

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8801 N. 56th Street, Paradise Valley, AZ 85253

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Jan Howard  
 Schedule : 7:00 AM to 3:30 PM  
 Grades : K-5  
 2004 Enrollment : 625  
 Web Address : [www.susd.org/schools/elem/Cherokee](http://www.susd.org/schools/elem/Cherokee)  
 Phone Number : (480) 484-8700  
 Fax Number : (480) 484-8701  
 E-mail : [jhoward@susd.org](mailto:jhoward@susd.org)

### Mission

The mission of Cherokee School is to ensure high standards of excellence in education by meeting the individual needs of all students through the cooperation of staff, parents and 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

- ü Individual development of communication skills including reading, writing, speaking & listening. Enable student success in academic areas: math, science, lang. arts, social studies & literature. Evidenced by achievement tests/district assessment.
- ü Incorporate the use of computers into the core content areas as production tools and in remedial applications as instructional supplements.
- ü To increase the capacity of a safe and orderly environment at Cherokee. The school safety program contributes to an orderly atmosphere which promotes the feeling of safety conducive to learning.
- ü Teachers participate in professional growth activities outside the regular school day which relates to district and school goals and the Site Improvement Plan.

### Enrollment

October 1, 2003 School Year Student Enrollment : 636  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- ü Gifted Education Program
- ü Kindergarten and EDK
- ü Hands-on Science/Science Lab
- ü Computer Instruction in Seven Labs
- ü Special Education Program
- ü ESL Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide an environment conducive to learning; be role models by valuing education and participating in activities at the school and parent groups. Parents expected to help their children understand district's Code of Conduct and school's rules.

Transportation Policy

Transportation is provided for K-5 students. Mid-day bus is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is our first consideration.

