



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2130 E Howe Ave, Tempe, AZ 85281

Tempe Elementary 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	Underperforming

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

School Overview

Principal/Administrator : Mrs. Cynthia Kibler Denton
 Schedule : 8:15 AM to 4:15 PM
 Grades : Pre-K-5
 2004 Enrollment : 601
 Web Address : www.tempeschools.org
 Phone Number : (480) 894-5574
 Fax Number : (480) 894-2755
 E-mail : cdenton@tempeschools.org

Mission

Thew School community works together to promote respect and lifelong learning for all; growth and achievement for all students to ensure the competencies needed to be productive, successful citizens in the 21st Century.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ☐ Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Reading.
- ☐ Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Math.

Enrollment

October 1, 2003 School Year Student Enrollment : 608
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 39

Instructional Programs

- Full-day Kindergarten
- Integrated Standards-based Instruction
- Literacy Blocks/CLIP/Math Blocks
- Integrated Technology Instruction
- Gifted

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Thew staff will: provide a safe learning environment where all students experience academic success and learn to resolve conflict appropriately, respect the cultures of all families, and communicate frequently with families to support student learning.

Parents

Parents will: talk with their child about their learning experiences, read with their child nightly, promote good study habits, communicate with child's teacher by signing homework, attending conferences, curriculum nights and programs. Parents are invited to visit the Parent Resource Center. Parents will also be encouraged to sign the Parent Compact.

Transportation Policy

We follow a standardized district policy on transportation safety & behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established & approved by the Governing Board.

School Honors

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

Award/Honor	Year
• National Finalist -Fine Arts Teacher of the Year	2004
• TD#3 Impact Award Winner	2004
• TD#3 Impact Award Nominees (2)	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	101	1518	75509	100	99	100	514	512	521	11	17	13	23	25	23	44	32	33	22	25	31
All Students (Prior Year)	87	1457	75372	100	100	100	517	516	523	11	11	9	18	29	25	40	35	36	31	25	30
Female	46	737	37013	100	100	100	512	512	522	13	15	12	28	29	24	38	31	33	22	25	31
Male	55	779	38430	98	99	99	517	512	521	9	19	14	19	23	22	50	33	33	22	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	73	679	30486	99	99	99	520	502	505	5	16	18	16	31	29	57	38	32	22	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	13	490	35192	100	99	99	498	530	534	15	12	8	31	20	19	38	31	35	15	37	39
Students with Disabilities	12	196	9708	100	100	100	473	481	489	38	43	32	38	25	27	13	18	24	13	15	17
Students without Disabilities	89	1322	65801	100	99	98	520	516	525	7	14	11	21	26	23	48	34	34	23	27	33
Limited English Proficient Students	37	400	16928	100	100	100	NA	479	485	NA	25	29	NA	34	33	NA	38	26	NA	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	88	972	36411				511	497	503	13	23	19	17	29	29	49	33	32	21	15	20
Non-Economically Disadvantaged	13	546	39040				529	531	534	0	10	8	55	21	19	18	31	34	27	38	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	101	1520	75492	100	100	100	514	512	519	17	16	12	13	19	16	45	45	47	25	20	24
All Students (Prior Year)	87	1454	75221	100	100	100	527	519	523	9	10	8	20	19	16	51	52	56	20	18	21
Female	46	738	37014	100	100	100	521	517	523	9	12	10	13	17	15	50	49	48	28	22	27
Male	55	780	38400	98	99	99	507	508	516	25	20	14	13	20	17	41	41	47	22	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	73	679	30438	99	99	99	522	507	508	8	16	17	11	19	21	57	52	47	24	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	13	490	35177	100	99	99	492	522	528	31	12	8	23	15	13	23	42	49	23	31	31
Students with Disabilities	12	196	9707	100	100	100	468	482	495	63	48	33	13	23	21	25	21	33	0	9	13
Students without Disabilities	89	1324	65785	100	99	98	520	516	522	11	12	10	13	18	16	48	48	49	29	22	26
Limited English Proficient Students	37	400	16905	100	100	100	NA	487	489	NA	34	34	NA	28	28	NA	34	32	NA	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	88	972	36302				510	504	507	21	21	18	13	21	21	42	46	46	25	12	14
Non-Economically Disadvantaged	13	548	39164				532	523	528	0	10	8	9	16	13	64	44	48	27	30	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	101	1507	75053	100	99	99	583	620	597	9	6	7	6	9	12	80	73	72	5	12	9
All Students (Prior Year)	87	1431	73654	100	99	99	531	529	530	4	11	9	18	14	13	67	65	70	11	9	7
Female	46	732	36872	100	99	99	603	650	621	9	3	5	9	6	9	75	75	74	6	16	12
Male	55	773	38109	98	98	99	564	593	573	9	9	10	3	11	14	84	71	69	3	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	73	679	30235	99	98	98	597	617	575	0	4	9	8	9	14	86	75	70	5	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	13	485	35028	100	98	99	538	632	613	38	6	6	0	9	10	54	71	73	8	15	11
Students with Disabilities	12	195	9625	100	100	100	469	540	530	63	24	21	0	16	21	38	56	55	0	4	4
Students without Disabilities	89	1312	65428	100	98	98	600	631	604	2	4	6	7	8	11	86	75	73	5	14	10
Limited English Proficient Students	37	400	16765	100	100	100	NA	574	525	NA	13	17	NA	13	20	NA	72	60	NA	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	88	966	36077				583	597	566	11	8	10	8	10	16	75	75	69	6	8	5
Non-Economically Disadvantaged	13	541	38950				585	650	618	0	4	5	0	6	9	100	71	73	0	19	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	89	1354	76019	99	99	100	495	495	499	10	15	14	45	40	39	13	11	14	32	34	33
All Students (Prior Year)	85	1410	76230	100	100	100	515	499	498	6	12	12	23	39	38	8	12	12	63	37	37
Female	46	655	37207	100	100	100	497	495	499	8	14	12	45	40	41	15	13	14	33	34	33
Male	43	699	38677	98	99	100	494	495	498	13	16	15	45	40	38	11	10	13	32	34	34
African American	10	179	3817	100	100	100	462	474	475	20	21	23	70	51	47	0	9	11	10	19	18
Hispanic	61	617	29458	98	100	100	496	488	480	12	17	20	42	43	48	14	11	12	32	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	11	404	35880	100	98	100	509	514	515	0	9	7	45	31	32	18	12	16	36	47	45
Students with Disabilities	14	193	9786	100	100	100	469	455	457	25	41	39	58	41	40	8	4	7	8	14	13
Students without Disabilities	75	1161	66233	99	99	99	500	501	503	8	11	11	42	40	39	14	12	14	36	37	35
Limited English Proficient Students	28	342	15206	97	100	100	467	463	459	35	26	31	41	57	53	12	8	7	12	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	74	832	35714				495	485	480	11	17	20	47	46	47	9	11	12	33	26	20
Non-Economically Disadvantaged	15	522	40266				498	509	513	7	12	9	36	31	33	29	12	15	29	45	43

