



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4610 E. Osborn, Phoenix, AZ 85018

Scottsdale 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 : Ms. Margaret Serna
 Schedule : 7:15 AM to 3:15 PM
 Grades : Pre-K-5
 2004 Enrollment : 721
 Web Address : www.susd.org/schools/elem/Tavan/index.html
 Phone Number : (480) 484-3500
 Fax Number : (480) 484-3501
 E-mail : mserna@susd.org

Mission

We share a commitment and common vision to promote the success and value of each child. Tavan is a safe environment conducive to learning. We provide programs of the highest quality which are well-planned and based on sound research and methodology.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not 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

- ü Continue to improve student achievement in the areas of reading and language arts.
- ü To improve student achievement in the areas of mathematics concepts, problem solving and computation.

Enrollment

October 1, 2003 School Year Student Enrollment : 702
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 101

Instructional Programs

- ü Language Acquisition
- ü Preschools & ABC Classroom
- ü On-site Learning Resource Center
- ü Schoolwide Title I/Full-day Kinder

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a safe learning environment for all children. To offer academic and social opportunities for each child to flourish in the school setting. To keep parents informed. To maintain high standards.

Parents

The parent is the strongest component in the formation of a child's attitude and self-esteem. To ensure their children are well-rested, clean, and have proper nutrition. To encourage students to attend school regularly and punctually.

Transportation Policy

Transportation is a privilege. All Tavan students who use transportation are required to follow school rules and SUSD transportation guidelines.

School Honors

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

Award/Honor	Year
ü Charros Volunteer of the Year Award	2001
ü Serna/Outstanding Leadership in Elem. Schools Presenter	2003
ü Mrs. Serna/LULAC Educator of the Year Award	2004
ü Mrs. Peterson/Walmart Teacher of the Year Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1952	75509	99	99	100	539	548	521	11	6	13	10	13	23	33	31	33	46	49	31
All Students (Prior Year)	101	2032	75372	99	98	100	524	547	523	4	2	9	27	14	25	40	36	36	28	47	30
Female	48	930	37013	98	100	100	544	549	522	6	5	12	9	13	24	34	31	33	50	51	31
Male	54	1020	38430	100	99	99	534	546	521	17	6	14	10	14	22	31	32	33	41	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	48	287	30486	98	100	99	541	526	505	8	13	18	17	19	29	25	31	32	50	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	47	1518	35192	98	99	99	548	551	534	7	4	8	9	12	19	34	32	35	50	51	39
Students with Disabilities	18	311	9708	100	100	100	521	528	489	14	13	32	14	18	27	29	36	24	43	33	17
Students without Disabilities	84	1641	65801	99	97	98	541	550	525	11	5	11	9	13	23	33	31	34	46	52	33
Limited English Proficient Students	36	195	16928	97	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	63	432	36411				516	516	503	21	18	19	7	18	29	43	34	32	29	30	20
Non-Economically Disadvantaged	39	1520	39040				558	553	534	3	4	8	12	12	19	24	31	34	61	53	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	1954	75492	99	99	100	528	537	519	7	4	12	10	9	16	52	47	47	31	40	24
All Students (Prior Year)	95	2023	75221	93	98	100	524	540	523	3	2	8	15	8	16	63	56	56	19	34	21
Female	48	933	37014	98	100	100	539	541	523	3	3	10	3	7	15	53	45	48	41	45	27
Male	54	1019	38400	100	99	99	516	533	516	10	5	14	17	11	17	52	49	47	21	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	48	286	30438	98	100	99	517	522	508	0	10	17	8	13	21	75	50	47	17	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	47	1521	35177	98	99	99	535	539	528	5	3	8	9	8	13	48	47	49	39	42	31
Students with Disabilities	18	313	9707	100	100	100	509	524	495	0	7	33	29	14	21	71	53	33	0	27	13
Students without Disabilities	84	1641	65785	99	97	98	531	539	522	7	4	10	7	8	16	50	46	49	35	42	26
Limited English Proficient Students	36	194	16905	97	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	63	430	36302				519	518	507	11	13	18	14	18	21	50	44	46	25	26	14
Non-Economically Disadvantaged	39	1524	39164				536	540	528	3	3	8	6	7	13	55	47	48	36	43	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	102	1952	75053	99	99	99	583	649	597	2	3	7	18	6	12	77	72	72	3	18	9
All Students (Prior Year)	97	1992	73654	95	96	99	542	554	530	3	2	9	9	6	13	82	73	70	6	19	7
Female	48	933	36872	98	100	99	619	675	621	0	2	5	6	4	9	88	70	74	6	24	12
Male	54	1017	38109	100	99	99	543	623	573	3	5	10	31	9	14	66	74	69	0	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	48	286	30235	98	100	98	557	618	575	8	8	9	17	10	14	75	66	70	0	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	47	1518	35028	98	99	99	596	654	613	0	3	6	14	6	10	82	73	73	5	19	11
Students with Disabilities	18	314	9625	100	100	100	581	608	530	0	5	21	14	11	21	71	72	55	14	11	4
Students without Disabilities	84	1638	65428	99	97	98	583	655	604	2	3	6	19	6	11	78	72	73	2	19	10
Limited English Proficient Students	36	194	16765	97	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	63	429	36077				561	587	566	0	8	10	29	13	16	71	70	69	0	9	5
Non-Economically Disadvantaged	39	1523	38950				601	661	618	3	3	5	9	5	9	82	73	73	6	20	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	109	2037	76019	98	99	100	520	535	499	7	4	14	30	22	39	17	15	14	47	60	33
All Students (Prior Year)	83	2110	76230	98	98	100	514	521	498	3	4	12	43	28	38	11	14	12	43	54	37
Female	58	964	37207	98	99	100	517	536	499	11	3	12	25	21	41	18	16	14	45	59	33
Male	51	1072	38677	98	100	100	522	534	498	2	4	15	34	23	38	16	13	13	48	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	46	227	29458	98	99	100	494	495	480	15	18	20	38	37	48	15	14	12	31	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	56	1677	35880	98	99	100	533	540	515	4	2	7	24	20	32	16	15	16	56	63	45
Students with Disabilities	16	238	9786	100	100	100	537	502	457	0	11	39	25	40	40	17	11	7	58	38	13
Students without Disabilities	93	1799	66233	94	99	99	517	537	503	8	3	11	30	21	39	17	15	14	45	61	35
Limited English Proficient Students	30	152	15206	97	100	100	462	463	459	27	30	31	55	55	53	9	6	7	9	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	58	332	35714				492	494	480	13	17	20	42	40	47	16	10	12	29	33	20
Non-Economically Disadvantaged	51	1705	40266				541	541	513	2	2	9	20	19	33	18	15	15	60	64	43

