

Erie Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1150 W. Erie Street, Chandler, AZ 85224

Chandler 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 *

Performing*

* 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 : Mrs. Barbara J. Kowalinski
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-6
2003 Enrollment : 668
Web Address : www.chandler.k12.az.us
Phone Number : (480) 812-6300
Fax Number : (480) 812-6320
E-mail : erie@chandler.k12.az.us

Mission

Erie Elementary School's mission is to prepare a community of lifelong learners to be productive, empowered citizens capable of successfully participating in society, by providing a quality education in a caring, challenging and safe environment.

School / Academic Goals

ü To meet or exceed state and national scores on standardized tests.

ü To develop and implement a system of authentic assessment which will allow for data comparison from year to year for school improvement.

Instructional Programs

ü Gifted-Self-contained
ü On-site Special Education
ü Self-contained Special Education
ü Early Entry Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 107

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/30/2003
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Curriculum Development and Technology
- ü School Safety Issues
- ü Student Discipline
- ü Budget
- ü Student Assessment

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	11.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	10	4	0	0
7 to 9 years	8	10	0	0
10 or more years	10	17	0	0

Shared Responsibilities

School

Erie provide the resources to ensure a high-quality and safe educational experience for its students utilizing the best resources, technology and equipment to meet the educational goals of students. We effectively communicate with parents.

Parents

Parents are expected to: Make sure students attend school every day and are on time; be proactive in their child's education by participating in homework and family educational opportunities; and be cognizant of their child's academic progress.

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Computer Application Lab (Two Labs)

Extracurricular Activities

- ü Student Council
- ü Tutorials and Parent Partnerships
- ü Chorus
- ü Running Club

Social Services

- ü Before/After School Child Care
- ü Breakfast Program
- ü Lunch Program
- ü Early Entry Kindergarten Program

Transportation Policy

Students who live 1+ mile from school are provided bus transportation. Students who are in special education programs and who don't live in the Erie attendance area are provided transportation. Open-enrollment students are transported by parents.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Scored at or above state and national averages on Stanford 9.

ü Maintained daily attendance above 95% all year.

School Honors

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

Award/Honor	Year
ü A+ School Winner	1990
ü NASA Teacher Representative/Teachers in Space Recipient	2002
ü Intel/Hewlett Packard Teacher Award	1998
ü Clean School Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	15	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	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	66	44
Grades 3-4	88	80
Grades 4-5	69	56
Grades 5-6	75	97

