



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1150 W. Erie St, 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 (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. Barbara Kowalinski
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-6
 2004 Enrollment : 625
 Web Address : www.chandler.k12.az.us
 Phone Number : (480) 812-6300
 Fax Number : (480) 812-6320
 E-mail : kowalinski.barbar@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.

Lead*Inspire*Believe

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 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 681
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 73

Instructional Programs

- Ü Priority Preschool (3-5 year olds)
- Ü On-site Special Education
- Ü Self-contained Special Education
- Ü Early Entry Kindergarten
- Ü All-Day Kindergarten

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

At Erie we provide the necessary resources to ensure a high-quality and safe educational experience for 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.

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.

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	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	78	2220	75509	100	100	100	518	531	521	10	8	13	25	19	23	36	37	33	28	36	31
All Students (Prior Year)	87	2034	75372	93	98	100	521	529	523	11	7	9	23	20	25	39	39	36	27	34	30
Female	35	1107	37013	100	100	100	514	534	522	13	7	12	29	19	24	35	38	33	23	37	31
Male	43	1113	38430	100	99	99	522	528	521	8	9	14	22	20	22	36	36	33	33	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	37	705	30486	100	100	99	507	510	505	13	14	18	29	29	29	42	37	32	16	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	32	1232	35192	100	99	99	533	541	534	4	5	8	21	15	19	36	37	35	39	43	39
Students with Disabilities	16	252	9708	100	100	100	524	508	489	8	15	32	25	33	27	25	29	24	42	23	17
Students without Disabilities	62	1968	65801	100	99	98	517	533	525	11	7	11	25	18	23	38	38	34	25	37	33
Limited English Proficient Students	11	259	16928	69	63	100	481	470	485	50	37	29	25	37	33	0	22	26	25	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	29	689	36411				513	508	503	17	15	19	21	30	29	38	35	32	25	20	20
Non-Economically Disadvantaged	49	1531	39040				521	540	534	7	5	8	28	15	19	35	38	34	30	42	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	78	2224	75492	100	100	100	516	526	519	13	8	12	18	14	16	45	50	47	24	29	24
All Students (Prior Year)	88	2040	75221	94	98	100	526	529	523	10	5	8	14	12	16	49	57	56	28	25	21
Female	35	1107	37014	100	100	100	516	531	523	17	5	10	20	12	15	37	48	48	27	35	27
Male	43	1117	38400	100	100	99	516	521	516	11	11	14	16	15	17	51	52	47	22	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	37	708	30438	100	100	99	512	510	508	14	14	17	21	22	21	55	49	47	10	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	32	1233	35177	100	99	99	519	534	528	13	5	8	13	9	13	40	50	49	33	35	31
Students with Disabilities	16	254	9707	100	100	100	498	513	495	25	14	33	17	25	21	50	43	33	8	19	13
Students without Disabilities	62	1970	65785	100	99	98	520	527	522	11	7	10	18	13	16	44	50	49	27	29	26
Limited English Proficient Students	11	259	16905	69	63	100	470	477	489	67	44	34	33	36	28	0	20	32	0	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	29	690	36302				500	509	507	22	15	18	26	22	21	39	49	46	13	14	14
Non-Economically Disadvantaged	49	1534	39164				525	532	528	9	5	8	14	10	13	48	50	48	30	34	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	78	2206	75053	100	99	99	564	618	597	7	4	7	16	8	12	76	77	72	1	11	9
All Students (Prior Year)	85	2003	73654	90	96	99	523	540	530	12	6	9	13	10	13	71	74	70	5	10	7
Female	35	1102	36872	100	100	99	585	642	621	3	1	5	10	6	9	84	79	74	3	14	12
Male	43	1104	38109	100	98	99	548	594	573	10	7	10	21	10	14	69	75	69	0	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	37	694	30235	100	99	98	544	582	575	7	6	9	20	13	14	73	75	70	0	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	32	1230	35028	100	99	99	578	635	613	9	3	6	13	6	10	75	78	73	3	13	11
Students with Disabilities	16	251	9625	100	100	100	537	555	530	20	18	21	27	18	21	53	57	55	0	7	4
Students without Disabilities	62	1955	65428	100	99	98	572	623	604	4	3	6	13	7	11	82	78	73	2	11	10
Limited English Proficient Students	11	253	16765	69	62	100	582	527	525	0	12	17	0	22	20	100	63	60	0	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	29	680	36077				536	580	566	8	4	10	17	13	16	75	77	69	0	5	5
Non-Economically Disadvantaged	49	1526	38950				579	633	618	7	4	5	15	6	9	76	77	73	2	13	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	88	2175	76019	100	99	100	508	510	499	9	9	14	38	33	39	8	16	14	46	42	33
All Students (Prior Year)	81	2101	76230	98	99	100	505	510	498	13	8	12	29	33	38	17	15	12	42	45	37
Female	41	1073	37207	100	99	100	509	511	499	8	7	12	42	36	41	8	17	14	42	40	33
Male	47	1099	38677	100	99	100	508	509	498	10	12	15	34	31	38	7	14	13	49	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	29	640	29458	100	98	100	480	483	480	15	18	20	50	47	48	8	13	12	27	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	--	38	4735	--	97	100	--	485	466	--	18	28	--	38	49	--	21	10	--	24	13
White	44	1257	35880	100	99	100	526	522	515	3	5	7	31	28	32	8	17	16	59	51	45
Students with Disabilities	19	268	9786	100	100	100	501	477	457	15	26	39	38	41	40	0	7	7	46	25	13
Students without Disabilities	69	1907	66233	99	99	99	510	513	503	8	8	11	38	33	39	9	16	14	45	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	36	642	35714				497	482	480	9	19	20	53	46	47	6	11	12	32	23	20
Non-Economically Disadvantaged	52	1533	40266				517	520	513	9	6	9	27	29	33	9	17	15	56	49	43

