

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1115 W 5th St, 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	Improving

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

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 Overview

Principal/Administrator : Mrs. Susan O'Brien
 Schedule : 8:00 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 531
 Web Address : www.tempeschools.org
 Phone Number : (480) 929-9909
 Fax Number : (480) 804-0384
 E-mail : sobrein@tempeschools.org

Mission

Scales Professional Development School is a dynamic learning community in which all people excel physically, emotionally, intellectually and socially in order to become active and productive citizens.

School / Academic Goals

- ü Students will make one year's growth in reading and writing.
- ü Students will make one year's growth in math.
- ü We will increase student attendance by focusing on Perfect Attendance and encouraging students to be in school, every day, on time.
- ü We will increase parent understanding of student academic progress.

Enrollment

October 1, 2003 School Year Student Enrollment : 490
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 88

Instructional Programs

- Full-day Kindergarten
- Reading, Math and Writing Focus
- After School Tutoring and Homework Club
- Accelerated Reader Program
- MAC-Ro Math Club
- Summer School Enrichment Program

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

We have a Parent Resource Center, bilingual Parent Liaison, School Liaison, Site Council, PTA and Breakfast Club. In the PRC parents learn strategies to work with their children, have access to school and community resources and can use computers.

Parents

Scales parents, faculty and students work together in the Site Council, PTA, Breakfast Club, Parent Resource Center and classroom. We have a Parent Compact committing all of us to academic achievement and a safe learning environment for all students.

Transportation Policy

Transportation is provided to students with disabilities, students who live within a mile radius where there are hazards, and to students who live more than one mile from school. Bus evacuation drills are held two times per year for student safety.

School Honors

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

Award/Honor	Year
• Received 'A+ School' Status	2004
• Tempe Diablos Excellence In Education Award	2004
• Tempe Impact Award	2004
• National Board Certified Teacher	2001

