



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

125 S 132nd St, Chandler, AZ 85225

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 : Dr. Johanna Even
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 632
 Web Address : ww2.chandler.k12.az.us
 Phone Number : (480) 812-6800
 Fax Number : (480) 812-6820
 E-mail : even.johanna@chandler.k12.az.us

Mission

We will work in partnership with parents and community to provide students with the skills to be lifelong learners and good citizens. We will provide each student with positive experiences in a climate that fosters respect and positive interactions.

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 strengthen and improve reading comprehension and achievement.
- ü Each student will strengthen and improve utilization of critical thinking and mathematical problem solving skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 698
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü ELL
- Ü Counseling

Calendar Information

Number of Instruction Days :	177
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

All students and staff have the right to a safe, secure school. Parents receive a handbook, monthly newsletters, and weekly communication from teachers. Report cards and progress reports are sent quarterly; formal conferences are held tri-annually.

Parents

Our parents are responsible for their child's attendance; support for school policies is expected. Parents should set expectations to support the homework policy and communicate regularly with the school. Parents and volunteers are always welcome.

Transportation Policy

Our boundaries encompass 4 square miles from Ray Road south to Germann and from Cooper Road east to Gilbert Road. Busing is provided to our students who reside more than a mile from the school. Students are expected to follow the district bus rules.

School Honors

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

Award/Honor	Year
Ü Chandler Teacher AAA Award	2003
Ü District Volunteer Award	2002
Ü Colonial Williamsburg Scholarship	2003

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	99	2220	75509	100	100	100	525	531	521	10	8	13	30	19	23	26	37	33	34	36	31
All Students (Prior Year)	95	2034	75372	97	98	100	516	529	523	6	7	9	28	20	25	45	39	36	22	34	30
Female	58	1107	37013	100	100	100	533	534	522	4	7	12	38	19	24	23	38	33	34	37	31
Male	41	1113	38430	98	99	99	513	528	521	18	9	14	18	20	22	30	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	41	705	30486	100	100	99	507	510	505	15	14	18	38	29	29	26	37	32	21	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	46	1232	35192	100	99	99	532	541	534	8	5	8	26	15	19	24	37	35	42	43	39
Students with Disabilities	17	252	9708	100	100	100	442	508	489	50	15	32	50	33	27	0	29	24	0	23	17
Students without Disabilities	82	1968	65801	96	99	98	527	533	525	9	7	11	29	18	23	27	38	34	35	37	33
Limited English Proficient Students	11	259	16928	69	63	100	468	470	485	50	37	29	17	37	33	33	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	31	689	36411				508	508	503	13	15	19	42	30	29	17	35	32	29	20	20
Non-Economically Disadvantaged	68	1531	39040				532	540	534	9	5	8	25	15	19	30	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	99	2224	75492	100	100	100	527	526	519	8	8	12	15	14	16	48	50	47	30	29	24
All Students (Prior Year)	96	2040	75221	98	98	100	522	529	523	4	5	8	17	12	16	61	57	56	19	25	21
Female	58	1107	37014	100	100	100	539	531	523	0	5	10	13	12	15	47	48	48	40	35	27
Male	41	1117	38400	98	100	99	510	521	516	18	11	14	18	15	17	48	52	47	15	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	41	708	30438	100	100	99	513	510	508	9	14	17	26	22	21	50	49	47	15	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	46	1233	35177	100	99	99	538	534	528	8	5	8	3	9	13	47	50	49	42	35	31
Students with Disabilities	17	254	9707	100	100	100	470	513	495	50	14	33	50	25	21	0	43	33	0	19	13
Students without Disabilities	82	1970	65785	96	99	98	529	527	522	6	7	10	14	13	16	49	50	49	31	29	26
Limited English Proficient Students	11	259	16905	69	63	100	477	477	489	50	44	34	33	36	28	17	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	31	690	36302				518	509	507	8	15	18	29	22	21	38	49	46	25	14	14
Non-Economically Disadvantaged	68	1534	39164				531	532	528	7	5	8	9	10	13	52	50	48	32	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	98	2206	75053	99	99	99	601	618	597	1	4	7	14	8	12	78	77	72	8	11	9
All Students (Prior Year)	96	2003	73654	98	96	99	537	540	530	5	6	9	6	10	13	81	74	70	8	10	7
Female	58	1102	36872	100	100	99	619	642	621	2	1	5	9	6	9	79	79	74	11	14	12
Male	40	1104	38109	95	98	99	575	594	573	0	7	10	21	10	14	76	75	69	3	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	40	694	30235	98	99	98	579	582	575	3	6	9	15	13	14	76	75	70	6	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	46	1230	35028	100	99	99	619	635	613	0	3	6	13	6	10	76	78	73	11	13	11
Students with Disabilities	16	251	9625	100	100	100	497	555	530	0	18	21	50	18	21	50	57	55	0	7	4
Students without Disabilities	82	1955	65428	96	99	98	603	623	604	1	3	6	13	7	11	78	78	73	8	11	10
Limited English Proficient Students	10	253	16765	63	62	100	464	527	525	17	12	17	50	22	20	33	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	30	680	36077				581	580	566	4	4	10	8	13	16	88	77	69	0	5	5
Non-Economically Disadvantaged	68	1526	38950				609	633	618	0	4	5	16	6	9	73	77	73	11	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	120	2175	76019	98	99	100	504	510	499	13	9	14	32	33	39	17	16	14	38	42	33
All Students (Prior Year)	92	2101	76230	96	99	100	487	510	498	18	8	12	44	33	38	17	15	12	21	45	37
Female	50	1073	37207	100	99	100	510	511	499	15	7	12	23	36	41	20	17	14	43	40	33
Male	70	1099	38677	97	99	100	501	509	498	11	12	15	38	31	38	16	14	13	36	44	34
African American	12	132	3817	100	100	100	501	490	475	0	16	23	50	43	47	20	16	11	30	26	18
Hispanic	25	640	29458	96	98	100	462	483	480	33	18	20	38	47	48	5	13	12	24	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	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	72	1257	35880	97	99	100	514	522	515	9	5	7	31	28	32	19	17	16	41	51	45
Students with Disabilities	19	268	9786	100	100	100	494	477	457	0	26	39	60	41	40	20	7	7	20	25	13
Students without Disabilities	101	1907	66233	96	99	99	505	513	503	13	8	11	30	33	39	17	16	14	39	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	31	642	35714				493	482	480	16	19	20	40	46	47	8	11	12	36	23	20
Non-Economically Disadvantaged	89	1533	40266				508	520	513	11	6	9	29	29	33	20	17	15	39	49	43