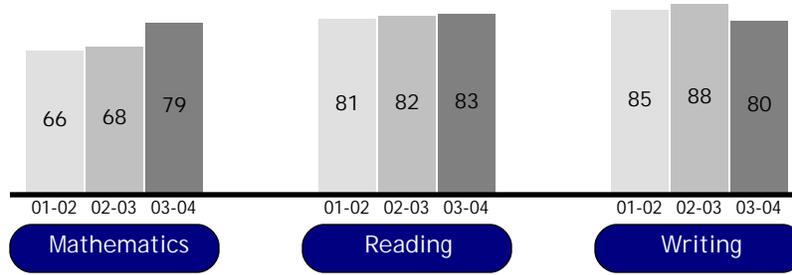
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2037	76020	98	99	100	515	519	503	16	9	25	18	14	23	42	52	40	24	26	12
All Students (Prior Year)	86	2103	76202	100	98	100	512	516	505	6	8	19	26	17	24	53	55	46	15	20	11
Female	58	966	37213	98	99	100	513	521	504	17	7	22	24	13	23	33	52	42	26	28	13
Male	51	1070	38666	98	100	100	517	517	501	14	10	29	11	14	22	52	52	38	23	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	46	227	29442	98	99	99	497	499	494	32	31	37	21	18	26	36	39	31	11	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	56	1678	35890	98	99	100	521	522	511	9	6	15	15	13	20	47	54	48	29	27	18
Students with Disabilities	16	238	9784	100	100	100	543	511	485	29	22	58	0	19	19	36	40	19	36	19	4
Students without Disabilities	93	1799	66236	94	99	99	510	520	504	13	8	23	21	13	23	43	53	42	22	26	13
Limited English Proficient Students	30	151	15198	97	100	100	484	484	483	50	53	59	33	25	25	17	22	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	58	332	35703				501	501	494	25	29	37	28	22	26	43	37	31	5	13	6
Non-Economically Disadvantaged	51	1705	40274				526	522	509	8	5	17	10	12	20	42	54	47	40	28	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	109	2034	75673	98	99	100	540	577	530	9	5	12	21	16	25	66	69	58	4	10	4
All Students (Prior Year)	81	2048	74692	95	95	99	517	529	502	9	6	18	21	18	27	63	57	47	7	18	8
Female	58	963	37099	98	99	100	561	598	548	7	3	8	20	12	22	65	70	64	9	14	6
Male	51	1070	38441	98	100	99	519	558	513	11	7	16	23	19	29	66	68	52	0	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	46	225	29305	98	98	99	504	518	507	18	13	16	25	31	31	50	50	51	7	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	56	1678	35760	98	99	99	557	584	550	5	4	9	20	14	21	71	71	64	4	11	6
Students with Disabilities	16	237	9706	100	100	100	520	526	462	14	19	36	14	18	32	71	58	31	0	5	1
Students without Disabilities	93	1797	65967	94	99	99	544	581	536	8	4	10	22	16	25	64	70	60	5	10	5
Limited English Proficient Students	30	151	15115	97	100	100	431	473	471	33	24	26	42	42	38	25	34	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	58	330	35541				505	511	504	15	14	17	30	31	31	53	53	50	3	2	2
Non-Economically Disadvantaged	51	1704	40091				568	588	550	4	4	9	14	13	21	76	72	64	6	11	6

