

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1330 E Carson Dr, Tempe, AZ 85282

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	Underperforming
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mrs. Annette Barnard
 Schedule : 8:00 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 404
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 897-2744
 Fax Number : (480) 839-7325
 E-mail : abarnard@tempeschools.org

Mission

The Arredondo School mission is to place every individual in a position to succeed socially, emotionally and academically by involving parents and community, supporting teachers and focusing on student achievement.

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 Goal #1 Reading: increase the number of students who meet or exceed the standard in reading as measured by AIMS 2005.
- ü Goal #2 Writing: increase the number of students who meet or exceed the standard in writing as measured by AIMS 2005.
- ü Goal #3 Math: increase the number of students who meet or exceed the standard in math as measured by AIMS 2005.

Enrollment

October 1, 2003 School Year Student Enrollment : 427
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- ü Individual Ed. Plans for All in Math
- ü Gifted
- ü Sheltered English Immersion Programs
- ü On-site Special Education
- ü Extended Day Tutoring
- ü Lunch Time Homework Clubs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Arredondo School's responsibility to include faculty, students, parents and community members in the overall planning and implementation of school programs. Our responsibility is to create programs that result in outstanding student achievement.

Parents

Parents' responsibilities are to abide by the Parent/Student/Teacher Compact and Parent Policy agreements: 1.) Parents need to talk with their child daily about his or her learning experiences at school. 2.) Read to their children nightly. 3.) Promote the completion of homework. 4.) Have child on time for school daily. 5.) Visit the classroom and become familiar with the learning experience provided. 6.) Send a positive message to their child daily that they value education.

Transportation Policy

Our school follows a standardized, district-wide policy on transportation safety and behavior. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance street locations.

School Honors

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

Award/Honor	Year
ü State Teacher Rookie of the Year Award	2000
ü Teacher Venture Awards	2001
ü Teacher Venture Awards	2002
ü Maricopa County Teacher of the Year Award	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1518	75509	100	99	100	523	512	521	17	17	13	19	25	23	31	32	33	33	25	31
All Students (Prior Year)	63	1457	75372	100	100	100	529	516	523	11	11	9	21	29	25	34	35	36	34	25	30
Female	32	737	37013	100	100	100	503	512	522	20	15	12	28	29	24	28	31	33	24	25	31
Male	38	779	38430	100	99	99	542	512	521	15	19	14	11	23	22	33	33	33	41	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	25	679	30486	100	99	99	508	502	505	17	16	18	25	31	29	42	38	32	17	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	28	490	35192	100	99	99	539	530	534	8	12	8	15	20	19	35	31	35	42	37	39
Students with Disabilities	NC	196	9708	NC	100	100	NC	481	489	NC	43	32	NC	25	27	NC	18	24	NC	15	17
Students without Disabilities	61	1322	65801	97	99	98	516	516	525	17	14	11	21	26	23	34	34	34	28	27	33
Limited English Proficient Students	16	400	16928	100	100	100	509	479	485	0	25	29	0	34	33	100	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	46	972	36411				511	497	503	22	23	19	19	29	29	34	33	32	25	15	20
Non-Economically Disadvantaged	24	546	39040				544	531	534	10	10	8	20	21	19	25	31	34	45	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	69	1520	75492	99	100	100	514	512	519	15	16	12	20	19	16	44	45	47	22	20	24
All Students (Prior Year)	63	1454	75221	100	100	100	525	519	523	4	10	8	18	19	16	56	52	56	22	18	21
Female	32	738	37014	100	100	100	510	517	523	21	12	10	11	17	15	54	49	48	14	22	27
Male	37	780	38400	97	99	99	519	508	516	7	20	14	30	20	17	33	41	47	30	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	25	679	30438	100	99	99	510	507	508	17	16	17	25	19	21	42	52	47	17	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	28	490	35177	100	99	99	520	522	528	11	12	8	11	15	13	54	42	49	25	31	31
Students with Disabilities	NC	196	9707	NC	100	100	NC	482	495	NC	48	33	NC	23	21	NC	21	33	NC	9	13
Students without Disabilities	60	1324	65785	95	99	98	517	516	522	11	12	10	21	18	16	47	48	49	21	22	26
Limited English Proficient Students	15	400	16905	94	100	100	487	487	489	0	34	34	100	28	28	0	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	46	972	36302				509	504	507	15	21	18	24	21	21	45	46	46	15	12	14
Non-Economically Disadvantaged	23	548	39164				522	523	528	14	10	8	14	16	13	41	44	48	32	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	69	1507	75053	99	99	99	665	620	597	2	6	7	6	9	12	71	73	72	21	12	9
All Students (Prior Year)	62	1431	73654	98	99	99	527	529	530	9	11	9	13	14	13	71	65	70	7	9	7
Female	32	732	36872	100	99	99	648	650	621	4	3	5	4	6	9	80	75	74	12	16	12
Male	37	773	38109	97	98	99	681	593	573	0	9	10	7	11	14	63	71	69	30	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	25	677	30235	100	98	98	635	617	575	0	4	9	8	9	14	75	75	70	17	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	28	485	35028	100	98	99	690	632	613	0	6	6	4	9	10	73	71	73	23	15	11
Students with Disabilities	NC	195	9625	NC	100	100	NC	540	530	NC	24	21	NC	16	21	NC	56	55	NC	4	4
Students without Disabilities	60	1312	65428	95	98	98	659	631	604	2	4	6	6	8	11	72	75	73	19	14	10
Limited English Proficient Students	15	400	16765	94	100	100	582	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	46	966	36077				655	597	566	3	8	10	3	10	16	75	75	69	19	8	5
Non-Economically Disadvantaged	23	541	38950				681	650	618	0	4	5	10	6	9	65	71	73	25	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	67	1354	76019	100	99	100	485	495	499	20	15	14	48	40	39	4	11	14	28	34	33
All Students (Prior Year)	59	1410	76230	98	100	100	485	499	498	22	12	12	35	39	38	15	12	12	28	37	37
Female	39	655	37207	100	100	100	488	495	499	22	14	12	38	40	41	6	13	14	34	34	33
Male	28	699	38677	100	99	100	481	495	498	18	16	15	64	40	38	0	10	13	18	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	26	617	29458	100	100	100	474	488	480	20	17	20	53	43	48	7	11	12	20	29	20
Asian/Pacific Islander	--	36	1673	--	97	99	--	516	531	--	8	4	--	36	29	--	12	14	--	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	29	404	35880	100	98	100	492	514	515	17	9	7	48	31	32	3	12	16	31	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	63	1161	66233	98	99	99	485	501	503	21	11	11	47	40	39	4	12	14	28	37	35
Limited English Proficient Students	14	342	15206	100	100	100	467	463	459	0	26	31	100	57	53	0	8	7	0	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	34	832	35714				475	485	480	33	17	20	33	46	47	0	11	12	33	26	20
Non-Economically Disadvantaged	33	522	40266				493	509	513	10	12	9	60	31	33	7	12	15	23	45	43