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	100	1518	75509	100	99	100	489	512	521	26	17	13	32	25	23	25	32	33	17	25	31
All Students (Prior Year)	77	1457	75372	100	100	100	495	516	523	20	11	9	31	29	25	33	35	36	16	25	30
Female	58	737	37013	100	100	100	486	512	522	23	15	12	40	29	24	28	31	33	9	25	31
Male	42	779	38430	100	99	99	494	512	521	31	19	14	21	23	22	21	33	33	28	25	31
African American	16	165	3660	100	100	99	475	488	496	31	29	24	44	32	31	19	24	28	6	15	18
Hispanic	42	679	30486	100	99	99	482	502	505	21	16	18	47	31	29	26	38	32	5	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	10	119	4075	100	100	100	455	489	486	71	30	28	14	30	34	0	27	26	14	12	12
White	27	490	35192	100	99	99	508	530	534	19	12	8	22	20	19	30	31	35	30	37	39
Students with Disabilities	10	196	9708	83	100	100	427	481	489	75	43	32	13	25	27	0	18	24	13	15	17
Students without Disabilities	90	1322	65801	100	99	98	497	516	525	20	14	11	34	26	23	28	34	34	17	27	33
Limited English Proficient Students	34	400	16928	100	100	100	475	479	485	33	25	29	33	34	33	17	38	26	17	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	84	972	36411				483	497	503	31	23	19	31	29	29	29	33	32	9	15	20
Non-Economically Disadvantaged	16	546	39040				517	531	534	7	10	8	36	21	19	7	31	34	50	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	100	1520	75492	100	100	100	501	512	519	21	16	12	22	19	16	49	45	47	8	20	24
All Students (Prior Year)	77	1454	75221	100	100	100	506	519	523	16	10	8	25	19	16	48	52	56	11	18	21
Female	58	738	37014	100	100	100	503	517	523	16	12	10	26	17	15	49	49	48	9	22	27
Male	42	780	38400	100	99	99	498	508	516	28	20	14	17	20	17	48	41	47	7	18	21
African American	16	165	3665	100	100	99	494	500	505	19	23	20	38	27	22	38	40	43	6	10	14
Hispanic	42	679	30438	100	99	99	495	507	508	21	16	17	26	19	21	42	52	47	11	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	10	119	4081	100	100	100	469	495	498	57	28	25	29	25	26	14	39	40	0	8	8
White	27	490	35177	100	99	99	517	522	528	15	12	8	7	15	13	67	42	49	11	31	31
Students with Disabilities	10	196	9707	83	100	100	462	482	495	75	48	33	13	23	21	13	21	33	0	9	13
Students without Disabilities	90	1324	65785	100	99	98	506	516	522	14	12	10	23	18	16	53	48	49	9	22	26
Limited English Proficient Students	34	400	16905	100	100	100	475	487	489	50	34	34	17	28	28	33	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	84	972	36302				498	504	507	24	21	18	21	21	21	48	46	46	7	12	14
Non-Economically Disadvantaged	16	548	39164				512	523	528	7	10	8	29	16	13	50	44	48	14	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	98	1507	75053	98	99	99	575	620	597	9	6	7	14	9	12	73	73	72	4	12	9
All Students (Prior Year)	75	1431	73654	97	99	99	508	529	530	18	11	9	25	14	13	55	65	70	2	9	7
Female	56	732	36872	97	99	99	598	650	621	2	3	5	12	6	9	78	75	74	7	16	12
Male	42	773	38109	100	98	99	541	593	573	17	9	10	17	11	14	66	71	69	0	9	6
African American	16	163	3636	100	99	99	548	590	568	13	10	12	19	10	16	63	75	67	6	6	6
Hispanic	42	679	30235	100	98	98	587	617	575	5	4	9	11	9	14	79	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	10	119	4044	100	100	99	567	597	550	14	10	13	14	8	17	71	78	66	0	4	4
White	25	485	35028	93	98	99	587	632	613	8	6	6	12	9	10	76	71	73	4	15	11
Students with Disabilities	10	195	9625	83	100	100	465	540	530	25	24	21	50	16	21	25	56	55	0	4	4
Students without Disabilities	88	1312	65428	100	98	98	589	631	604	6	4	6	10	8	11	79	75	73	5	14	10
Limited English Proficient Students	34	400	16765	100	100	100	571	574	525	17	13	17	17	13	20	67	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	82	966	36077				567	597	566	9	8	10	13	10	16	75	75	69	4	8	5
Non-Economically Disadvantaged	16	541	38950				606	650	618	7	4	5	21	6	9	64	71	73	7	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	78	1354	76019	96	99	100	490	495	499	13	15	14	44	40	39	15	11	14	29	34	33
All Students (Prior Year)	63	1410	76230	100	100	100	496	499	498	13	12	12	49	39	38	8	12	12	31	37	37
Female	40	655	37207	100	100	100	496	495	499	9	14	12	46	40	41	17	13	14	29	34	33
Male	38	699	38677	93	99	100	483	495	498	19	16	15	41	40	38	11	10	13	30	34	34
African American	13	179	3817	100	100	100	462	474	475	23	21	23	38	51	47	15	9	11	23	19	18
Hispanic	41	617	29458	98	100	100	498	488	480	11	17	20	41	43	48	11	11	12	37	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	17	404	35880	89	98	100	502	514	515	12	9	7	41	31	32	18	12	16	29	47	45
Students with Disabilities	11	193	9786	73	100	100	421	455	457	43	41	39	57	41	40	0	4	7	0	14	13
Students without Disabilities	67	1161	66233	100	99	99	499	501	503	9	11	11	42	40	39	16	12	14	33	37	35
Limited English Proficient Students	25	342	15206	100	100	100	486	463	459	0	26	31	89	57	53	0	8	7	11	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	63	832	35714				489	485	480	11	17	20	51	46	47	11	11	12	28	26	20
Non-Economically Disadvantaged	15	522	40266				494	509	513	20	12	9	20	31	33	27	12	15	33	45	43

