NC	NC

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	NC	5599	75372	NC	98	101	NC	536	523	NC	5	9	NC	18	25	NC	38	36	NC	39	30
All Students (Prior Year)	31	5637	70809	NA	NA	NA	520	529	518	13	6	11	29	21	27	23	37	35	35	36	27
Female	NC	2725	36901	NC	99	101	NC	536	524	NC	5	8	NC	19	25	NC	38	36	NC	39	31
Male	NC	2874	38385	NC	98	101	NC	536	523	NC	5	9	NC	17	24	NC	38	36	NC	39	30
African American	--	186	3589	--	96	96	--	516	501	--	9	18	--	30	33	--	39	33	--	22	16
Hispanic	--	1758	29103	--	98	99	--	522	510	--	6	12	--	25	31	--	42	36	--	27	20
Asian/Pacific Islander	--	125	1574	--	98	96	--	548	549	--	2	3	--	14	14	--	36	34	--	48	48
American Indian/Alaskan Native	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	NC	3280	34597	NC	98	98	NC	544	535	NC	3	4	NC	14	20	NC	37	38	NC	46	38
Students with Disabilities	--	544	8057	--	101	99	--	500	496	--	23	23	--	25	31	--	29	28	--	23	17
Students without Disabilities	NC	5055	67315	NC	98	101	NC	539	525	NC	4	8	NC	17	24	NC	39	37	NC	40	31
Limited English Proficient Students	--	606	16925	--	109	112	--	490	482	--	14	27	--	39	40	--	43	26	--	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	NC	3330	49047				NC	546	530	NC	3	6	NC	13	21	NC	37	37	NC	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	NC	5584	75221	NC	98	101	NC	528	523	NC	5	8	NC	12	16	NC	59	56	NC	23	21
All Students (Prior Year)	31	5645	70860	NA	NA	NA	547	532	524	3	5	9	16	13	17	29	47	45	52	36	30
Female	NC	2719	36833	NC	98	100	NC	531	526	NC	4	6	NC	11	15	NC	59	56	NC	25	23
Male	NC	2865	38319	NC	98	101	NC	525	520	NC	6	9	NC	13	17	NC	59	56	NC	22	18
African American	--	187	3597	--	96	97	--	516	510	--	9	14	--	20	22	--	57	53	--	14	11
Hispanic	--	1750	29019	--	98	99	--	518	513	--	7	12	--	18	21	--	60	55	--	15	13
Asian/Pacific Islander	--	125	1572	--	98	95	--	533	536	--	2	2	--	10	9	--	59	57	--	29	31
American Indian/Alaskan Native	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	NC	3278	34543	NC	98	97	NC	533	531	NC	4	4	NC	9	12	NC	59	58	NC	28	26
Students with Disabilities	--	543	8006	--	100	99	--	501	505	--	26	22	--	22	23	--	41	42	--	11	13
Students without Disabilities	NC	5041	67215	NC	98	101	NC	530	524	NC	4	7	NC	12	16	NC	60	56	NC	24	21
Limited English Proficient Students	--	598	16853	--	107	112	--	487	489	--	19	29	--	48	36	--	33	32	--	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	NC	3318	48965				NC	534	528	NC	3	5	NC	8	13	NC	60	58	NC	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	NC	5503	73654	NC	97	99	NC	530	530	NC	7	9	NC	12	13	NC	77	70	NC	5	7
All Students (Prior Year)	NC	5419	68592	NC	NA	NA	NC	546	542	NC	6	9	NC	10	12	NC	67	63	NC	16	16
Female	NC	2681	36239	NC	97	99	NC	536	537	NC	5	7	NC	10	11	NC	78	72	NC	8	10
Male	NC	2821	37301	NC	96	98	NC	525	523	NC	8	12	NC	13	15	NC	75	68	NC	3	5
African American	--	185	3488	--	95	94	--	517	515	--	12	16	--	17	18	--	67	62	--	3	4
Hispanic	--	1731	28348	--	97	96	--	522	520	--	9	13	--	15	17	--	72	65	--	4	5
Asian/Pacific Islander	--	124	1558	--	97	95	--	538	547	--	4	3	--	9	8	--	82	76	--	4	13
American Indian/Alaskan Native	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	NC	3221	33924	NC	96	96	NC	535	537	NC	4	5	NC	10	10	NC	80	75	NC	6	9
Students with Disabilities	--	512	7306	--	95	90	--	501	506	--	28	24	--	19	20	--	49	52	--	4	4
Students without Disabilities	NC	4991	66348	NC	97	100	NC	532	531	NC	5	8	NC	11	13	NC	78	71	NC	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	NC	3273	47943				NC	536	535	NC	3	7	NC	9	11	NC	81	74	NC	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	NC	5726	76230	NC	98	101	NC	517	498	NC	6	12	NC	31	38	NC	13	12	NC	50	37