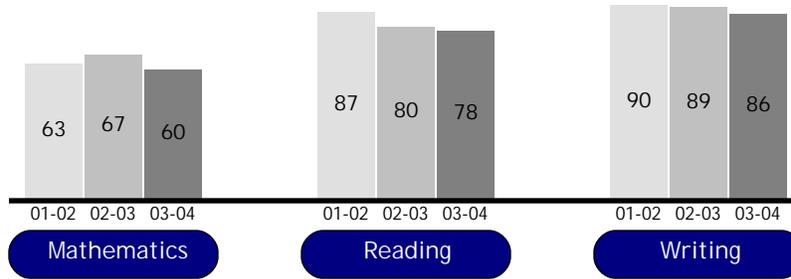
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2174	76020	98	99	100	510	506	503	18	22	25	27	20	23	38	43	40	17	14	12
All Students (Prior Year)	92	2096	76202	96	99	100	514	509	505	13	13	19	29	22	24	45	52	46	13	13	11
Female	50	1073	37213	100	99	100	521	507	504	20	18	22	23	23	23	30	44	42	28	15	13
Male	70	1098	38666	97	99	100	503	504	501	17	26	29	30	18	22	42	42	38	11	14	12
African American	12	132	3819	100	100	100	502	496	494	10	29	37	40	34	26	50	35	31	0	3	6
Hispanic	25	639	29442	96	98	99	488	491	494	48	45	37	33	23	26	10	27	31	10	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	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	72	1258	35890	97	99	100	515	512	511	13	12	15	27	19	20	39	50	48	22	19	18
Students with Disabilities	19	268	9784	100	100	100	496	493	485	20	47	58	40	18	19	40	27	19	0	8	4
Students without Disabilities	101	1906	66236	96	99	99	511	507	504	18	20	23	26	21	23	37	44	42	18	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	31	640	35703				496	491	494	28	44	37	28	24	26	36	28	31	8	4	6
Non-Economically Disadvantaged	89	1534	40274				514	511	509	15	14	17	27	19	20	38	49	47	20	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	119	2165	75673	98	99	100	553	544	530	8	7	12	17	23	25	69	65	58	6	4	4
All Students (Prior Year)	91	2069	74692	95	98	99	513	514	502	13	11	18	21	24	27	54	55	47	12	10	8
Female	50	1070	37099	100	99	100	576	563	548	3	4	8	10	21	22	83	69	64	5	6	6
Male	69	1092	38441	96	99	99	539	525	513	11	10	16	22	26	29	60	61	52	6	3	3
African American	12	131	3791	100	100	99	538	534	506	10	6	18	30	32	29	50	57	50	10	5	3
Hispanic	25	638	29305	96	98	99	491	507	507	19	15	16	24	30	31	57	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	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	71	1250	35760	96	98	99	570	558	550	5	4	9	14	20	21	73	70	64	8	5	6
Students with Disabilities	19	267	9706	100	100	100	562	500	462	0	14	36	0	39	32	100	44	31	0	2	1
Students without Disabilities	100	1898	65967	95	98	99	553	548	536	8	7	10	18	22	25	67	67	60	6	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	31	637	35541				545	508	504	8	13	17	12	32	31	72	53	50	8	2	2
Non-Economically Disadvantaged	88	1528	40091				556	558	550	8	5	9	19	20	21	68	69	64	5	5	6