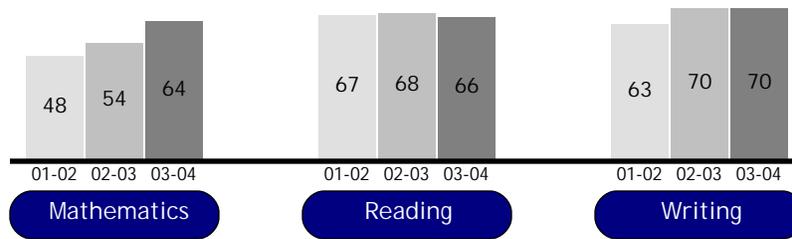
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	39	67	44	90	42	66	50	93	55	NA	58
	Language	100	34	63	39	96	41	61	43	98	44	68	50
	Mathematics	100	56	75	52	95	53	72	57	97	51	79	64
3	Reading	99	47	67	43	98	51	70	47	99	63	NA	55
	Language	99	58	72	50	99	58	75	54	99	66	77	61
	Mathematics	100	61	72	50	97	59	73	54	98	74	76	61
4	Reading	97	45	71	47	97	53	75	52	96	62	NA	56
	Language	97	51	65	45	100	50	68	48	97	58	69	52
	Mathematics	98	59	74	52	98	62	78	57	98	68	79	61
5	Reading	97	47	69	46	96	55	70	50	91	66	NA	55
	Language	97	48	64	43	96	54	65	46	94	59	69	49
	Mathematics	98	60	76	54	99	66	77	57	95	79	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Coordinating and Curriculum
- Ü School Improvement
- Ü Discipline & Safety
- Ü Technology
- Ü Parent Involvement
- Ü Facilities Committee

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	9.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	0	16	0	0
7 to 9 years	2	6	0	0
10 or more years	3	21	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Media Center/Computer Labs/Broadcasts
- Ü Multi-purpose Room/Community Center

Extracurricular Activities

- Ü Odyssey of the Mind/Word Masters
- Ü After School Programs/Intramural Sport
- Ü Win & Mac Computer Labs
- Ü Reading Enrichment
- Ü Homework Club
- Ü Chess Club

Social Services

- Ü Health Services/Full-Time Nurse
- Ü Counseling & Social Services
- Ü All Day Kindergarten Program
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 2002 - Highest reading MAP scores in the East Valley at 82%. 2003 - Increase in achievement on all AIMS categories in grades 3 and 5.
- ü 100% of Tavan's certified teachers received training in the following areas:
 -Thinking Maps - Reading, Writing and Math. B.E.S.T. Practices/ESL Strategies. Data Analysis. Standards Based Instruction. Comprehensive Reading. Strategies/Assessments.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	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	76	78
Grades 3-4	75	65
Grades 4-5	77	84

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

The Discipline, Facilities and Coordinating Teams collaborate to create a safe, secure, school atmosphere. The Discipline Committee has established rules and standardized procedures in order to maintain an orderly campus.

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	Margaret Serna	(480) 484-3500
Transportation Policy	Dan Shearer	(480) 484-8590
Community Resources	Elizabeth Kloehr	(480) 484-3500
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Barry Pacey	(480) 952-2247
Student Health/Nurse	Noreen Gibney	(480) 484-3500

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 100 Copies = \$38.00

** 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.