

C.I. Waggoner School

ARIZONA SCHOOL REPORT CARD 2003-04

1050 E. Carver Road, Tempe, AZ 85284

Kyrene 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 *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Ken Helling
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2003 Enrollment : 630
Web Address : kyrene.org
Phone Number : (480) 783-1900
Fax Number : (480) 831-0616
E-mail :

Mission

We strive to empower our parents, staff and students to continually provide an atmosphere that develops students who enjoy learning, fosters people committed to cooperation and creates opportunities to be lifelong learners.

School / Academic Goals

ü We will challenge and support each student through differentiated content, products and instructional strategies in reading and language.

ü We will collaborate as a staff and community to ensure we have a work environment that promotes and achieves high staff productivity and positive staff morale.

Instructional Programs

ü Gifted
ü Structured English Immersion
ü Regional Special Education Program
ü K-3 Literacy Program

Enrollment

October 1, 2002 School Year Student Enrollment : 627
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 104

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 10 minutes
First Day of School : 8/11/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement Plan
- ü Extracurricular Programs
- ü Home/School Relations
- ü Parent Survey
- ü Safety Issues
- ü District Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	36.00
Other Professional Staff	1.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	0	0	0
10 or more years	12	14	0	0

Shared Responsibilities

School

Waggoner is committed to a partnership with parents to provide a quality education for all students. The staff is dedicated to meeting the learning needs of each child. Staff communicates regularly with parents and is available to meet with parents.

Parents

Parents are encouraged to recognize & support their child's learning by communicating frequently with their child's teacher; assisting their child with homework; becoming informed about the school & participating in school events and on school teams.

Resources Available at School Site

Special Facilities

- ü Internet & District Network Classes
- ü Technology Production Lab

Extracurricular Activities

- ü Student Council
- ü Spanish Classes
- ü Intramural Lunchtime Sports
- ü Chess Club

Social Services

- ü All-day Kindergarten
- ü K-3 Program
- ü Enrichment Classes
- ü After School Child Care Program

Transportation Policy

Bus transportation is provided for Special Ed students and as needed when safety is an issue.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Waggoner continually ranks among the top schools on District and State testing, as well as on the Stanford 9 test in Arizona. In 2003: Grade 2 - #1 in the state in Reading; Grade 2 - #1 in the Valley in Math on the Stanford 9.
- ü Featured as a model school for site-based shared decision making in the nationally published book, Leadership Through Collaboration--Alternatives to the Hierarch, by Jeanne Bazler and Michael Koehler.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	1	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	88	75
Grades 3-4	86	82
Grades 4-5	57	85

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 2002-03. 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 2003. 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. 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).

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	110	1945	75372	95	98	101	567	545	523	0	3	9	4	15	25	31	37	36	65	45	30
All Students (Prior Year)	103	1987	70809	NA	NA	NA	551	544	518	1	3	11	10	15	27	38	35	35	51	47	27
Female	60	965	36901	94	97	101	567	546	524	0	3	8	4	16	25	30	35	36	66	47	31
Male	50	979	38385	96	99	101	568	544	523	0	3	9	4	14	24	31	39	36	64	44	30
African American	NC	125	3589	NC	95	96	NC	517	501	NC	11	18	NC	25	33	NC	40	33	NC	24	16
Hispanic	14	266	29103	100	100	99	546	527	510	0	6	12	0	23	31	67	42	36	33	29	20
Asian/Pacific Islander	15	141	1574	100	97	96	603	568	549	0	1	3	0	8	14	14	28	34	86	63	48
American Indian/Alaskan Native	NC	35	5086	NC	95	114	NC	508	491	NC	10	22	NC	33	38	NC	33	28	NC	23	12
White	77	1358	34597	92	97	98	565	550	535	0	2	4	4	13	20	29	37	38	67	49	38
Students with Disabilities	NC	167	8057	NC	101	99	NC	514	496	NC	10	23	NC	31	31	NC	37	28	NC	23	17
Students without Disabilities	102	1778	67315	97	98	101	568	547	525	0	3	8	4	14	24	30	37	37	66	46	31
Limited English Proficient Students	NC	50	16925	NC	98	112	NC	515	482	NC	33	27	NC	0	40	NC	0	26	NC	67	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	75	26325				--	491	504	--	12	15	--	52	34	--	33	33	--	3	18
Non-Economically Disadvantaged	110	1870	49047				567	548	530	0	3	6	4	14	21	31	37	37	65	47	35