All Students (Prior Year)	30	5695	72888	NA	NA	NA	488	512	494	17	8	14	43	34	40	7	12	12	33	47	34
Female	NC	2807	37247	NC	98	100	NC	517	500	NC	5	11	NC	33	40	NC	13	13	NC	49	37
Male	NC	2914	38725	NC	97	101	NC	517	497	NC	8	14	NC	29	37	NC	13	12	NC	51	37
African American	--	215	3594	--	93	96	--	490	476	--	15	22	--	42	46	--	12	11	--	32	21
Hispanic	NC	1717	28100	NC	99	98	NC	497	482	NC	10	18	NC	41	47	NC	14	11	NC	34	24
Asian/Pacific Islander	--	117	1447	--	97	95	--	534	527	--	2	5	--	31	26	--	10	11	--	58	58
American Indian/Alaskan Native	--	241	5292	--	92	113	--	490	463	--	12	31	--	47	47	--	14	8	--	27	14
White	NC	3411	35389	NC	97	96	NC	527	514	NC	4	6	NC	25	32	NC	13	14	NC	58	48
Students with Disabilities	--	563	9022	--	107	105	--	475	465	--	25	31	--	40	43	--	13	8	--	23	17
Students without Disabilities	NC	5163	67208	NC	97	100	NC	519	500	NC	5	12	NC	30	38	NC	13	12	NC	52	38
Limited English Proficient Students	--	566	14826	--	111	113	--	458	460	--	30	31	--	54	51	--	7	8	--	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	NC	3546	51193				NC	528	507	NC	4	9	NC	24	35	NC	13	13	NC	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	NC	5721	76202	NC	98	101	NC	510	505	NC	11	19	NC	21	24	NC	53	46	NC	14	11
All Students (Prior Year)	30	5688	72779	NA	NA	NA	512	510	505	20	13	21	13	19	20	40	48	43	27	20	15
Female	NC	2811	37231	NC	98	100	NC	512	507	NC	9	16	NC	20	24	NC	56	48	NC	16	13
Male	NC	2906	38718	NC	97	101	NC	509	503	NC	13	22	NC	23	24	NC	51	44	NC	13	10
African American	--	212	3600	--	92	97	--	501	497	--	22	28	--	26	29	--	45	39	--	7	5
Hispanic	NC	1708	28090	NC	98	98	NC	503	497	NC	18	28	NC	27	30	NC	47	37	NC	8	5
Asian/Pacific Islander	--	116	1443	--	96	95	--	514	515	--	9	9	--	29	19	--	47	53	--	16	19
American Indian/Alaskan Native	--	247	5311	--	95	113	--	499	491	--	20	38	--	30	31	--	44	28	--	6	3
White	NC	3411	35371	NC	97	96	NC	514	512	NC	7	10	NC	18	20	NC	57	54	NC	17	16
Students with Disabilities	--	566	9097	--	107	106	--	496	493	--	29	39	--	32	27	--	33	29	--	6	5
Students without Disabilities	NC	5155	67105	NC	97	100	NC	511	506	NC	10	18	NC	21	24	NC	55	47	NC	15	12
Limited English Proficient Students	--	563	14780	--	110	113	--	485	486	--	52	50	--	32	32	--	16	18	--	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	NC	3548	51241				NC	514	509	NC	7	14	NC	18	22	NC	57	51	NC	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	NC	5622	74692	NC	96	99	NC	510	502	NC	12	18	NC	26	27	NC	53	47	NC	9	8
All Students (Prior Year)	NC	5511	70710	NC	NA	NA	NC	523	512	NC	11	17	NC	24	26	NC	46	42	NC	19	16
Female	NC	2776	36710	NC	97	99	NC	516	509	NC	9	14	NC	24	26	NC	56	50	NC	10	10
Male	NC	2843	37742	NC	95	98	NC	504	495	NC	16	22	NC	27	28	NC	50	44	NC	7	6
African American	--	210	3516	--	91	94	--	492	487	--	23	26	--	27	31	--	49	39	--	1	4
Hispanic	NC	1689	27492	NC	97	96	NC	493	486	NC	20	27	NC	33	32	NC	44	38	NC	4	4
Asian/Pacific Islander	--	114	1428	--	94	94	--	523	528	--	11	8	--	26	20	--	45	54	--	18	18
American Indian/Alaskan Native	--	240	5166	--	92	110	--	489	470	--	23	39	--	34	32	--	40	27	--	3	2
White	NC	3344	34785	NC	95	94	NC	519	517	NC	9	10	NC	23	23	NC	58	56	NC	11	11
Students with Disabilities	--	502	8428	--	95	98	--	481	472	--	31	38	--	29	30	--	38	29	--	3	3
Students without Disabilities	NC	5120	66264	NC	96	99	NC	512	503	NC	12	17	NC	26	27	NC	54	48	NC	9	8
Limited English Proficient Students	--	552	14363	--	108	109	--	451	459	--	62	47	--	26	34	--	12	19	--	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	NC	3479	50185				NC	520	511	NC	8	13	NC	23	24	NC	59	53	NC	11	10