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	87	2034	75372	93	98	101	521	529	523	11	7	9	23	20	25	39	39	36	27	34	30
All Students (Prior Year)	78	1949	70809	NA	NA	NA	517	522	518	15	8	11	21	26	27	34	37	35	31	30	27
Female	36	1023	36901	90	98	101	536	529	524	9	8	8	14	20	25	37	39	36	40	34	31
Male	51	1011	38385	94	98	101	509	529	523	14	6	9	30	21	24	41	39	36	16	33	30
African American	NC	114	3589	NC	96	96	NC	505	501	NC	19	18	NC	25	33	NC	36	33	NC	20	16
Hispanic	36	655	29103	95	100	99	514	506	510	17	15	12	24	30	31	34	37	36	24	18	20
Asian/Pacific Islander	--	83	1574	--	98	96	--	561	549	--	0	3	--	12	14	--	32	34	--	55	48
American Indian/Alaskan Native	--	26	5086	--	93	114	--	507	491	--	9	22	--	35	38	--	43	28	--	13	12
White	45	1148	34597	94	97	98	526	541	535	9	3	4	20	15	20	41	40	38	30	42	38
Students with Disabilities	12	210	8057	NA	NA	99	490	506	496	18	20	23	45	31	31	27	26	28	9	23	17
Students without Disabilities	75	1824	67315	80	88	101	526	530	525	10	6	8	19	20	24	41	40	37	29	35	31
Limited English Proficient Students	17	357	16925	NA	NA	112	488	482	482	30	27	27	50	42	40	10	26	26	10	5	7
Migrant Students	--	55	869				--	486	501	--	29	17	--	35	30	--	29	39	--	6	14
Economically Disadvantaged	--	433	26325				--	503	504	--	19	15	--	31	34	--	30	33	--	20	18
Non-Economically Disadvantaged	87	1601	49047				521	535	530	11	4	6	23	18	21	39	41	37	27	37	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	88	2040	75221	94	98	101	526	529	523	10	5	8	14	12	16	49	57	56	28	25	21
All Students (Prior Year)	76	1951	70860	NA	NA	NA	525	531	524	8	6	9	17	14	17	42	47	45	33	32	30
Female	36	1024	36833	90	98	100	542	532	526	3	5	6	9	12	15	49	56	56	40	28	23
Male	52	1016	38319	96	98	101	513	526	520	16	6	9	18	13	17	49	58	56	18	23	18
African American	NC	113	3597	NC	95	97	NC	516	510	NC	10	14	NC	17	22	NC	57	53	NC	16	11
Hispanic	36	656	29019	95	100	99	523	512	513	17	13	12	10	23	21	48	51	55	24	13	13
Asian/Pacific Islander	--	84	1572	--	99	95	--	546	536	--	2	2	--	2	9	--	60	57	--	37	31
American Indian/Alaskan Native	--	26	5071	--	93	114	--	509	502	--	13	20	--	22	27	--	65	46	--	0	8
White	46	1153	34543	96	97	97	527	537	531	7	2	4	16	8	12	47	59	58	31	32	26
Students with Disabilities	12	211	8006	NA	NA	99	496	512	505	27	16	22	18	19	23	45	49	42	9	16	13
Students without Disabilities	76	1829	67215	81	88	101	531	530	524	7	5	7	13	12	16	49	57	56	30	26	21
Limited English Proficient Students	17	358	16853	NA	NA	112	495	491	489	30	28	29	30	37	36	30	32	32	10	3	3
Migrant Students	--	55	866				--	496	503	--	32	19	--	19	23	--	39	49	--	10	8
Economically Disadvantaged	--	430	26256				--	510	509	--	16	14	--	24	24	--	46	51	--	14	11
Non-Economically Disadvantaged	88	1610	48965				526	534	528	10	3	5	14	10	13	49	59	58	28	28	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	85	2003	73654	90	96	99	523	540	530	12	6	9	13	10	13	71	74	70	5	10	7
All Students (Prior Year)	75	1933	68592	NA	NA	NA	540	552	542	12	6	9	8	9	12	63	64	63	17	20	16
Female	34	1010	36239	85	97	99	540	546	537	3	4	7	6	9	11	82	74	72	9	13	10
Male	51	992	37301	94	96	98	511	533	523	18	7	12	18	11	15	61	75	68	2	7	5
African American	NC	113	3488	NC	95	94	NC	524	515	NC	8	16	NC	20	18	NC	66	62	NC	6	4
Hispanic	33	636	28348	87	97	96	518	524	520	15	12	13	22	15	17	63	66	65	0	6	5
Asian/Pacific Islander	--	83	1558	--	98	95	--	553	547	--	0	3	--	5	8	--	75	76	--	20	13
American Indian/Alaskan Native	--	26	4947	--	93	111	--	524	507	--	13	22	--	13	22	--	70	53	--	4	3
White	46	1140	33924	96	96	96	526	548	537	9	2	5	7	6	10	78	79	75	7	12	9
Students with Disabilities	11	194	7306	NA	NA	90	499	517	506	27	18	24	36	14	20	27	63	52	9	5	4
Students without Disabilities	74	1809	66348	79	87	100	528	541	531	9	5	8	9	9	13	78	75	71	4	11	8
Limited English Proficient Students	16	346	16422	NA	NA	109	492	502	495	33	24	30	33	26	27	33	49	43	0	1	0
Migrant Students	--	54	849				--	512	511	--	29	19	--	13	22	--	48	56	--	10	4
Economically Disadvantaged	--	426	25711				--	521	514	--	15	16	--	17	19	--	61	61	--	7	3
Non-Economically Disadvantaged	85	1577	47943				523	544	535	12	3	7	13	8	11	71	78	74	5	11	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	81	2101	76230	98	99	101	505	510	498	13	8	12	29	33	38	17	15	12	42	45	37
All Students (Prior Year)	84	1912	72888	NA	NA	NA	478	498	494	17	10	14	56	40	40	13	14	12	14	36	34
Female	39	999	37247	100	98	100	508	510	500	14	7	11	22	35	40	14	15	13	50	43	37
Male	42	1097	38725	95	100	101	502	510	497	11	8	14	36	31	37	19	14	12	33	47	37
African American	NC	129	3594	NC	95	96	NC	489	476	NC	17	22	NC	40	46	NC	11	11	NC	32	21
Hispanic	31	693	28100	94	100	98	494	493	482	21	14	18	32	40	47	11	14	11	36	32	24
Asian/Pacific Islander	NC	70	1447	NC	93	95	NC	548	527	NC	0	5	NC	17	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	NC	20	5292	NC	77	113	NC	492	463	NC	19	31	NC	38	47	NC	13	8	NC	31	14
White	44	1168	35389	100	98	96	517	518	514	3	4	6	26	30	32	23	15	14	49	51	48
Students with Disabilities	13	260	9022	NA	NA	105	470	474	465	20	27	31	60	37	43	0	7	8	20	29	17
Students without Disabilities	68	1841	67208	82	87	100	507	512	500	12	7	12	27	32	38	18	15	12	43	46	38
Limited English Proficient Students	NC	316	14826	NC	NA	113	NC	467	460	NC	25	31	NC	52	51	NC	9	8	NC	14	10
Migrant Students	--	53	837				--	483	478	--	18	19	--	47	51	--	6	8	--	29	21
Economically Disadvantaged	NC	423	25037				NC	493	477	NC	14	21	NC	39	47	NC	14	11	NC	33	21
Non-Economically Disadvantaged	80	1678	51193				504	514	507	13	6	9	30	31	35	17	15	13	41	48	43