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	115	1951	75221	99	99	101	544	536	523	0	2	8	3	9	16	54	59	56	43	29	21
All Students (Prior Year)	97	2001	70860	NA	NA	NA	548	540	524	0	2	9	4	9	17	42	45	45	53	44	30
Female	63	969	36833	98	98	100	547	540	526	0	2	6	4	7	15	45	58	56	51	33	23
Male	52	982	38319	100	99	101	541	532	520	0	3	9	2	11	17	65	61	56	33	26	18
African American	NC	124	3597	NC	94	97	NC	520	510	NC	6	14	NC	15	22	NC	64	53	NC	15	11
Hispanic	14	267	29019	100	100	99	526	523	513	0	5	12	0	16	21	100	63	55	0	16	13
Asian/Pacific Islander	15	141	1572	100	97	95	557	543	536	0	1	2	0	5	9	36	57	57	64	38	31
American Indian/Alaskan Native	NC	34	5071	NC	92	114	NC	514	502	NC	7	20	NC	21	27	NC	66	46	NC	7	8
White	82	1364	34543	98	97	97	544	539	531	0	1	4	4	7	12	52	59	58	44	33	26
Students with Disabilities	10	170	8006	91	103	99	516	515	505	0	13	22	0	21	23	100	47	42	0	19	13
Students without Disabilities	105	1781	67215	100	98	101	545	537	524	0	2	7	3	8	16	54	60	56	43	30	21
Limited English Proficient Students	NC	50	16853	NC	98	112	NC	523	489	NC	0	29	NC	33	36	NC	67	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	73	26256				--	509	509	--	8	14	--	33	24	--	52	51	--	8	11
Non-Economically Disadvantaged	115	1878	48965				544	537	528	0	2	5	3	8	13	54	60	58	43	30	24

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	105	1913	73654	91	97	99	554	544	530	1	4	9	7	9	13	73	76	70	19	11	7
All Students (Prior Year)	98	1960	68592	NA	NA	NA	573	568	542	1	3	9	9	7	12	55	63	63	35	28	16
Female	58	956	36239	91	96	99	553	552	537	2	3	7	10	6	11	65	75	72	23	16	10
Male	47	957	37301	90	97	98	554	535	523	0	5	12	5	12	15	82	77	68	14	6	5
African American	--	119	3488	--	90	94	--	523	515	--	15	16	--	14	18	--	65	62	--	6	4
Hispanic	13	264	28348	93	99	96	540	531	520	0	6	13	11	16	17	78	70	65	11	8	5
Asian/Pacific Islander	14	139	1558	93	95	95	572	563	547	0	1	3	0	2	8	77	73	76	23	24	13
American Indian/Alaskan Native	NC	35	4947	NC	95	111	NC	517	507	NC	17	22	NC	13	22	NC	70	53	NC	0	3
White	75	1336	33924	89	95	96	553	547	537	1	3	5	7	7	10	72	78	75	20	12	9
Students with Disabilities	NC	146	7306	NC	88	90	NC	517	506	NC	14	24	NC	19	20	NC	64	52	NC	3	4
Students without Disabilities	99	1767	66348	94	97	100	554	545	531	1	4	8	7	8	13	72	76	71	19	12	8
Limited English Proficient Students	NC	50	16422	NC	98	109	NC	513	495	NC	0	30	NC	33	27	NC	67	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	74	25711				--	508	514	--	14	16	--	26	19	--	58	61	--	2	3
Non-Economically Disadvantaged	105	1839	47943				554	545	535	1	4	7	7	8	11	73	76	74	19	12	9

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	118	2076	76230	100	97	101	526	528	498	0	3	12	30	25	38	14	13	12	56	60	37
All Students (Prior Year)	105	2170	72888	NA	NA	NA	522	527	494	10	6	14	23	23	40	8	12	12	59	59	34
Female	53	1011	37247	98	97	100	529	529	500	0	2	11	31	24	40	14	14	13	55	60	37
Male	65	1061	38725	102	97	101	524	527	497	0	3	14	29	25	37	15	12	12	56	60	37
African American	NC	108	3594	NC	93	96	NC	493	476	NC	9	22	NC	47	46	NC	13	11	NC	31	21
Hispanic	15	265	28100	100	97	98	512	509	482	0	6	18	60	35	47	10	16	11	30	43	24
Asian/Pacific Islander	10	142	1447	100	95	95	532	553	527	0	1	5	33	14	26	33	10	11	33	76	58
American Indian/Alaskan Native	NC	41	5292	NC	93	113	NC	488	463	NC	11	31	NC	46	47	NC	20	8	NC	23	14
White	86	1509	35389	99	97	96	528	532	514	0	2	6	27	22	32	12	12	14	61	64	48
Students with Disabilities	17	170	9022	100	97	105	510	474	465	0	28	31	33	44	43	33	7	8	33	20	17
Students without Disabilities	101	1906	67208	100	97	100	527	530	500	0	2	12	30	24	38	14	13	12	56	61	38
Limited English Proficient Students	NC	34	14826	NC	74	113	NC	432	460	NC	57	31	NC	43	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	47	25037				--	474	477	--	7	21	--	63	47	--	23	11	--	7	21
Non-Economically Disadvantaged	118	2029	51193				526	529	507	0	3	9	30	24	35	14	12	13	56	61	43