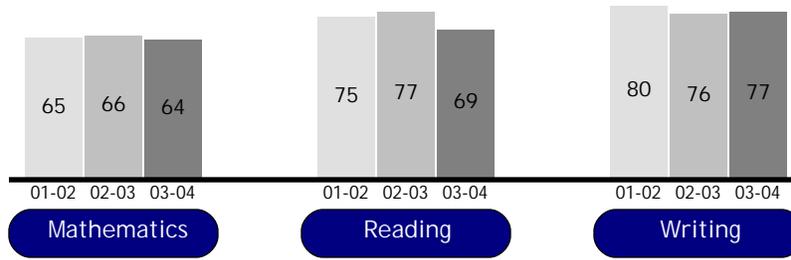
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2174	76020	100	99	100	506	506	503	21	22	25	22	20	23	47	43	40	9	14	12
All Students (Prior Year)	81	2096	76202	98	99	100	509	509	505	13	13	19	19	22	24	54	52	46	14	13	11
Female	41	1073	37213	100	99	100	511	507	504	18	18	22	29	23	23	42	44	42	11	15	13
Male	47	1098	38666	100	99	100	500	504	501	24	26	29	16	18	22	53	42	38	8	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	29	639	29442	100	98	99	495	491	494	36	45	37	24	23	26	32	27	31	8	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	97	100	--	501	489	--	29	48	--	29	25	--	35	24	--	6	3
White	44	1258	35890	100	99	100	510	512	511	8	12	15	22	19	20	65	50	48	5	19	18
Students with Disabilities	19	268	9784	100	100	100	505	493	485	20	47	58	20	18	19	40	27	19	20	8	4
Students without Disabilities	69	1906	66236	99	99	99	506	507	504	21	20	23	23	21	23	48	44	42	8	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	36	640	35703				494	491	494	35	44	37	29	24	26	29	28	31	6	4	6
Non-Economically Disadvantaged	52	1534	40274				513	511	509	11	14	17	18	19	20	60	49	47	11	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2165	75673	100	99	100	539	544	530	6	7	12	27	23	25	65	65	58	2	4	4
All Students (Prior Year)	80	2069	74692	96	98	99	499	514	502	24	11	18	25	24	27	46	55	47	6	10	8
Female	41	1070	37099	100	99	100	565	563	548	3	4	8	21	21	22	71	69	64	5	6	6
Male	47	1092	38441	100	99	99	517	525	513	9	10	16	32	26	29	59	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	29	638	29305	100	98	99	517	507	507	15	15	16	19	30	31	65	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	--	38	4707	--	97	100	--	537	492	--	3	19	--	35	33	--	56	46	--	6	1
White	44	1250	35760	100	98	99	549	558	550	0	4	9	33	20	21	64	70	64	2	5	6
Students with Disabilities	19	267	9706	100	100	100	534	500	462	6	14	36	25	39	32	63	44	31	6	2	1
Students without Disabilities	69	1898	65967	99	98	99	540	548	536	6	7	10	27	22	25	65	67	60	2	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	36	637	35541				518	508	504	9	13	17	30	32	31	61	53	50	0	2	2
Non-Economically Disadvantaged	52	1528	40091				553	558	550	4	5	9	24	20	21	67	69	64	4	5	6

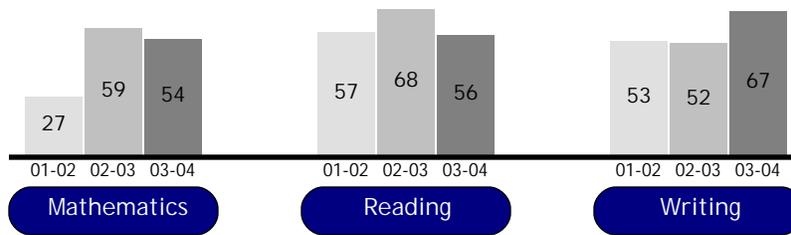
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	47	53	44	98	59	57	50	100	68	NA	58
	Language	90	43	50	39	100	54	53	43	100	69	58	50
	Mathematics	90	70	63	52	99	75	63	57	100	77	71	64
3	Reading	88	53	51	43	99	44	56	47	97	51	NA	55
	Language	88	62	57	50	100	53	63	54	97	55	66	61
	Mathematics	88	54	56	50	99	50	61	54	97	59	66	61
4	Reading	97	48	56	47	94	60	60	52	100	45	NA	56
	Language	97	46	53	45	99	53	54	48	100	48	59	52
	Mathematics	97	51	59	52	96	65	61	57	100	61	68	61
5	Reading	89	54	54	46	100	58	58	50	100	59	NA	55
	Language	89	39	50	43	99	52	54	46	100	56	56	49
	Mathematics	91	44	60	54	100	58	65	57	100	67	69	63
6	Reading	90	60	57	49	99	57	59	53	100	68	NA	56
	Language	90	52	51	42	99	50	52	45	100	56	57	48
	Mathematics	90	65	65	58	99	67	68	62	100	72	74	66

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

- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	2	1	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0

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
- Ü Basketball Club
- Ü Yoga Club
- Ü Homework Club

Social Services

- Ü Before/After School Child Care
- Ü Breakfast Program
- Ü Lunch Program
- Ü Early Entry Kindergarten Program
- Ü All Day kindergarten
- Ü Priority Preschool for Special Needs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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

ü Maintained daily attendance above 95% all year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	88	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	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	52	42
Grades 3-4	71	79
Grades 4-5	58	56
Grades 5-6	75	87

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

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	CUSD	(480) 812-7240
Parent Organization	P. Schlueter	(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 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.

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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.