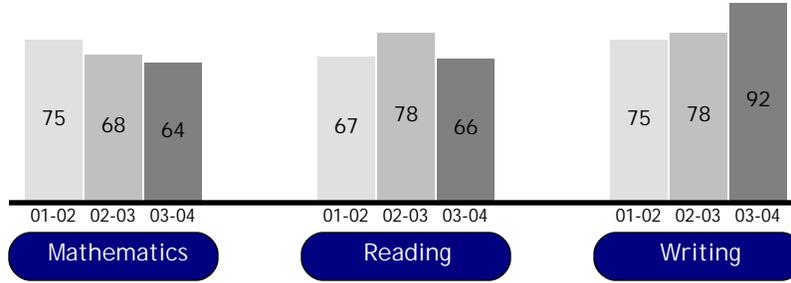
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	1349	76020	100	99	100	494	498	503	40	33	25	18	23	23	35	36	40	7	8	12
All Students (Prior Year)	59	1405	76202	98	100	100	494	502	505	32	20	19	30	27	24	38	43	46	0	10	11
Female	39	653	37213	100	99	100	500	500	504	28	27	22	19	25	23	41	39	42	13	8	13
Male	28	696	38666	100	99	100	485	496	501	57	39	29	17	21	22	26	32	38	0	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	26	614	29442	100	99	99	490	494	494	40	36	37	27	26	26	33	31	31	0	6	6
Asian/Pacific Islander	--	36	1672	--	97	99	--	498	513	--	28	12	--	24	19	--	44	49	--	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	29	401	35890	100	98	100	499	509	511	38	19	15	10	18	20	38	48	48	14	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	63	1159	66236	98	99	99	494	501	504	38	27	23	19	24	23	36	40	42	8	9	13
Limited English Proficient Students	14	338	15198	100	100	100	488	482	483	50	62	59	0	27	25	50	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	34	829	35703				490	493	494	44	40	37	20	26	26	32	29	31	4	5	6
Non-Economically Disadvantaged	33	520	40274				496	505	509	37	24	17	17	18	20	37	46	47	10	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	66	1350	75673	99	99	100	551	528	530	7	12	12	22	28	25	63	56	58	7	4	4
All Students (Prior Year)	57	1372	74692	95	98	99	483	499	502	24	17	18	33	30	27	38	46	47	4	7	8
Female	39	654	37099	100	100	100	571	549	548	3	7	8	19	25	22	69	62	64	9	6	6
Male	27	696	38441	96	99	99	521	508	513	14	17	16	27	31	29	55	49	52	5	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	26	618	29305	100	100	99	542	511	507	7	15	16	27	31	31	60	52	51	7	2	2
Asian/Pacific Islander	--	36	1665	--	97	99	--	548	573	--	4	6	--	24	16	--	68	67	--	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	29	402	35760	100	98	99	552	556	550	10	8	9	24	23	21	55	60	64	10	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	62	1156	65967	97	99	99	551	538	536	8	8	10	23	27	25	62	60	60	8	5	5
Limited English Proficient Students	13	340	15115	93	100	100	504	477	471	50	23	26	0	35	38	50	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	33	832	35541				550	513	504	8	14	17	21	32	31	67	52	50	4	2	2
Non-Economically Disadvantaged	33	518	40091				551	548	550	7	10	9	23	23	21	60	60	64	10	7	6

