



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1300 E. Watson Drive, Tempe, AZ 85283

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 Highly 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 : Mrs. Terri McCoy
Schedule : 7:30 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 530
Web Address : www.tempe3.k12.az.us/Rover/roverwelcome.htm
Phone Number : (480) 897-7122
Fax Number : (480) 820-8503
E-mail : tmccoy@tempeschools.org

Mission

Vision: Rover will be a community of lifelong learners, productive global citizens, emotionally sensitive/giving to others. Mission: Provide opportunities in a nurturing environment to become skilled learners, self-directed with healthy self-esteem.

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 All Rover students are expected to read on grade level with 90%-94% accuracy with adequate comprehension as measured by the Running Record.
- ü All Rover K-2 students are expected to achieve proficiency in all math standards as measured by District Math Assessment. All Rover 3-5 students are expected to achieve appropriate grade-level growth as measured by District Assessment NWEA scores.

Enrollment

October 1, 2003 School Year Student Enrollment : 531
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 289

Instructional Programs

- Lifelong Guidelines/Life Skills
- Full-day Kindergarten
- On-site & Self-contained Special Educ.
- 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

Rover provides a safe and nurturing learning environment. Parents are partners in their child's education. Rover provides consistent communication on each child's academic, social/emotional growth and always be available to address concerns.

Parents

Parents should provide a home that is supportive of literacy and Lifelong Guidelines/Life Skills. Parents should be a partner with the school in all aspects of their child's education.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
• National Blue Ribbon School of Excellence	2001
• Nat'l School of Character Promising Practice Citation	2001
• Arizona A+ School 2000-2001	2000
• One of 18 Great American Schools - NEA	2000