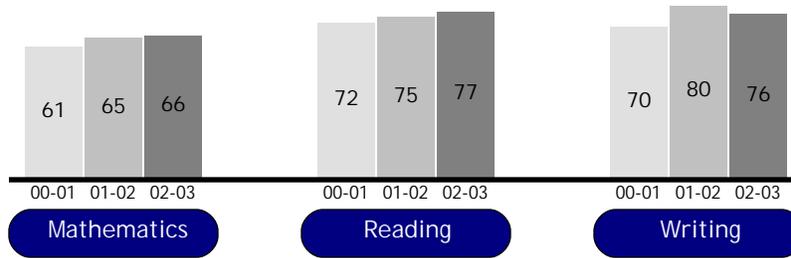
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2096	76202	98	99	101	509	509	505	13	13	19	19	22	24	54	52	46	14	13	11
All Students (Prior Year)	85	1915	72779	NA	NA	NA	503	506	505	22	17	21	20	22	20	48	46	43	9	16	15
Female	39	998	37231	100	98	100	514	510	507	11	10	16	14	22	24	58	55	48	17	13	13
Male	42	1093	38718	95	99	101	504	507	503	14	15	22	25	24	24	50	49	44	11	12	10
African American	NC	129	3600	NC	95	97	NC	504	497	NC	21	28	NC	22	29	NC	48	39	NC	9	5
Hispanic	31	689	28090	94	99	98	502	498	497	25	25	28	18	30	30	43	38	37	14	6	5
Asian/Pacific Islander	NC	70	1443	NC	93	95	NC	526	515	NC	0	9	NC	14	19	NC	54	53	NC	32	19
American Indian/Alaskan Native	NC	21	5311	NC	81	113	NC	494	491	NC	29	38	NC	29	31	NC	35	28	NC	6	3
White	44	1166	35371	100	98	96	517	514	512	0	7	10	21	20	20	64	59	54	15	15	16
Students with Disabilities	13	258	9097	NA	NA	106	505	496	493	0	36	39	40	27	27	60	31	29	0	6	5
Students without Disabilities	68	1838	67105	82	87	100	510	509	506	13	12	18	18	22	24	54	53	47	15	13	12
Limited English Proficient Students	NC	315	14780	NC	NA	113	NC	486	486	NC	45	50	NC	40	32	NC	15	18	NC	0	1
Migrant Students	--	53	832				--	491	492	--	41	36	--	32	31	--	26	31	--	0	3
Economically Disadvantaged	NC	420	24961				NC	497	495	NC	27	32	NC	33	30	NC	35	34	NC	6	4
Non-Economically Disadvantaged	80	1676	51241				509	511	509	13	10	14	20	20	22	55	56	51	13	14	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	80	2069	74692	96	98	99	499	514	502	24	11	18	25	24	27	46	55	47	6	10	8
All Students (Prior Year)	80	1886	70710	NA	NA	NA	504	519	512	20	12	17	28	25	26	38	44	42	15	18	16
Female	38	996	36710	97	98	99	512	520	509	19	9	14	17	20	26	56	59	50	8	12	10
Male	42	1068	37742	95	97	98	486	507	495	28	13	22	33	28	28	36	51	44	3	9	6
African American	NC	124	3516	NC	91	94	NC	508	487	NC	16	26	NC	28	31	NC	45	39	NC	11	4
Hispanic	31	684	27492	94	99	96	476	493	486	39	21	27	29	31	32	32	43	38	0	5	4
Asian/Pacific Islander	NC	69	1428	NC	92	94	NC	548	528	NC	2	8	NC	19	20	NC	47	54	NC	32	18
American Indian/Alaskan Native	NC	20	5166	NC	77	110	NC	481	470	NC	38	39	NC	19	32	NC	44	27	NC	0	2
White	43	1156	34785	98	97	94	517	523	517	10	6	10	23	20	23	59	62	56	8	11	11
Students with Disabilities	12	243	8428	NA	NA	98	473	481	472	40	30	38	40	29	30	20	37	29	0	4	3
Students without Disabilities	68	1826	66264	82	86	99	501	515	503	22	10	17	24	24	27	48	56	48	6	10	8
Limited English Proficient Students	NC	308	14363	NC	NA	109	NC	463	459	NC	39	47	NC	39	34	NC	21	19	NC	0	1
Migrant Students	--	51	814				--	469	475	--	41	33	--	28	37	--	31	27	--	0	2
Economically Disadvantaged	NC	416	24507				NC	491	480	NC	23	31	NC	31	33	NC	41	33	NC	5	3
Non-Economically Disadvantaged	79	1653	50185				499	519	511	24	9	13	25	22	24	45	58	53	6	11	10