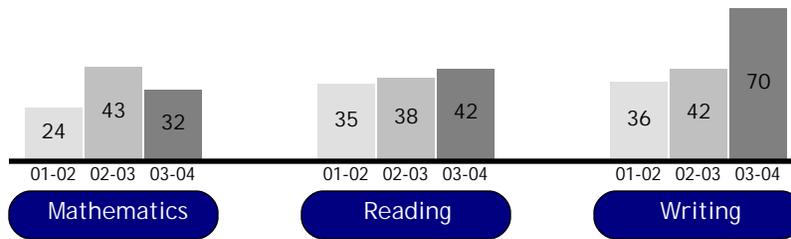
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	54	38	44	97	68	42	50	93	64	NA	58
	Language	97	47	31	39	98	60	33	43	99	59	44	50
	Mathematics	97	61	46	52	100	75	49	57	100	80	57	64
3	Reading	100	39	34	43	94	46	38	47	100	49	NA	55
	Language	100	42	40	50	97	48	45	54	99	59	54	61
	Mathematics	97	61	42	50	100	58	44	54	100	69	54	61
4	Reading	94	41	38	47	97	48	42	52	100	36	NA	56
	Language	98	36	38	45	99	41	40	48	98	39	45	52
	Mathematics	92	45	43	52	100	55	46	57	100	43	51	61
5	Reading	98	30	39	46	95	39	41	50	99	45	NA	55
	Language	97	24	35	43	92	33	38	46	100	33	43	49
	Mathematics	94	33	46	54	97	40	50	57	100	44	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Budget - Field Trips/Classroom Extras
- Ü Community Education/School Plan
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Re-design Program
- Ü Faculty Support Awards and Events

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	25.30
Other Professional Staff	2.30	Teacher Aide	2.38

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 23
 Core academic classes taught by Highly Qualified (NCLB) teachers. 42
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Two Soundproof Music Rooms
- Ü Library
- Ü Multi-Purpose Room with Stage

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü Outdoor Overnight Education Camp
- Ü Musical Performances/ Plays
- Ü After School Tutoring
- Ü After School Sports
- Ü Band
- Ü Orchestra

Social Services

- Ü Before/After School Programs
- Ü Parent Night English Classes
- Ü Breakfast/Lunch Programs
- Ü Anti-drug/Bike Safety/Fire Safety
- Ü Parent Welcome Center
- Ü Character Education & Peer Mediation
- Ü Arredondo Assistance Team
- Ü Counselor, Nurses, Psychologist, Speech

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)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	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	33	44
Grades 3-4	67	46
Grades 4-5	60	44

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

Teachers and the counselor directly instruct the Second Step behavior management program. In addition, we are implementing a brain-based character education program. Our children use peer mediator (conflict manager) techniques on the playground. We will have a team trained this year in the scientifically-based research program against bullying called Olweus. Implementation of this effective program will begin as soon as staff are trained.

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	Diane Mardis	(480) 897-2744
Transportation Policy	Paul Novack	(480) 350-9006
Community Resources	Annette Barnard	(480) 897-2744
School Nutrition Programs	Syed Huq	(480) 897-2744
Parent Organization	Amy Grabek	(480) 897-2744
Student Health/Nurse	Christy Carron	(480) 897-2744

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.