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	86	1518	75509	100	99	100	550	512	521	10	17	13	11	25	23	36	32	33	43	25	31
All Students (Prior Year)	75	1457	75372	100	100	100	537	516	523	4	11	9	13	29	25	37	35	36	45	25	30
Female	51	737	37013	100	100	100	556	512	522	6	15	12	8	29	24	39	31	33	47	25	31
Male	35	779	38430	100	99	99	541	512	521	16	19	14	16	23	22	31	33	33	38	25	31
African American	10	165	3660	100	100	99	519	488	496	20	29	24	10	32	31	50	24	28	20	15	18
Hispanic	NC	679	30486	NC	99	99	NC	502	505	NC	16	18	NC	31	29	NC	38	32	NC	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	61	490	35192	100	99	99	559	530	534	7	12	8	12	20	19	29	31	35	52	37	39
Students with Disabilities	17	196	9708	100	100	100	490	481	489	44	43	32	38	25	27	0	18	24	19	15	17
Students without Disabilities	69	1322	65801	96	99	98	565	516	525	1	14	11	4	26	23	45	34	34	49	27	33
Limited English Proficient Students	NC	400	16928	NC	100	100	NC	479	485	NC	25	29	NC	34	33	NC	38	26	NC	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	22	972	36411				517	497	503	14	23	19	14	29	29	48	33	32	24	15	20
Non-Economically Disadvantaged	64	546	39040				561	531	534	8	10	8	10	21	19	32	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	86	1520	75492	100	100	100	529	512	519	10	16	12	16	19	16	36	45	47	39	20	24
All Students (Prior Year)	75	1454	75221	100	100	100	531	519	523	6	10	8	12	19	16	54	52	56	28	18	21
Female	51	738	37014	100	100	100	535	517	523	6	12	10	14	17	15	35	49	48	45	22	27
Male	35	780	38400	100	99	99	518	508	516	16	20	14	19	20	17	38	41	47	28	18	21
African American	10	165	3665	100	100	99	512	500	505	10	23	20	30	27	22	40	40	43	20	10	14
Hispanic	NC	679	30438	NC	99	99	NC	507	508	NC	16	17	NC	19	21	NC	52	47	NC	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	61	490	35177	100	99	99	532	522	528	9	12	8	14	15	13	33	42	49	45	31	31
Students with Disabilities	17	196	9707	100	100	100	480	482	495	50	48	33	31	23	21	6	21	33	13	9	13
Students without Disabilities	69	1324	65785	96	99	98	540	516	522	0	12	10	12	18	16	43	48	49	45	22	26
Limited English Proficient Students	NC	400	16905	NC	100	100	NC	487	489	NC	34	34	NC	28	28	NC	34	32	NC	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	22	972	36302				510	504	507	14	21	18	24	21	21	48	46	46	14	12	14
Non-Economically Disadvantaged	64	548	39164				535	523	528	8	10	8	13	16	13	32	44	48	47	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	86	1507	75053	100	99	99	664	620	597	4	6	7	8	9	12	65	73	72	23	12	9
All Students (Prior Year)	73	1431	73654	100	99	99	552	529	530	7	11	9	12	14	13	54	65	70	27	9	7
Female	51	732	36872	100	99	99	693	650	621	2	3	5	6	6	9	67	75	74	25	16	12
Male	35	773	38109	100	98	99	617	593	573	6	9	10	13	11	14	63	71	69	19	9	6
African American	10	163	3636	100	99	99	595	590	568	0	10	12	20	10	16	80	75	67	0	6	6
Hispanic	NC	679	30235	NC	98	98	NC	617	575	NC	4	9	NC	9	14	NC	75	70	NC	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	61	485	35028	100	98	99	675	632	613	2	6	6	7	9	10	69	71	73	22	15	11
Students with Disabilities	17	195	9625	100	100	100	533	540	530	19	24	21	25	16	21	50	56	55	6	4	4
Students without Disabilities	69	1312	65428	96	98	98	695	631	604	0	4	6	4	8	11	69	75	73	27	14	10
Limited English Proficient Students	NC	400	16765	NC	100	100	NC	574	525	NC	13	17	NC	13	20	NC	72	60	NC	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	22	966	36077				582	597	566	10	8	10	10	10	16	71	75	69	10	8	5
Non-Economically Disadvantaged	64	541	38950				691	650	618	2	4	5	8	6	9	63	71	73	27	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	80	1354	76019	99	99	100	523	495	499	4	15	14	28	40	39	18	11	14	50	34	33
All Students (Prior Year)	76	1410	76230	100	100	100	527	499	498	3	12	12	32	39	38	11	12	12	54	37	37
Female	39	655	37207	98	100	100	520	495	499	0	14	12	31	40	41	23	13	14	46	34	33
Male	41	699	38677	100	99	100	526	495	498	7	16	15	24	40	38	15	10	13	54	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	14	617	29458	100	100	100	509	488	480	14	17	20	21	43	48	7	11	12	57	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	52	404	35880	98	98	100	530	514	515	2	9	7	27	31	32	20	12	16	51	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	72	1161	66233	100	99	99	529	501	503	1	11	11	28	40	39	17	12	14	54	37	35
Limited English Proficient Students	NC	342	15206	NC	100	100	NC	463	459	NC	26	31	NC	57	53	NC	8	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	16	832	35714				510	485	480	0	17	20	56	46	47	13	11	12	31	26	20
Non-Economically Disadvantaged	64	522	40266				526	509	513	5	12	9	20	31	33	20	12	15	55	45	43

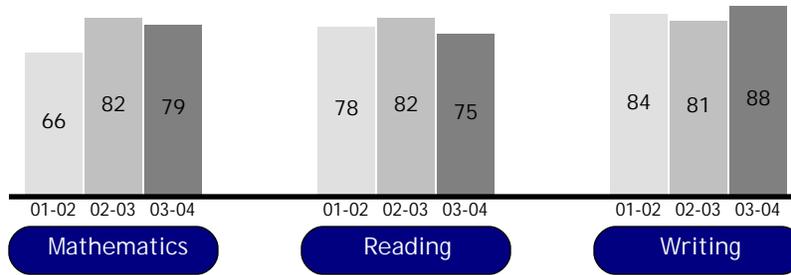
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1349	76020	96	99	100	509	498	503	16	33	25	9	23	23	54	36	40	21	8	12
All Students (Prior Year)	76	1405	76202	100	100	100	510	502	505	11	20	19	24	27	24	56	43	46	9	10	11
Female	37	653	37213	93	99	100	508	500	504	11	27	22	6	25	23	69	39	42	14	8	13
Male	41	696	38666	100	99	100	510	496	501	20	39	29	12	21	22	41	32	38	27	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	14	614	29442	100	99	99	513	494	494	36	36	37	0	26	26	36	31	31	29	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	50	401	35890	94	98	100	511	509	511	6	19	15	10	18	20	59	48	48	24	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	70	1159	66236	99	99	99	513	501	504	9	27	23	9	24	23	59	40	42	23	9	13
Limited English Proficient Students	NC	338	15198	NC	100	100	NC	482	483	NC	62	59	NC	27	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	16	829	35703				504	493	494	25	40	37	6	26	26	50	29	31	19	5	6
Non-Economically Disadvantaged	62	520	40274				511	505	509	13	24	17	10	18	20	55	46	47	22	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	549	528	530	9	12	12	20	28	25	65	56	58	5	4	4
All Students (Prior Year)	71	1372	74692	93	98	99	504	499	502	15	17	18	29	30	27	48	46	47	8	7	8
Female	37	654	37099	93	100	100	578	549	548	3	7	8	14	25	22	77	62	64	6	6	6
Male	41	696	38441	100	99	99	524	508	513	15	17	16	25	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	14	618	29305	100	100	99	503	511	507	21	15	16	29	31	31	50	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	51	402	35760	96	98	99	560	556	550	8	8	9	18	23	21	67	60	64	6	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	69	1156	65967	97	99	99	561	538	536	4	8	10	19	27	25	71	60	60	6	5	5
Limited English Proficient Students	NC	340	15115	NC	100	100	NC	477	471	NC	23	26	NC	35	38	NC	42	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	16	832	35541				536	513	504	13	14	17	25	32	31	63	52	50	0	2	2
Non-Economically Disadvantaged	62	518	40091				553	548	550	8	10	9	19	23	21	66	60	64	7	7	6

