

Cheyenne Traditional Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

11130 E. Cholla Street, Scottsdale, AZ 85259

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 *

Excelling*

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

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 : Mr. Mike Duff
Schedule : 7:00 AM to 3:30 PM
Grades : K-8
2003 Enrollment : 926
Web Address : www.susd.org
Phone Number : (480) 484-5600
Fax Number : (480) 484-5601
E-mail : mduff@susd.org

Mission

Cheyenne Traditional School is a school of choice. Priority is given to the fundamental tools of learning in the core academic areas. Students will be provided an academic environment which develops respect, responsibility, integrity, and leadership.

School / Academic Goals

Instructional Programs

- Spalding Language Arts Program
- Saxon Math Program
- All Day Kindergarten
- Gifted Program

Enrollment

October 1, 2002 School Year Student Enrollment : 948
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 926

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

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

Cheyenne Traditional Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement Plan
- Ü School Evaluation
- Ü Parent/Educator Communication
- Ü School Facilities
- Ü Safety
- Ü Climate

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.50	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	5	0	0
4 to 6 years	4	2	0	0
7 to 9 years	5	4	1	0
10 or more years	10	12	0	0

Shared Responsibilities

School

High academic standards; safe, orderly school environment; school/home communication; maximum use of academic time; parent-teacher partnership; daily homework reviewed at home; 20 minutes daily of shared home reading; prompt, regular attendance.

Parents

Cheyenne Traditional School is a school of choice, making the parents' role significantly accountable. Parents enrolling their children at Cheyenne sign an Informed Statement of Support for the program offered at Cheyenne.

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü 7th/8th Grade Athletics
- Ü Battle of the Books
- Ü Student Council
- Ü Math Olympiad

Social Services

- Ü Scottsdale Prevention Institute

Transportation Policy

Cheyenne Traditional School is a district school of choice that does not have complex boundaries. Bus transportation is provided at only seven satellite locations throughout the Desert Mountain complex.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Reading: The average national percentile scores in reading for students in grades one, two, three, four, five, six and seven were above the district, state and national averages on the Stanford 9 Achievement Test.
- ü Language Arts: The average national percentile score in language for students in grades one, two, three, four, five, six and seven were above the district, state and national averages on the Stanford 9 Achievement Test.

School Honors

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

Award/Honor	Year
ü Teacher of the Year	2000
ü Chess Championship - 2nd Place	2000
ü 5th & 6th Grade Bands Received Excellent Awards	2003
ü 7th & 8th Grade Boys Basketball - 2nd Place	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	5	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	1	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	63
Grades 3-4	81	86
Grades 4-5	57	69
Grades 5-6	NC	NC
Grades 6-7	69	69
Grades 7-8	64	50