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

8th 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	NC	5563	71167	NC	98	99	NC	480	463	NC	24	38	NC	41	41	NC	23	14	NC	13	7
All Students (Prior Year)	NC	5251	66213	NC	NA	NA	NC	476	459	NC	25	39	NC	43	40	NC	22	14	NC	11	7
Female	NC	2705	34825	NC	98	99	NC	480	462	NC	22	38	NC	43	42	NC	24	14	NC	11	6
Male	NC	2854	36047	NC	98	99	NC	481	464	NC	26	38	NC	38	39	NC	22	15	NC	14	8
African American	--	212	3225	--	100	95	--	450	441	--	47	57	--	36	34	--	13	6	--	4	2
Hispanic	--	1403	23643	--	97	97	--	456	445	--	40	53	--	43	37	--	13	8	--	4	2
Asian/Pacific Islander	--	118	1503	--	100	100	--	499	493	--	17	18	--	35	40	--	25	23	--	22	19
American Indian/Alaskan Native	--	211	5161	--	100	103	--	455	435	--	43	63	--	40	30	--	11	5	--	7	2
White	NC	3597	35245	NC	98	95	NC	490	476	NC	17	26	NC	41	45	NC	27	19	NC	16	10
Students with Disabilities	NC	537	8095	NC	104	104	NC	436	426	NC	59	69	NC	28	25	NC	10	5	NC	2	1
Students without Disabilities	NC	5026	63072	NC	98	99	NC	483	464	NC	22	37	NC	41	41	NC	24	15	NC	13	7
Limited English Proficient Students	--	306	10317	--	99	111	--	430	426	--	72	72	--	24	25	--	3	2	--	0	1
Migrant Students	--	26	614				--	434	440	--	73	57	--	13	34	--	0	6	--	13	3
Economically Disadvantaged	--	365	17057				--	431	440	--	69	58	--	28	34	--	2	6	--	1	2
Non-Economically Disadvantaged	NC	5198	54110				NC	483	468	NC	21	33	NC	42	43	NC	24	16	NC	13	8