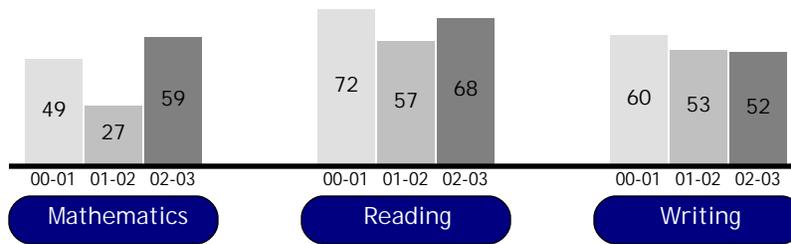
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	66	60	53	90	47	53	44	98	59	57	50
	Language	79	64	53	45	90	43	50	39	100	54	53	43
	Mathematics	79	82	63	56	90	70	63	52	99	75	63	57
3	Reading	70	50	56	50	88	53	51	43	99	44	56	47
	Language	72	55	61	55	88	62	57	50	100	53	63	54
	Mathematics	72	57	59	53	88	54	56	50	99	50	61	54
4	Reading	80	55	59	55	97	48	56	47	94	60	60	52
	Language	81	49	55	50	97	46	53	45	99	53	54	48
	Mathematics	81	54	60	56	97	51	59	52	96	65	61	57
5	Reading	91	63	57	51	89	54	54	46	100	58	58	50
	Language	92	53	51	46	89	39	50	43	99	52	54	46
	Mathematics	92	71	63	56	91	44	60	54	100	58	65	57
6	Reading	95	61	59	54	90	60	57	49	99	57	59	53
	Language	96	50	52	46	90	52	51	42	99	50	52	45
	Mathematics	96	69	68	61	90	65	65	58	99	67	68	62

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

Staff on duty wear orange vests so students and parents can find them quickly. Crisis plans are in place and practiced regularly. School has implemented Peer Mediation Program and teachers have been trained in the Bullies and Victim Program.

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	Barbara J. Kowalinski	(480) 812-6300
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	CUUSD	(480) 812-7240
Parent Organization	P. Schlueter/T. Bell	(480) 812-6300
Student Health/Nurse	Gwen Fleming	(480) 812-6300

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