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	139	2032	75372	99	98	101	549	547	523	0	2	9	10	14	25	39	36	36	51	47	30
All Students (Prior Year)	136	1994	70809	NA	NA	NA	563	545	518	0	3	11	4	14	27	36	36	35	60	47	27
Female	60	988	36901	98	98	101	557	545	524	0	3	8	3	15	25	36	37	36	60	45	31
Male	79	1044	38385	100	99	101	544	549	523	0	2	9	14	14	24	42	35	36	44	50	30
African American	--	40	3589	--	89	96	--	522	501	--	8	18	--	25	33	--	36	33	--	31	16
Hispanic	NC	275	29103	NC	93	99	NC	519	510	NC	9	12	NC	28	31	NC	38	36	NC	25	20
Asian/Pacific Islander	NC	58	1574	NC	89	96	NC	564	549	NC	0	3	NC	9	14	NC	28	34	NC	64	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	528	491	--	13	22	--	13	38	--	31	28	--	44	12
White	130	1570	34597	96	96	98	549	550	535	0	1	4	10	13	20	40	36	38	51	50	38
Students with Disabilities	NC	189	8057	NC	69	99	NC	522	496	NC	10	23	NC	22	31	NC	41	28	NC	27	17
Students without Disabilities	133	1843	67315	104	103	101	550	548	525	0	2	8	10	14	24	38	36	37	52	48	31
Limited English Proficient Students	NC	188	16925	NC	106	112	NC	462	482	NC	45	27	NC	40	40	NC	15	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	139	1886	49047				549	548	530	0	2	6	10	13	21	39	36	37	51	48	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	138	2023	75221	99	98	101	543	540	523	2	2	8	6	8	16	60	56	56	33	34	21
All Students (Prior Year)	137	1998	70860	NA	NA	NA	558	543	524	1	3	9	1	9	17	33	42	45	65	46	30
Female	61	987	36833	100	98	100	556	543	526	0	2	6	2	8	15	57	53	56	41	38	23
Male	77	1036	38319	97	98	101	533	536	520	3	3	9	10	9	17	62	59	56	26	30	18
African American	--	42	3597	--	93	97	--	518	510	--	3	14	--	21	22	--	67	53	--	10	11
Hispanic	NC	268	29019	NC	90	99	NC	522	513	NC	12	12	NC	16	21	NC	52	55	NC	20	13
Asian/Pacific Islander	NC	58	1572	NC	89	95	NC	551	536	NC	0	2	NC	4	9	NC	44	57	NC	51	31
American Indian/Alaskan Native	--	19	5071	--	70	114	--	518	502	--	0	20	--	21	27	--	79	46	--	0	8
White	129	1566	34543	95	96	97	543	542	531	2	1	4	7	7	12	60	56	58	32	35	26
Students with Disabilities	NC	184	8006	NC	68	99	NC	526	505	NC	5	22	NC	17	23	NC	55	42	NC	23	13
Students without Disabilities	131	1839	67215	102	103	101	543	540	524	2	2	7	6	8	16	60	56	56	33	34	21
Limited English Proficient Students	NC	180	16853	NC	102	112	NC	477	489	NC	47	29	NC	42	36	NC	11	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	138	1879	48965				543	541	528	2	2	5	6	8	13	60	56	58	33	35	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	137	1992	73654	98	96	99	562	554	530	0	2	9	3	6	13	73	73	70	24	19	7
All Students (Prior Year)	132	1949	68592	NA	NA	NA	578	571	542	0	3	9	2	6	12	66	61	63	32	31	16
Female	60	972	36239	98	97	99	579	561	537	0	2	7	0	4	11	64	70	72	36	24	10
Male	77	1020	37301	97	96	98	548	547	523	0	2	12	5	8	15	80	76	68	15	14	5
African American	--	40	3488	--	89	94	--	533	515	--	6	16	--	6	18	--	75	62	--	14	4
Hispanic	NC	261	28348	NC	88	96	NC	531	520	NC	11	13	NC	13	17	NC	66	65	NC	9	5
Asian/Pacific Islander	NC	58	1558	NC	89	95	NC	572	547	NC	0	3	NC	0	8	NC	72	76	NC	28	13
American Indian/Alaskan Native	--	17	4947	--	63	111	--	546	507	--	0	22	--	14	22	--	71	53	--	14	3
White	128	1547	33924	94	95	96	563	556	537	0	1	5	3	5	10	72	73	75	25	20	9
Students with Disabilities	NC	171	7306	NC	63	90	NC	533	506	NC	11	24	NC	8	20	NC	71	52	NC	11	4
Students without Disabilities	130	1821	66348	102	102	100	563	555	531	0	2	8	2	6	13	73	73	71	25	20	8
Limited English Proficient Students	NC	177	16422	NC	100	109	NC	476	495	NC	53	30	NC	26	27	NC	21	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	137	1855	47943				562	555	535	0	2	7	3	5	11	73	73	74	24	20	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	136	2110	76230	99	98	101	527	521	498	1	4	12	21	28	38	16	14	12	61	54	37
All Students (Prior Year)	110	2193	72888	NA	NA	NA	549	523	494	1	5	14	11	26	40	10	13	12	78	56	34
Female	80	1048	37247	99	99	100	526	522	500	0	3	11	23	29	40	18	14	13	60	55	37