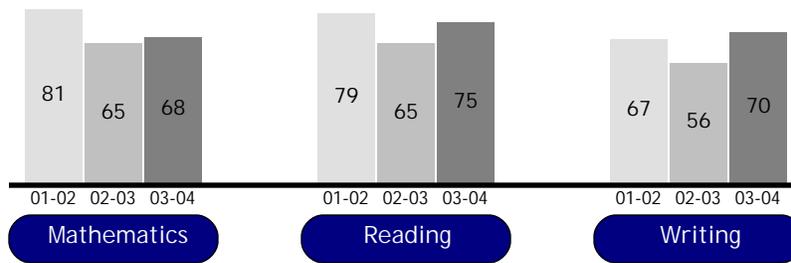
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	60	38	44	93	53	42	50	96	66	NA	58
	Language	97	59	31	39	96	49	33	43	99	55	44	50
	Mathematics	97	61	46	52	94	66	49	57	99	70	57	64
3	Reading	97	53	34	43	97	68	38	47	97	69	NA	55
	Language	97	51	40	50	96	73	45	54	97	70	54	61
	Mathematics	96	52	42	50	97	69	44	54	93	71	54	61
4	Reading	96	58	38	47	96	66	42	52	95	69	NA	56
	Language	96	57	38	45	99	56	40	48	95	63	45	52
	Mathematics	96	62	43	52	100	65	46	57	93	73	51	61
5	Reading	98	67	39	46	99	63	41	50	95	68	NA	55
	Language	98	60	35	43	99	55	38	46	96	60	43	49
	Mathematics	98	73	46	54	99	73	50	57	93	76	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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Web Masters
- Ü Funding Decisions
- Ü School Safety
- Ü Climate
- Ü Fine and Performing Arts

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	13.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

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

Resources Available at School Site

Special Facilities

- Ü Media Center/Computer Lab
- Ü Performing Arts Stage

Extracurricular Activities

- Ü After School Enrichment
- Ü Scouting Groups
- Ü Academic Remedial Groups
- Ü Community Sports Programs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Tuition-free Full-day Kindergarten
- Ü Before/After School Programs
- Ü Social Worker/Community Liaison

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Rover School's AIMS scores for third and fifth grade were higher than district and state averages in Reading, Math, and Writing.

ü Rover School's Stanford 9 scores for all grade levels were higher than district and state averages in Reading, Math, and Language.

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)	--	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	81	72
Grades 3-4	68	77
Grades 4-5	71	78

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

Rover's nurturing environment is research-based in establishing components of an effective learning environment. Rover has adopted Lifelong Guidelines and Skills as the Character Development Program. Counselor, nurse and psychologist are available.

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	Terri McCoy	(480) 897-7122
Transportation Policy	Paul M. Novak	(480) 350-9186
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 350-9006
Parent Organization	Teri Jones	(480) 345-9535
Student Health/Nurse	Elizabeth Walmer	(480) 897-7122

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.