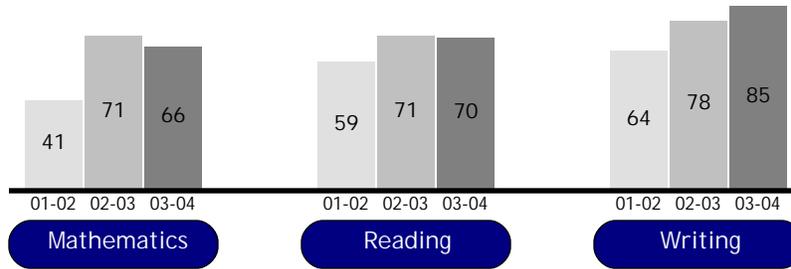
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1349	76020	99	99	100	495	498	503	31	33	25	35	23	23	28	36	40	7	8	12
All Students (Prior Year)	85	1405	76202	100	100	100	504	502	505	21	20	19	21	27	24	38	43	46	21	10	11
Female	46	653	37213	100	99	100	497	500	504	26	27	22	34	25	23	34	39	42	5	8	13
Male	43	696	38666	98	99	100	492	496	501	35	39	29	35	21	22	22	32	38	8	8	12
African American	10	179	3819	100	100	100	481	489	494	60	45	37	30	27	26	10	25	31	0	3	6
Hispanic	61	614	29442	98	99	99	497	494	494	26	36	37	40	26	26	26	31	31	9	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	11	401	35890	100	98	100	499	509	511	18	19	15	36	18	20	36	48	48	9	15	18
Students with Disabilities	14	190	9784	100	99	100	481	479	485	56	72	58	33	14	19	11	10	19	0	4	4
Students without Disabilities	75	1159	66236	99	99	99	497	501	504	27	27	23	35	24	23	30	40	42	8	9	13
Limited English Proficient Students	28	338	15198	97	100	100	485	482	483	43	62	59	43	27	25	14	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	74	829	35703				495	493	494	31	40	37	34	26	26	26	29	31	8	5	6
Non-Economically Disadvantaged	15	520	40274				494	505	509	29	24	17	36	18	20	36	46	47	0	13	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	89	1350	75673	99	99	100	502	528	530	17	12	12	34	28	25	48	56	58	1	4	4
All Students (Prior Year)	84	1372	74692	100	98	99	497	499	502	23	17	18	27	30	27	40	46	47	10	7	8
Female	46	654	37099	100	100	100	511	549	548	10	7	8	36	25	22	54	62	64	0	6	6
Male	43	696	38441	98	99	99	492	508	513	24	17	16	32	31	29	42	49	52	3	3	3
African American	10	177	3791	100	99	99	474	512	506	20	16	18	50	28	29	30	54	50	0	2	3
Hispanic	61	618	29305	98	100	99	491	511	507	18	15	16	35	31	31	47	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	11	402	35760	100	98	99	552	556	550	9	8	9	27	23	21	55	60	64	9	8	6
Students with Disabilities	14	194	9706	100	100	100	491	453	462	27	40	36	45	34	32	18	23	31	9	3	1
Students without Disabilities	75	1156	65967	99	99	99	503	538	536	15	8	10	32	27	25	53	60	60	0	5	5
Limited English Proficient Students	28	340	15115	97	100	100	469	477	471	38	23	26	19	35	38	44	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	74	832	35541				500	513	504	17	14	17	35	32	31	46	52	50	2	2	2
Non-Economically Disadvantaged	15	518	40091				510	548	550	14	10	9	29	23	21	57	60	64	0	7	6