Male	56	1060	38725	100	98	101	530	521	497	2	4	14	20	27	37	15	15	12	64	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	NC	239	28100	NC	93	98	NC	489	482	NC	11	18	NC	49	47	NC	11	11	NC	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	120	1571	35389	94	90	96	527	526	514	1	3	6	22	25	32	18	15	14	60	58	48
Students with Disabilities	NC	171	9022	NC	80	105	NC	467	465	NC	29	31	NC	38	43	NC	16	8	NC	16	17
Students without Disabilities	133	1939	67208	101	100	100	528	523	500	1	3	12	22	28	38	15	14	12	62	55	38
Limited English Proficient Students	NC	157	14826	NC	101	113	NC	470	460	NC	15	31	NC	65	51	NC	9	8	NC	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	136	1985	51193				527	523	507	1	3	9	21	27	35	16	14	13	61	55	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	136	2103	76202	99	98	101	519	516	505	4	8	19	13	17	24	65	55	46	18	20	11
All Students (Prior Year)	110	2198	72779	NA	NA	NA	527	518	505	5	9	21	4	12	20	46	48	43	45	31	15
Female	80	1037	37231	99	98	100	521	519	507	4	5	16	10	15	24	69	56	48	18	23	13
Male	56	1064	38718	100	98	101	515	514	503	5	10	22	16	18	24	60	55	44	18	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	NC	237	28090	NC	92	98	NC	500	497	NC	19	28	NC	36	30	NC	37	37	NC	8	5
Asian/Pacific Islander	NC	55	1443	NC	75	95	NC	524	515	NC	2	9	NC	6	19	NC	65	53	NC	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	120	1566	35371	94	90	96	515	518	512	4	6	10	13	14	20	67	58	54	17	22	16
Students with Disabilities	NC	173	9097	NC	80	106	NC	490	493	NC	39	39	NC	30	27	NC	30	29	NC	2	5
Students without Disabilities	133	1930	67105	101	100	100	519	517	506	5	7	18	11	17	24	66	56	47	18	21	12
Limited English Proficient Students	NC	158	14780	NC	102	113	NC	489	486	NC	36	50	NC	45	32	NC	17	18	NC	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	136	1980	51241				519	517	509	4	6	14	13	16	22	65	57	51	18	21	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	136	2048	74692	99	95	99	536	529	502	1	6	18	20	18	27	56	57	47	23	18	8
All Students (Prior Year)	105	2146	70710	NA	NA	NA	578	550	512	2	5	17	7	14	26	37	47	42	54	34	16
Female	80	1020	36710	99	96	99	548	538	509	0	4	14	13	16	26	60	58	50	28	23	10
Male	56	1026	37742	100	95	98	520	520	495	4	9	22	31	21	28	49	57	44	16	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	NC	232	27492	NC	90	96	NC	501	486	NC	17	27	NC	28	32	NC	45	38	NC	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	120	1523	34785	94	88	94	535	533	517	2	5	10	21	18	23	57	59	56	21	19	11
Students with Disabilities	NC	152	8428	NC	71	98	NC	481	472	NC	23	38	NC	42	30	NC	32	29	NC	3	3
Students without Disabilities	133	1896	66264	101	98	99	537	530	503	2	6	17	20	18	27	55	58	48	23	18	8
Limited English Proficient Students	NC	151	14363	NC	97	109	NC	474	459	NC	33	47	NC	41	34	NC	25	19	NC	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	136	1929	50185				536	531	511	1	6	13	20	17	24	56	59	53	23	18	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	25	2261	71167	100	101	99	497	477	463	8	25	38	56	43	41	20	22	14	16	10	7
All Students (Prior Year)	--	2147	66213	--	NA	NA	--	478	459	--	24	39	--	44	40	--	21	14	--	11	7
Female	NC	1100	34825	NC	101	99	NC	475	462	NC	26	38	NC	45	42	NC	21	14	NC	8	6
Male	19	1160	36047	100	101	99	494	480	464	11	24	38	58	42	39	21	22	15	11	12	8
African American	--	44	3225	--	90	95	--	443	441	--	49	57	--	46	34	--	6	6	--	0	2
Hispanic	NC	223	23643	NC	98	97	NC	437	445	NC	59	53	NC	29	37	NC	9	8	NC	2	2
Asian/Pacific Islander	NC	64	1503	NC	110	100	NC	511	493	NC	10	18	NC	35	40	NC	28	23	NC	27	19
American Indian/Alaskan Native	--	27	5161	--	87	103	--	432	435	--	61	63	--	35	30	--	4	5	--	0	2
White	21	1725	35245	88	92	95	497	482	476	10	20	26	52	46	45	24	23	19	14	11	10
Students with Disabilities	--	158	8095	--	84	104	--	430	426	--	65	69	--	30	25	--	6	5	--	0	1
Students without Disabilities	25	2103	63072	100	103	99	497	479	464	8	24	37	56	44	41	20	22	15	16	11	7
Limited English Proficient Students	--	121	10317	--	95	111	--	406	426	--	91	72	--	8	25	--	2	2	--	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	25	2241	54110				497	478	468	8	24	33	56	44	43	20	22	16	16	10	8