School Honors

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

Award/Honor	Year
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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	89	1952	75509	99	99	100	560	548	521	2	6	13	11	13	23	28	31	33	59	49	31
All Students (Prior Year)	120	2032	75372	99	98	100	551	547	523	2	2	9	10	14	25	39	36	36	49	47	30
Female	47	930	37013	100	100	100	554	549	522	2	5	12	13	13	24	28	31	33	57	51	31
Male	42	1020	38430	98	99	99	567	546	521	3	6	14	10	14	22	28	32	33	60	48	31
African American	--	51	3660	--	100	99	--	503	496	--	21	24	--	26	31	--	32	28	--	21	18
Hispanic	NC	287	30486	NC	100	99	NC	526	505	NC	13	18	NC	19	29	NC	31	32	NC	37	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	567	549	--	4	5	--	6	13	--	20	33	--	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	85	1518	35192	98	99	99	561	551	534	2	4	8	11	12	19	28	32	35	59	51	39
Students with Disabilities	21	311	9708	100	100	100	565	528	489	0	13	32	5	18	27	50	36	24	45	33	17
Students without Disabilities	68	1641	65801	91	97	98	558	550	525	3	5	11	13	13	23	21	31	34	63	52	33
Limited English Proficient Students	NC	195	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	432	36411				NC	516	503	NC	18	19	NC	18	29	NC	34	32	NC	30	20
Non-Economically Disadvantaged	88	1520	39040				561	553	534	2	4	8	10	12	19	28	31	34	59	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	89	1954	75492	99	99	100	540	537	519	2	4	12	7	9	16	44	47	47	47	40	24
All Students (Prior Year)	120	2023	75221	99	98	100	546	540	523	1	2	8	2	8	16	64	56	56	33	34	21
Female	47	933	37014	100	100	100	543	541	523	0	3	10	9	7	15	43	45	48	49	45	27
Male	42	1019	38400	98	99	99	538	533	516	5	5	14	5	11	17	46	49	47	44	35	21
African American	--	51	3665	--	100	99	--	508	505	--	11	20	--	26	22	--	49	43	--	15	14
Hispanic	NC	286	30438	NC	100	99	NC	522	508	NC	10	17	NC	13	21	NC	50	47	NC	27	15
Asian/Pacific Islander	--	69	1773	--	100	98	--	547	534	--	2	4	--	4	10	--	45	50	--	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	85	1521	35177	98	99	99	540	539	528	2	3	8	7	8	13	43	47	49	48	42	31
Students with Disabilities	21	313	9707	100	100	100	532	524	495	5	7	33	5	14	21	62	53	33	29	27	13
Students without Disabilities	68	1641	65785	91	97	98	543	539	522	1	4	10	7	8	16	39	46	49	52	42	26
Limited English Proficient Students	NC	194	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	430	36302				NC	518	507	NC	13	18	NC	18	21	NC	44	46	NC	26	14
Non-Economically Disadvantaged	88	1524	39164				541	540	528	2	3	8	6	7	13	45	47	48	47	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	89	1952	75053	99	99	99	627	649	597	6	3	7	2	6	12	80	72	72	12	18	9
All Students (Prior Year)	120	1992	73654	99	96	99	555	554	530	1	2	9	1	6	13	79	73	70	19	19	7
Female	47	933	36872	100	100	99	647	675	621	4	2	5	2	4	9	81	70	74	13	24	12
Male	42	1017	38109	98	99	99	603	623	573	8	5	10	3	9	14	79	74	69	11	12	6
African American	--	51	3636	--	100	99	--	604	568	--	4	12	--	13	16	--	76	67	--	7	6
Hispanic	NC	286	30235	NC	100	98	NC	618	575	NC	8	9	NC	10	14	NC	66	70	NC	16	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	669	651	--	4	3	--	4	5	--	75	72	--	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	85	1518	35028	98	99	99	627	654	613	6	3	6	2	6	10	79	73	73	12	19	11
Students with Disabilities	21	314	9625	100	100	100	625	608	530	0	5	21	0	11	21	89	72	55	11	11	4
Students without Disabilities	68	1638	65428	91	97	98	628	655	604	7	3	6	3	6	11	78	72	73	12	19	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	429	36077				NC	587	566	NC	8	10	NC	13	16	NC	70	69	NC	9	5
Non-Economically Disadvantaged	88	1523	38950				627	661	618	6	3	5	2	5	9	80	73	73	12	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	117	2037	76019	98	99	100	549	535	499	3	4	14	14	22	39	10	15	14	73	60	33
All Students (Prior Year)	155	2110	76230	98	98	100	526	521	498	2	4	12	22	28	38	18	14	12	57	54	37
Female	51	964	37207	100	99	100	548	536	499	2	3	12	8	21	41	18	16	14	73	59	33
Male	66	1072	38677	97	100	100	549	534	498	3	4	15	19	23	38	5	13	13	73	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	NC	227	29458	NC	99	100	NC	495	480	NC	18	20	NC	37	48	NC	14	12	NC	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	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	114	1677	35880	99	99	100	549	540	515	2	2	7	14	20	32	11	15	16	73	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	108	1799	66233	100	99	99	552	537	503	3	3	11	11	21	39	11	15	14	75	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	332	35714				NC	494	480	NC	17	20	NC	40	47	NC	10	12	NC	33	20
Non-Economically Disadvantaged	115	1705	40266				549	541	513	3	2	9	14	19	33	10	15	15	73	64	43

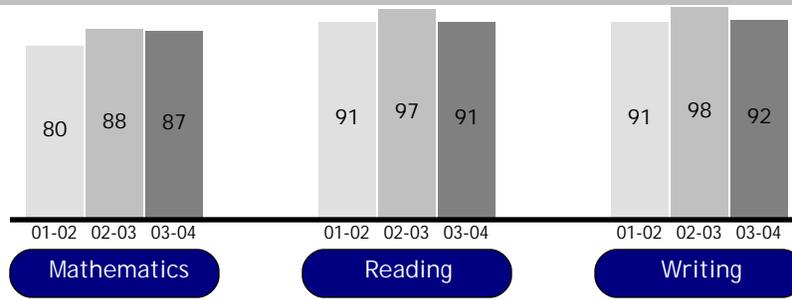
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2037	76020	98	99	100	529	519	503	3	9	25	12	14	23	50	52	40	35	26	12
All Students (Prior Year)	153	2103	76202	97	98	100	523	516	505	2	8	19	10	17	24	60	55	46	28	20	11
Female	51	966	37213	100	99	100	531	521	504	0	7	22	16	13	23	47	52	42	37	28	13
Male	66	1070	38666	97	100	100	526	517	501	6	10	29	9	14	22	52	52	38	33	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	NC	227	29442	NC	99	99	NC	499	494	NC	31	37	NC	18	26	NC	39	31	NC	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	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	114	1678	35890	99	99	100	529	522	511	4	6	15	12	13	20	51	54	48	34	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	108	1799	66236	100	99	99	530	520	504	3	8	23	12	13	23	48	53	42	37	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	332	35703				NC	501	494	NC	29	37	NC	22	26	NC	37	31	NC	13	6
Non-Economically Disadvantaged	115	1705	40274				529	522	509	4	5	17	12	12	20	49	54	47	35	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	117	2034	75673	98	99	100	596	577	530	0	5	12	15	16	25	74	69	58	11	10	4
All Students (Prior Year)	150	2048	74692	95	95	99	538	529	502	4	6	18	9	18	27	65	57	47	22	18	8
Female	51	963	37099	100	99	100	625	598	548	0	3	8	6	12	22	78	70	64	16	14	6
Male	66	1070	38441	97	100	99	573	558	513	0	7	16	23	19	29	70	68	52	7	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	NC	225	29305	NC	98	99	NC	518	507	NC	13	16	NC	31	31	NC	50	51	NC	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	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	114	1678	35760	99	99	99	597	584	550	0	4	9	14	14	21	76	71	64	10	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	108	1797	65967	100	99	99	595	581	536	0	4	10	16	16	25	74	70	60	10	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	330	35541				NC	511	504	NC	14	17	NC	31	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	115	1704	40091				596	588	550	0	4	9	16	13	21	73	72	64	11	11	6