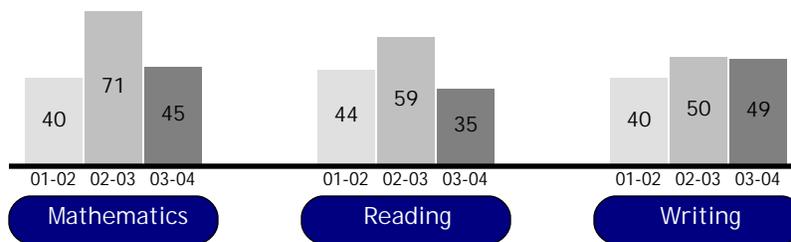
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	33	38	44	94	43	42	50	93	53	NA	58
	Language	98	37	31	39	95	41	33	43	99	54	44	50
	Mathematics	98	56	46	52	99	64	49	57	100	50	57	64
3	Reading	100	23	34	43	92	29	38	47	100	39	NA	55
	Language	100	30	40	50	94	40	45	54	100	50	54	61
	Mathematics	99	24	42	50	94	43	44	54	100	56	54	61
4	Reading	98	26	38	47	87	39	42	52	100	46	NA	56
	Language	97	28	38	45	93	35	40	48	100	46	45	52
	Mathematics	95	29	43	52	98	39	46	57	100	54	51	61
5	Reading	94	30	39	46	84	35	41	50	100	40	NA	55
	Language	94	28	35	43	85	31	38	46	98	40	43	49
	Mathematics	94	40	46	54	96	52	50	57	99	62	59	63

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 Schoolwide Plan/School Redesign
- Ü Parent Involvement
- Ü Community Involvement
- Ü Budget
- Ü Campus Safety

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	39.50
Other Professional Staff	4.00	Teacher Aide	19.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	1	0
4 to 6 years	5	2	0	0
7 to 9 years	1	2	0	0
10 or more years	7	19	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	44
Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Parent Resource Center
- Ü iMac Project and Writing Computer Labs
- Ü Library

Extracurricular Activities

- Ü After School Enrichment Clubs
- Ü Grade Level AIMS Tutoring/Homework Clubs
- Ü Before School Reading Buddies Club
- Ü Science Camp/Camp Sparky/Zoo Camp
- Ü Pre-school Story Time
- Ü CPLC Tutoring and Mentoring

Social Services

- Ü Parent Resource Center/Community Health
- Ü Counseling/ Bilingual Family Counseling
- Ü Head Start/Preschool/Adult Education
- Ü Adult ELLClasses

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Outstanding progress achieved in areas of reading, writing and math as reflected on the NWEA, SAT 9 and AIMS 2004 data.

ü Awarded approximately \$350,00 in grants to support increased student achievement and parental involvement.

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)	0	2	2	2
Transfers In ⁷ (Out of District)	0	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	43	51
Grades 3-4	80	72
Grades 4-5	68	90

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

Zero Tolerance, School Safety Plan, Locked Campus, ID Badges, Second Step Violence Prevention, Think Time Behavior Intervention, Nutrition Program, counseling/bilingual family counseling, Parent Resource Center.

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	Cindy Denton	(480) 894-5574
Transportation Policy	Paul Novak	(480) 774-2140
Community Resources	Vicki Dart	(480) 894-5574
School Nutrition Programs	Pam Gorowara	(480) 350-9006
Parent Organization	PTA	(480) 894-5574
Student Health/Nurse	Cheryl Johnston	(480) 894-5574

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.