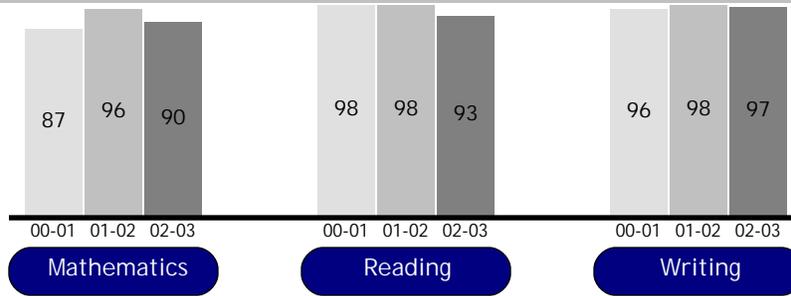
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	2237	71100	100	100	99	525	518	502	8	14	25	4	15	21	68	48	40	20	24	15
All Students (Prior Year)	--	2140	66144	--	NA	NA	--	524	504	--	12	24	--	14	20	--	45	40	--	29	16
Female	NC	1093	34801	NC	100	99	NC	521	505	NC	11	21	NC	15	22	NC	49	42	NC	24	15
Male	19	1143	36010	100	100	99	523	516	499	11	16	28	5	14	20	63	46	38	21	24	14
African American	--	44	3219	--	90	95	--	486	486	--	37	38	--	23	24	--	29	31	--	11	7
Hispanic	NC	220	23630	NC	96	96	NC	490	485	NC	38	37	NC	20	25	NC	32	32	NC	9	6
Asian/Pacific Islander	NC	65	1509	NC	112	100	NC	535	522	NC	7	12	NC	11	14	NC	48	46	NC	34	28
American Indian/Alaskan Native	--	27	5144	--	87	102	--	478	478	--	39	46	--	26	24	--	35	25	--	0	5
White	21	1711	35198	88	92	95	527	522	515	5	10	15	5	14	18	67	50	47	24	26	21
Students with Disabilities	--	151	8121	--	80	105	--	471	470	--	45	55	--	34	20	--	19	21	--	2	4
Students without Disabilities	25	2086	62979	100	102	99	525	520	503	8	13	23	4	14	21	68	48	41	20	25	15
Limited English Proficient Students	--	120	10304	--	94	110	--	454	462	--	68	63	--	23	23	--	8	13	--	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	25	2217	54060				525	519	507	8	13	20	4	14	20	68	48	43	20	24	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	24	2206	69001	96	99	96	517	505	490	4	8	17	21	28	37	75	63	45	0	1	1
All Students (Prior Year)	--	2055	63579	--	NA	NA	--	513	493	--	5	15	--	30	42	--	60	41	--	5	2
Female	NC	1081	34086	NC	99	97	NC	511	496	NC	5	13	NC	25	36	NC	69	51	NC	1	1
Male	18	1124	34644	95	98	95	508	499	484	6	12	22	28	31	39	67	56	38	0	1	0
African American	--	43	3115	--	88	92	--	481	478	--	21	25	--	44	44	--	35	31	--	0	0
Hispanic	NC	216	22656	NC	95	92	NC	476	476	NC	27	27	NC	40	43	NC	33	30	NC	0	0
Asian/Pacific Islander	NC	65	1472	NC	112	98	NC	521	507	NC	2	8	NC	20	30	NC	74	60	NC	5	2
American Indian/Alaskan Native	--	25	4940	--	81	98	--	480	469	--	17	34	--	57	43	--	26	23	--	0	0
White	20	1690	34501	83	90	93	522	509	500	0	6	10	25	26	34	75	67	55	0	1	1
Students with Disabilities	--	137	7386	--	73	95	--	470	459	--	34	46	--	41	37	--	25	17	--	0	0
Students without Disabilities	24	2069	61615	96	101	97	517	506	491	4	8	16	21	28	37	75	63	45	0	1	1
Limited English Proficient Students	--	116	9662	--	91	104	--	451	454	--	52	51	--	41	40	--	7	9	--	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	24	2188	52618				517	506	494	4	8	14	21	28	36	75	63	49	0	1	1

