

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1350 N. Pennington Drive, 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	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Joyce Hunt
 Schedule : 7:15 AM to 4:15 PM
 Grades : K-6
 2004 Enrollment : 596
 Web Address : ww2.chandler.k12.az.us/andersen-elementary/
 Phone Number : (480) 812-6000
 Fax Number :
 E-mail : hunt.joyce@chandler.k12.az.us

Mission

We value the commitment to excellence and the unified effort of our school/parents/community. Our goal is to create a community of learners where the environment is safe, fosters responsibility and respect, and offers diverse learning opportunities.

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 Each student will improve application and conceptual development of skills relating to mathematical problem solving and computation.
- ü Each student will improve and apply skills of word analysis and comprehension relating to reading proficiency.

Enrollment

October 1, 2003 School Year Student Enrollment : 537
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 68

Instructional Programs

- Standards Based Curriculum
- Phonics/Decoding/Literature
- Art Masterpiece
- Gifted

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Parents are informed of school goals/student progress via conferences, report cards, midterm reports, curriculum and open house evenings, class/building newsletters, and phone calls. High standards result in achievement above district/state norms.

Parents

Most students come to school well cared for and ready to learn. Parents are expected to notify the school of absences, health history, emergency contacts, custodial agreements, and share in two-way communications. Parents volunteered over 600 hours.

Transportation Policy

Bus transportation is provided for gifted and special education students, and for students in our attendance area residing one mile or more from school. Approximately twenty-five percent of our students are bus riders. Three commercial day care providers transport students to and from their sites to school. Students requesting a boundary exemption must provide their own transportation to and from school. Safety rules for all modes of transportation are communicated regularly.

School Honors

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

Award/Honor	Year
• Clean School Award	2003
• Intel Teach to the Future Award	2002
• Technology Integration Project Award	2003
• Intel Science Fair - 1st Place Project/State Geography	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	92	2220	75509	98	100	100	538	531	521	3	8	13	11	19	23	49	37	33	37	36	31
All Students (Prior Year)	93	2034	75372	96	98	100	545	529	523	2	7	9	7	20	25	47	39	36	44	34	30
Female	52	1107	37013	98	100	100	537	534	522	2	7	12	14	19	24	47	38	33	37	37	31
Male	40	1113	38430	98	99	99	538	528	521	5	9	14	8	20	22	51	36	33	36	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	15	705	30486	94	100	99	534	510	505	0	14	18	21	29	29	50	37	32	29	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	--	28	4075	--	100	100	--	509	486	--	19	28	--	23	34	--	35	26	--	23	12
White	68	1232	35192	99	99	99	537	541	534	4	5	8	10	15	19	49	37	35	36	43	39
Students with Disabilities	13	252	9708	100	100	100	513	508	489	8	15	32	17	33	27	50	29	24	25	23	17
Students without Disabilities	79	1968	65801	95	99	98	541	533	525	3	7	11	10	18	23	49	38	34	38	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	19	689	36411				533	508	503	0	15	19	22	30	29	39	35	32	39	20	20
Non-Economically Disadvantaged	73	1531	39040				539	540	534	4	5	8	8	15	19	51	38	34	36	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	93	2224	75492	99	100	100	531	526	519	5	8	12	15	14	16	43	50	47	36	29	24
All Students (Prior Year)	93	2040	75221	96	98	100	543	529	523	1	5	8	8	12	16	50	57	56	41	25	21
Female	52	1107	37014	98	100	100	534	531	523	2	5	10	12	12	15	39	48	48	47	35	27
Male	41	1117	38400	100	100	99	528	521	516	10	11	14	20	15	17	48	52	47	23	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	15	708	30438	94	100	99	523	510	508	0	14	17	29	22	21	29	49	47	43	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	--	28	4081	--	100	100	--	513	498	--	13	25	--	29	26	--	42	40	--	17	8
White	69	1233	35177	100	99	99	534	534	528	6	5	8	13	9	13	46	50	49	35	35	31
Students with Disabilities	13	254	9707	100	100	100	507	513	495	8	14	33	50	25	21	25	43	33	17	19	13
Students without Disabilities	80	1970	65785	96	99	98	535	527	522	5	7	10	10	13	16	46	50	49	39	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	19	690	36302				531	509	507	6	15	18	17	22	21	28	49	46	50	14	14
Non-Economically Disadvantaged	74	1534	39164				532	532	528	5	5	8	15	10	13	47	50	48	33	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	92	2206	75053	98	99	99	643	618	597	3	4	7	2	8	12	79	77	72	16	11	9
All Students (Prior Year)	93	2003	73654	96	96	99	550	540	530	0	6	9	6	10	13	83	74	70	12	10	7
Female	51	1102	36872	96	100	99	663	642	621	0	1	5	0	6	9	86	79	74	14	14	12
Male	41	1104	38109	100	98	99	618	594	573	8	7	10	5	10	14	70	75	69	18	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	15	694	30235	94	99	98	626	582	575	7	6	9	0	13	14	79	75	70	14	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	--	28	4044	--	100	99	--	582	550	--	4	13	--	13	17	--	79	66	--	4	4
White	68	1230	35028	99	99	99	641	635	613	3	3	6	3	6	10	81	78	73	13	13	11
Students with Disabilities	13	251	9625	100	100	100	550	555	530	17	18	21	8	18	21	75	57	55	0	7	4
Students without Disabilities	79	1955	65428	95	99	98	657	623	604	1	3	6	1	7	11	79	78	73	18	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	19	680	36077				638	580	566	0	4	10	0	13	16	94	77	69	6	5	5
Non-Economically Disadvantaged	73	1526	38950				644	633	618	4	4	5	3	6	9	75	77	73	18	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	92	2175	76019	99	99	100	537	510	499	3	9	14	24	33	39	16	16	14	57	42	33
All Students (Prior Year)	80	2101	76230	100	99	100	522	510	498	1	8	12	27	33	38	15	15	12	57	45	37
Female	48	1073	37207	98	99	100	536	511	499	0	7	12	28	36	41	17	17	14	54	40	33
Male	44	1099	38677	100	99	100	537	509	498	7	12	15	19	31	38	14	14	13	60	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	13	640	29458	100	98	100	483	483	480	17	18	20	50	47	48	17	13	12	17	22	20
Asian/Pacific Islander	13	98	1673	100	100	99	559	542	531	0	4	4	33	22	29	0	12	14	67	62	53
American Indian/Alaskan Native	--	38	4735	--	97	100	--	485	466	--	18	28	--	38	49	--	21	10	--	24	13
White	63	1257	35880	98	99	100	544	522	515	2	5	7	16	28	32	18	17	16	65	51	45
Students with Disabilities	NC	268	9786	NC	100	100	NC	477	457	NC	26	39	NC	41	40	NC	7	7	NC	25	13
Students without Disabilities	83	1907	66233	100	99	99	544	513	503	0	8	11	22	33	39	17	16	14	61	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	12	642	35714				531	482	480	0	19	20	40	46	47	0	11	12	60	23	20
Non-Economically Disadvantaged	80	1533	40266				537	520	513	4	6	9	22	29	33	18	17	15	56	49	43