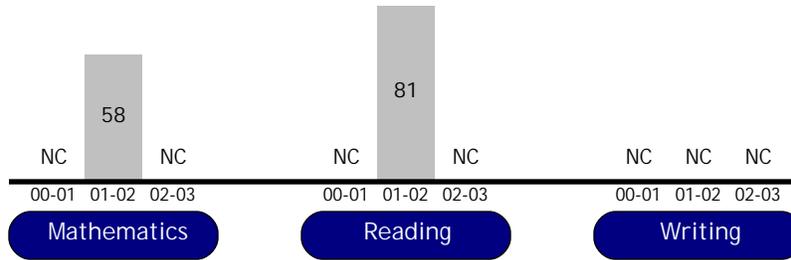
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5561	71100	NC	98	99	NC	507	502	NC	20	25	NC	20	21	NC	44	40	NC	17	15
All Students (Prior Year)	NC	5235	66144	NC	NA	NA	NC	511	504	NC	18	24	NC	19	20	NC	44	40	NC	19	16
Female	NC	2708	34801	NC	98	99	NC	511	505	NC	15	21	NC	20	22	NC	46	42	NC	18	15
Male	NC	2848	36010	NC	98	99	NC	503	499	NC	24	28	NC	19	20	NC	41	38	NC	16	14
African American	--	213	3219	--	100	95	--	486	486	--	39	38	--	24	24	--	28	31	--	9	7
Hispanic	--	1414	23630	--	97	96	--	486	485	--	34	37	--	27	25	--	33	32	--	6	6
Asian/Pacific Islander	--	118	1509	--	100	100	--	520	522	--	13	12	--	10	14	--	50	46	--	28	28
American Indian/Alaskan Native	--	203	5144	--	97	102	--	485	478	--	40	46	--	20	24	--	35	25	--	5	5
White	NC	3589	35198	NC	98	95	NC	516	515	NC	14	15	NC	17	18	NC	48	47	NC	21	21
Students with Disabilities	NC	535	8121	NC	103	105	NC	471	470	NC	54	55	NC	21	20	NC	21	21	NC	4	4
Students without Disabilities	NC	5026	62979	NC	98	99	NC	509	503	NC	18	23	NC	19	21	NC	45	41	NC	17	15
Limited English Proficient Students	--	309	10304	--	100	110	--	459	462	--	65	63	--	35	23	--	0	13	--	0	1
Migrant Students	--	26	623				--	488	475	--	36	45	--	29	27	--	29	25	--	7	3
Economically Disadvantaged	--	366	17040				--	464	483	--	61	40	--	26	25	--	12	29	--	1	6
Non-Economically Disadvantaged	NC	5195	54060				NC	510	507	NC	17	20	NC	19	20	NC	46	43	NC	18	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	NC	5441	69001	NC	96	96	NC	494	490	NC	13	17	NC	36	37	NC	50	45	NC	0	1
All Students (Prior Year)	NC	5058	63579	NC	NA	NA	NC	500	493	NC	10	15	NC	39	42	NC	49	41	NC	2	2
Female	NC	2667	34086	NC	97	97	NC	500	496	NC	9	13	NC	34	36	NC	57	51	NC	0	1
Male	NC	2769	34644	NC	95	95	NC	487	484	NC	18	22	NC	39	39	NC	43	38	NC	0	0
African American	--	204	3115	--	96	92	--	479	478	--	24	25	--	48	44	--	28	31	--	0	0
Hispanic	--	1371	22656	--	94	92	--	476	476	--	26	27	--	43	43	--	31	30	--	0	0
Asian/Pacific Islander	--	115	1472	--	97	98	--	501	507	--	7	8	--	32	30	--	60	60	--	1	2
American Indian/Alaskan Native	--	198	4940	--	94	98	--	480	469	--	20	34	--	50	43	--	30	23	--	0	0
White	NC	3531	34501	NC	96	93	NC	500	500	NC	9	10	NC	33	34	NC	57	55	NC	1	1
Students with Disabilities	NC	472	7386	NC	91	95	NC	466	459	NC	37	46	NC	44	37	NC	19	17	NC	1	0
Students without Disabilities	NC	4969	61615	NC	97	97	NC	495	491	NC	13	16	NC	36	37	NC	51	45	NC	0	1
Limited English Proficient Students	--	296	9662	--	96	104	--	449	454	--	53	51	--	47	40	--	0	9	--	0	0
Migrant Students	--	25	590				--	470	466	--	36	35	--	50	43	--	14	22	--	0	0
Economically Disadvantaged	--	360	16383				--	455	472	--	47	30	--	44	43	--	8	26	--	0	0
Non-Economically Disadvantaged	NC	5081	52618				NC	496	494	NC	12	14	NC	36	36	NC	52	49	NC	0	1