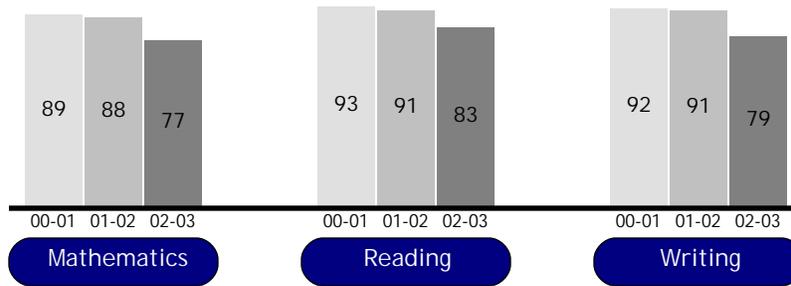
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

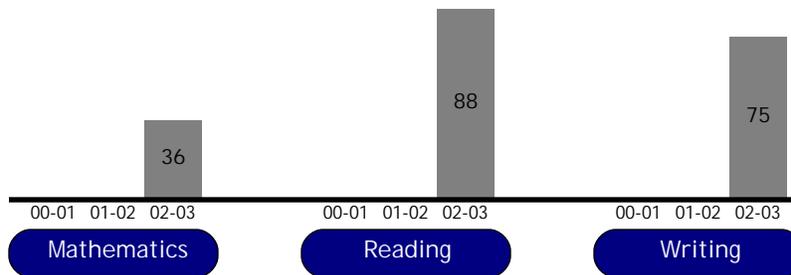
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	83	71	53	99	83	67	44	98	80	66	50
	Language	95	79	65	45	99	79	63	39	99	81	61	43
	Mathematics	95	86	74	56	99	88	75	52	98	85	72	57
3	Reading	96	79	72	50	100	87	67	43	98	83	70	47
	Language	97	85	76	55	100	89	72	50	98	85	75	54
	Mathematics	95	86	76	53	100	84	72	50	98	84	73	54
4	Reading	97	87	77	55	99	84	71	47	97	89	75	52
	Language	96	81	69	50	98	79	65	45	99	81	68	48
	Mathematics	97	90	77	56	98	87	74	52	99	90	78	57
5	Reading	98	81	72	51	97	85	69	46	98	79	70	50
	Language	95	74	66	46	97	84	64	43	99	70	65	46
	Mathematics	98	84	78	56	96	90	76	54	100	87	77	57
6	Reading	93	82	72	54	99	78	72	49	100	87	72	53
	Language	96	75	66	46	99	71	66	42	100	83	67	45
	Mathematics	96	92	80	61	99	88	78	58	100	92	78	62
7	Reading	--	--	74	53	96	86	70	48	99	80	70	51
	Language	--	--	76	55	96	88	74	51	100	82	75	54
	Mathematics	--	--	76	57	96	92	74	54	100	85	74	58
8	Reading	--	--	74	55	--	--	71	49	100	84	71	53
	Language	--	--	74	50	--	--	71	46	100	85	70	49
	Mathematics	--	--	74	57	--	--	73	54	100	84	72	58

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

Cheyenne students wear school uniforms. There are monthly practices of fire drills and lock-downs and visitors are required to sign-in and wear a visitor badge at all times. Teachers and parent volunteers assist in parking lot and playground duties.

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) :

1

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	Mike Duff	(480) 484-5610
Transportation Policy	Sheila Burnham	(480) 484-5605
Community Resources		
School Nutrition Programs	Mary Ulber	(480) 484-5614
Parent Organization	Patti O'Neil	(480) 391-3485
Student Health/Nurse	Nancy Tillinghast	(480) 484-5612

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