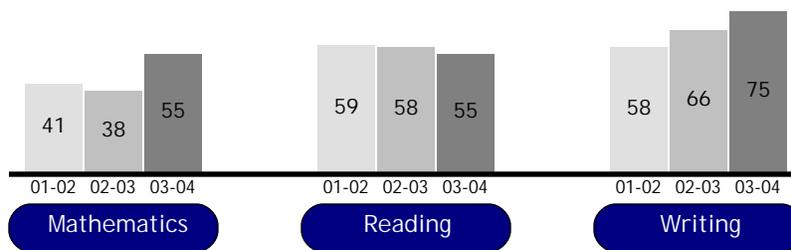
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	40	53	44	99	58	57	50	92	61	NA	58
	Language	93	41	50	39	99	64	53	43	95	63	58	50
	Mathematics	93	50	63	52	98	60	63	57	95	59	71	64
3	Reading	97	61	51	43	99	55	56	47	100	60	NA	55
	Language	97	60	57	50	99	59	63	54	100	65	66	61
	Mathematics	97	59	56	50	99	56	61	54	100	59	66	61
4	Reading	98	55	56	47	100	60	60	52	93	59	NA	56
	Language	98	50	53	45	100	53	54	48	96	53	59	52
	Mathematics	98	48	59	52	100	58	61	57	96	60	68	61
5	Reading	94	56	54	46	100	57	58	50	100	61	NA	55
	Language	94	46	50	43	100	49	54	46	100	52	56	49
	Mathematics	94	59	60	54	100	55	65	57	100	63	69	63
6	Reading	100	61	57	49	100	63	59	53	100	58	NA	56
	Language	100	51	51	42	100	57	52	45	100	49	57	48
	Mathematics	100	64	65	58	100	71	68	62	100	62	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 School Improvement
- Ü Monitor Student Discipline Plan
- Ü School Safety Issues
- Ü Curriculum Implementation
- Ü Parent/Educator Relations
- Ü Implementation of BOE Goals & 301 Plan

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	4	0	0
10 or more years	6	11	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Outdoor Amphitheater/Covered Ramadas

Extracurricular Activities

- Ü Intersession Classes
- Ü Homework Help and Afterschool Tutoring
- Ü Sports
- Ü Arts/Chess/Math/News Clubs

Social Services

- Ü Breakfast Program
- Ü Afterschool Day Care/Champions
- Ü Parenting Classes
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Humphrey students scored above the state average on the Reading, Writing, and Mathematics AIMS tests in grades 3 and 5 in 2004.
- ü Humphrey 5th grade percentage of students meeting or exceeding standards on the AIMS mathematics increased by 18 percentage points (from 38% to 55%) from 2003 to 2004.

Student Activity Rates for School Year 2003-04

	% School	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)	3	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	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	69	66
Grades 3-4	63	61
Grades 4-5	66	72
Grades 5-6	68	79

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The campus is well-designed for a safe environment with limited access to the classrooms. We have a thorough School Safety Plan that is revised annually by our Safe School Committee. Our Police Liaison and DARE officer are frequently on campus.

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) :

3

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	Johanna Even	(480) 812-6808
Transportation Policy	Kathy Brown	(480) 812-7275
Community Resources	Connie Rice	(480) 812-6806
School Nutrition Programs	Kathy Brown	(480) 812-7240
Parent Organization	Katie Hedrick	(480) 812-6819
Student Health/Nurse	Christy Carson	(480) 812-6802

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.