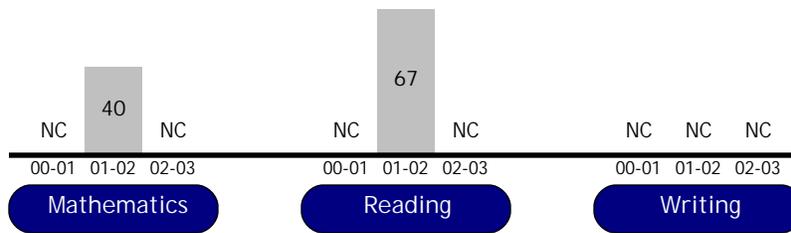
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

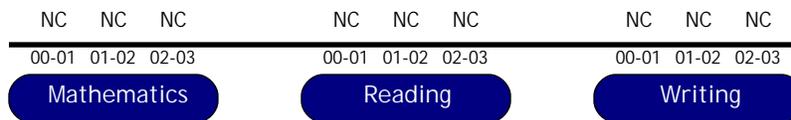
3rd Grade Proficiency



5th Grade Proficiency



8th 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	100	60	60	53	100	49	51	44	83	67	61	50
	Language	NC	NC	47	45	100	38	42	39	NC	NC	49	43
	Mathematics	31	71	63	56	100	9	57	52	95	54	67	57
3	Reading	98	60	56	50	95	65	50	43	100	66	57	47
	Language	41	71	58	55	95	56	53	50	100	66	61	54
	Mathematics	100	50	60	53	95	55	55	50	98	63	64	54
4	Reading	97	81	61	55	98	75	51	47	96	78	62	52
	Language	35	68	53	50	100	60	47	45	100	68	54	48
	Mathematics	100	63	66	56	100	65	59	52	98	69	68	57
5	Reading	100	79	59	51	100	66	51	46	100	73	59	50
	Language	57	77	50	46	100	57	45	43	100	57	53	46
	Mathematics	100	75	66	56	100	68	63	54	100	63	68	57
6	Reading	95	84	62	54	100	63	56	49	100	70	62	53
	Language	NC	NC	52	46	100	47	47	42	100	58	53	45
	Mathematics	95	82	73	61	100	69	71	58	100	72	75	62
7	Reading	100	67	60	53	100	58	53	48	98	61	59	51
	Language	41	73	63	55	100	67	56	51	100	64	62	54
	Mathematics	100	66	71	57	100	62	67	54	100	61	74	58
8	Reading	93	74	62	55	100	60	54	49	93	66	58	53
	Language	NC	NC	57	50	100	52	51	46	97	59	56	49
	Mathematics	100	59	70	57	100	63	66	54	97	64	69	58
9	Reading	--	--	52	43	100	56	46	37	85	61	50	41
	Language	--	--	53	41	100	54	49	38	92	54	54	42
	Mathematics	--	--	71	59	100	59	71	56	85	70	74	60

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

Regular fire drills. Small class sizes. Parent involvement. Lock-down procedures. Security system.

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	Inagean Anderson	(480) 472-3685
Transportation Policy	Kathy Tolar	(480) 472-3695
Community Resources	Kathy Tolar	(480) 472-3695
School Nutrition Programs	Kathy Tolar	(480) 472-3685
Parent Organization	Jill Rumsey	(480) 899-8929
Student Health/Nurse	Inagean Anderson	(480) 472-3685

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