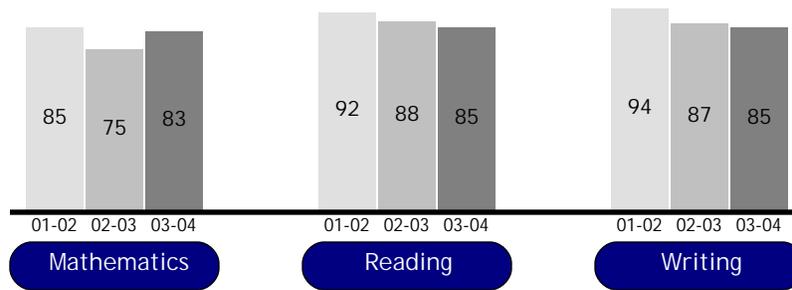
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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](http://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	96	81	67	44	99	69	66	50	99	73	NA	58
	Language	96	74	63	39	99	65	61	43	98	64	68	50
	Mathematics	98	82	75	52	98	73	72	57	100	80	79	64
3	Reading	98	76	67	43	98	80	70	47	98	78	NA	55
	Language	98	78	72	50	100	86	75	54	98	81	77	61
	Mathematics	99	81	72	50	98	84	73	54	98	79	76	61
4	Reading	97	87	71	47	98	85	75	52	98	89	NA	56
	Language	95	83	65	45	98	80	68	48	97	80	69	52
	Mathematics	97	89	74	52	98	85	78	57	97	91	79	61
5	Reading	98	86	69	46	97	85	70	50	97	84	NA	55
	Language	98	82	64	43	98	80	65	46	97	81	69	49
	Mathematics	99	91	76	54	97	88	77	57	97	88	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."

# Cherokee Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Improvement
- Ü Curriculum/Program Development
- Ü School Climate
- Ü School Safety Issues
- Ü Technology Implementation
- Ü Parent/Educator Relations

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	6	7	0	0
10 or more years	6	13	1	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

### Special Facilities

- Ü Media Center
- Ü Seven Computer Labs
- Ü Special Ed Program

### Extracurricular Activities

- Ü After School Gymnastics
- Ü After School Sports
- Ü After School Chess Club
- Ü After School Art Classes
- Ü After School Character Counts Class

### Social Services

- Ü After School Childcare
- Ü Scottsdale Prevention Institute
- Ü DARE/Paradise Valley Police

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	58	73
Grades 3-4	88	90
Grades 4-5	67	74

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 Crisis Plan & Emergency Response Procedures are reviewed with the staff on a yearly basis. Security measures are in place while school is in session, including a buddy system and a visitor control system. Fire and lockdown drills are conducted.

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	Jan Howard	(480) 484-8700
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Shannon Wilde	(480) 484-8700
School Nutrition Programs	Bonnie Nunziata	(480) 484-8700
Parent Organization	Assn. of Parents & Teachers	(480) 484-8700
Student Health/Nurse	Donna Musser	(480) 484-8700

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](http://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](http://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](http://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](http://www.ade.az.gov/grad).

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\*\* 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.