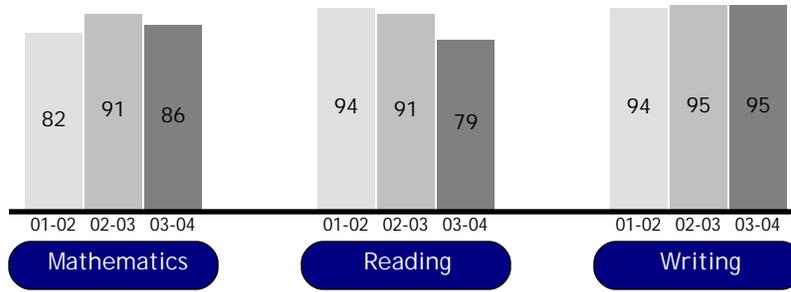
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2174	76020	99	99	100	517	506	503	9	22	25	18	20	23	45	43	40	27	14	12
All Students (Prior Year)	80	2096	76202	100	99	100	508	509	505	10	13	19	22	22	24	55	52	46	14	13	11
Female	48	1073	37213	98	99	100	516	507	504	2	18	22	26	23	23	43	44	42	28	15	13
Male	44	1098	38666	100	99	100	518	504	501	17	26	29	10	18	22	48	42	38	26	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	13	639	29442	100	98	99	497	491	494	33	45	37	25	23	26	25	27	31	17	5	6
Asian/Pacific Islander	13	97	1672	100	100	99	529	521	513	0	9	12	25	10	19	33	58	49	42	24	20
American Indian/Alaskan Native	--	38	4735	--	97	100	--	501	489	--	29	48	--	29	25	--	35	24	--	6	3
White	63	1258	35890	98	99	100	519	512	511	5	12	15	15	19	20	53	50	48	27	19	18
Students with Disabilities	NC	268	9784	NC	100	100	NC	493	485	NC	47	58	NC	18	19	NC	27	19	NC	8	4
Students without Disabilities	83	1906	66236	100	99	99	520	507	504	2	20	23	20	21	23	49	44	42	29	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	12	640	35703				514	491	494	10	44	37	10	24	26	50	28	31	30	4	6
Non-Economically Disadvantaged	80	1534	40274				517	511	509	9	14	17	19	19	20	45	49	47	27	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	92	2165	75673	99	99	100	568	544	530	6	7	12	18	23	25	67	65	58	9	4	4
All Students (Prior Year)	80	2069	74692	100	98	99	522	514	502	5	11	18	24	24	27	59	55	47	11	10	8
Female	48	1070	37099	98	99	100	588	563	548	2	4	8	15	21	22	74	69	64	9	6	6
Male	44	1092	38441	100	99	99	546	525	513	10	10	16	21	26	29	60	61	52	10	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	13	638	29305	100	98	99	517	507	507	25	15	16	17	30	31	58	54	51	0	1	2
Asian/Pacific Islander	13	98	1665	100	100	99	593	590	573	8	3	6	8	14	16	75	72	67	8	11	10
American Indian/Alaskan Native	--	38	4707	--	97	100	--	537	492	--	3	19	--	35	33	--	56	46	--	6	1
White	63	1250	35760	98	98	99	572	558	550	2	4	9	21	20	21	66	70	64	11	5	6
Students with Disabilities	NC	267	9706	NC	100	100	NC	500	462	NC	14	36	NC	39	32	NC	44	31	NC	2	1
Students without Disabilities	83	1898	65967	100	98	99	576	548	536	2	7	10	18	22	25	70	67	60	10	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	12	637	35541				618	508	504	0	13	17	10	32	31	80	53	50	10	2	2
Non-Economically Disadvantaged	80	1528	40091				562	558	550	6	5	9	19	20	21	65	69	64	9	5	6