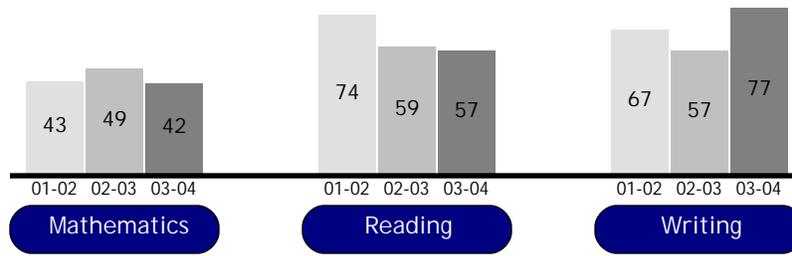
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1349	76020	96	99	100	494	498	503	35	33	25	27	23	23	34	36	40	3	8	12
All Students (Prior Year)	63	1405	76202	100	100	100	508	502	505	19	20	19	32	27	24	32	43	46	16	10	11
Female	40	653	37213	100	99	100	499	500	504	29	27	22	29	25	23	40	39	42	3	8	13
Male	38	696	38666	93	99	100	487	496	501	44	39	29	26	21	22	26	32	38	4	8	12
African American	13	179	3819	100	100	100	480	489	494	69	45	37	8	27	26	23	25	31	0	3	6
Hispanic	41	614	29442	98	99	99	493	494	494	26	36	37	37	26	26	33	31	31	4	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	17	401	35890	89	98	100	506	509	511	24	19	15	35	18	20	35	48	48	6	15	18
Students with Disabilities	11	190	9784	73	99	100	462	479	485	100	72	58	0	14	19	0	10	19	0	4	4
Students without Disabilities	67	1159	66236	100	99	99	498	501	504	27	27	23	31	24	23	38	40	42	4	9	13
Limited English Proficient Students	25	338	15198	100	100	100	486	482	483	44	62	59	44	27	25	11	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	63	829	35703				491	493	494	34	40	37	30	26	26	34	29	31	2	5	6
Non-Economically Disadvantaged	15	520	40274				502	505	509	40	24	17	20	18	20	33	46	47	7	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	78	1350	75673	96	99	100	506	528	530	16	12	12	31	28	25	52	56	58	2	4	4
All Students (Prior Year)	60	1372	74692	97	98	99	492	499	502	14	17	18	37	30	27	46	46	47	3	7	8
Female	40	654	37099	100	100	100	541	549	548	6	7	8	29	25	22	63	62	64	3	6	6
Male	38	696	38441	93	99	99	461	508	513	30	17	16	33	31	29	37	49	52	0	3	3
African American	13	177	3791	100	99	99	463	512	506	38	16	18	15	28	29	46	54	50	0	2	3
Hispanic	41	618	29305	98	100	99	526	511	507	4	15	16	41	31	31	56	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	17	402	35760	89	98	99	514	556	550	24	8	9	18	23	21	53	60	64	6	8	6
Students with Disabilities	11	194	9706	73	100	100	342	453	462	100	40	36	0	34	32	0	23	31	0	3	1
Students without Disabilities	67	1156	65967	100	99	99	527	538	536	5	8	10	35	27	25	58	60	60	2	5	5
Limited English Proficient Students	25	340	15115	100	100	100	502	477	471	11	23	26	44	35	38	44	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	63	832	35541				501	513	504	17	14	17	34	32	31	49	52	50	0	2	2
Non-Economically Disadvantaged	15	518	40091				524	548	550	13	10	9	20	23	21	60	60	64	7	7	6

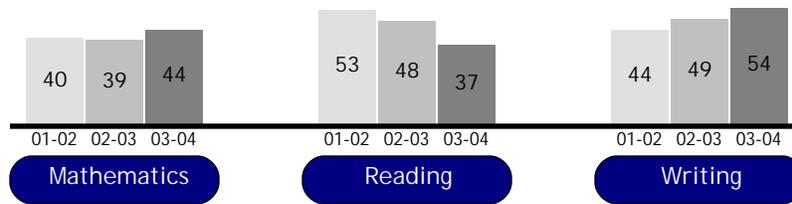
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	80	21	38	44	97	36	42	50	87	41	NA	58
	Language	80	15	31	39	97	24	33	43	97	27	44	50
	Mathematics	91	22	46	52	99	40	49	57	98	39	57	64
3	Reading	100	23	34	43	95	21	38	47	95	37	NA	55
	Language	100	22	40	50	95	25	45	54	97	44	54	61
	Mathematics	91	37	42	50	99	20	44	54	95	43	54	61
4	Reading	98	27	38	47	100	30	42	52	100	36	NA	56
	Language	98	28	38	45	100	34	40	48	100	35	45	52
	Mathematics	95	37	43	52	100	42	46	57	100	45	51	61
5	Reading	96	25	39	46	96	34	41	50	91	38	NA	55
	Language	96	22	35	43	96	30	38	46	96	34	43	49
	Mathematics	93	35	46	54	100	45	50	57	96	51	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)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Advisement
- Ü Curriculum Input
- Ü Extracurricular Activities
- Ü Grant Writing
- Ü Field Trips
- Ü Staff and Family Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.50
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	4	2	0	0
7 to 9 years	0	2	0	0
10 or more years	4	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
 Core academic classes taught by Highly Qualified (NCLB) teachers. 50
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü K-3 Reading Resource Center
- Ü Library

Extracurricular Activities

- Ü Student Leadership Team
- Ü Homework Club
- Ü Outdoor Education Program
- Ü Breakfast Club

Social Services

- Ü Breakfast Program
- Ü Boys and Girls Club Nearby
- Ü Counseling Services
- Ü ASU Interns and Student Teachers

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Implemented a reading, writing and math block with at least two adults per class.

- ü Implemented an after school teaching time project to improve student reading, writing and math skills.

- ü Implemented summer enrichment program to improve student achievement in reading, writing, and mathematics.

- ü Implemented school wide use of Thinking Maps to improve student organizational skills when working with new text and ideas.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	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	99	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	46	47
Grades 3-4	76	77
Grades 4-5	76	83

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

Scales Professional Development School takes responsibility for the safety and security of each child and adult. Our Support Team consists of counselor, psychologist, nurse and principal who provide a safe and healthy school environment.

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	Jane Adams	(480) 929-9909
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Dianne Berg	(480) 929-9909
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	Michelle Neal	(480) 929-9909
Student Health/Nurse	Halyna Chrovsky	(480) 929-9909

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.