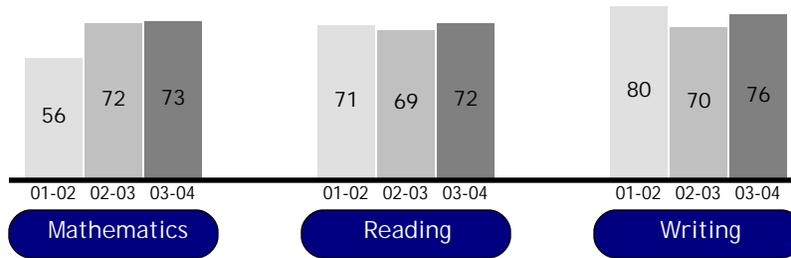
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	66	53	44	99	65	57	50	100	70	NA	58
	Language	93	60	50	39	100	59	53	43	100	68	58	50
	Mathematics	93	60	63	52	100	61	63	57	100	69	71	64
3	Reading	100	70	51	43	99	71	56	47	95	70	NA	55
	Language	100	73	57	50	98	76	63	54	95	74	66	61
	Mathematics	100	75	56	50	99	77	61	54	96	74	66	61
4	Reading	93	70	56	47	99	79	60	52	100	75	NA	56
	Language	93	61	53	45	100	70	54	48	100	66	59	52
	Mathematics	93	73	59	52	100	80	61	57	100	71	68	61
5	Reading	100	70	54	46	99	65	58	50	96	77	NA	55
	Language	100	63	50	43	100	62	54	46	96	69	56	49
	Mathematics	100	76	60	54	100	73	65	57	96	84	69	63
6	Reading	97	62	57	49	99	73	59	53	100	75	NA	56
	Language	97	60	51	42	100	65	52	45	100	66	57	48
	Mathematics	98	76	65	58	100	82	68	62	100	83	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)
- 0 Student(s)

Council Duties

- Ü Student Activities
- Ü Extracurricular Programs
- Ü Student Discipline Issues
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Review Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.50	Teacher Aide	4.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	2	0	0
10 or more years	6	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 24
 Core academic classes taught by Highly Qualified (NCLB) teachers. 44
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Closed-circuit Television System
- Ü State-of-the-Art Technology Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Running Club
- Ü Andersen Service Club/Interest Clubs
- Ü Mission Control News/Camera Crew
- Ü Books Clubs
- Ü Tutoring

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Before/After School Program - YMCA

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü After school tutoring, additional instructional aides, leveled reading materials, and focused staff development were implemented this year to support student achievement in language arts. AIMS scores were above district and state levels.
- ü Andersen students took first place in projects at the Intel Science Fair, won the City of Chandler's Unity Essay Contest, and competed at state level Geography Bowl, district finals-Battle of the Books,district level Spelling Bee, orchestra and band.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	7	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	68	80
Grades 3-4	78	64
Grades 4-5	55	75
Grades 5-6	69	80

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

Campus visitors must sign-in at the office and wear a badge. A Security Guard is available as needed and each classroom has a telephone. Children travel in pairs on campus. Safety procedures are updated and drills are conducted regularly.

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	Joyce Hunt	(480) 812-6000
Transportation Policy	Sterling Skousen	(480) 812-7704
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7704
Parent Organization	Candy Mcaninch	(480) 812-6000
Student Health/Nurse	Trish Veo	(480) 812-6002

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.