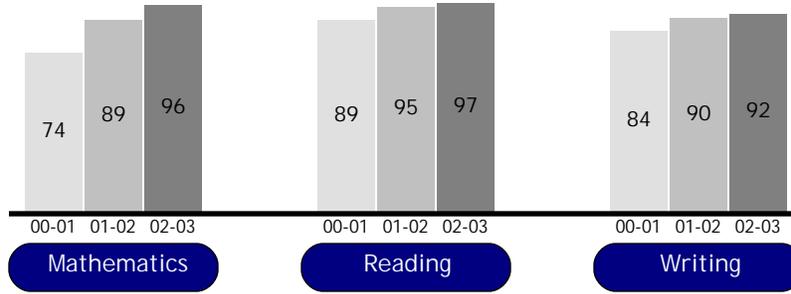
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2074	76202	98	97	101	514	519	505	6	6	19	15	16	24	62	56	46	17	23	11
All Students (Prior Year)	104	2168	72779	NA	NA	NA	513	519	505	8	9	21	14	12	20	50	51	43	28	28	15
Female	53	1009	37231	98	97	100	517	521	507	4	4	16	12	15	24	63	57	48	20	24	13
Male	63	1061	38718	98	97	101	511	518	503	7	7	22	17	17	24	61	55	44	15	21	10
African American	NC	110	3600	NC	95	97	NC	505	497	NC	11	28	NC	30	29	NC	51	39	NC	8	5
Hispanic	15	263	28090	100	97	98	503	512	497	10	10	28	40	23	30	30	50	37	20	18	5
Asian/Pacific Islander	10	142	1443	100	95	95	507	522	515	0	3	9	33	17	19	67	52	53	0	27	19
American Indian/Alaskan Native	NC	41	5311	NC	93	113	NC	503	491	NC	6	38	NC	38	31	NC	53	28	NC	3	3
White	85	1507	35371	98	97	96	516	521	512	6	5	10	10	13	20	64	57	54	20	25	16
Students with Disabilities	16	167	9097	94	95	106	496	498	493	67	46	39	0	26	27	0	16	29	33	12	5
Students without Disabilities	100	1907	67105	99	97	100	514	520	506	4	4	18	15	16	24	64	57	47	17	23	12
Limited English Proficient Students	NC	34	14780	NC	74	113	NC	483	486	NC	50	50	NC	33	32	NC	17	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	46	24961				--	498	495	--	7	32	--	55	30	--	36	34	--	2	4
Non-Economically Disadvantaged	116	2028	51241				514	520	509	6	6	14	15	15	22	62	56	51	17	23	14

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	116	2048	74692	98	96	99	523	528	502	5	6	18	19	19	27	66	60	47	10	15	8
All Students (Prior Year)	95	2088	70710	NA	NA	NA	538	544	512	7	6	17	12	15	26	61	49	42	21	29	16
Female	52	996	36710	96	95	99	526	537	509	6	4	14	10	16	26	77	61	50	6	19	10
Male	64	1048	37742	100	96	98	521	520	495	4	7	22	27	23	28	56	59	44	13	11	6
African American	NC	104	3516	NC	90	94	NC	503	487	NC	13	26	NC	34	31	NC	48	39	NC	5	4
Hispanic	14	258	27492	93	95	96	520	515	486	11	11	27	11	24	32	67	56	38	11	8	4
Asian/Pacific Islander	10	142	1428	100	95	94	524	543	528	11	4	8	11	14	20	78	58	54	0	23	18
American Indian/Alaskan Native	NC	41	5166	NC	93	110	NC	502	470	NC	3	39	NC	38	32	NC	59	27	NC	0	2
White	85	1493	34785	98	96	94	524	532	517	4	5	10	21	18	23	65	62	56	11	16	11
Students with Disabilities	16	148	8428	94	84	98	511	470	472	0	43	38	33	22	30	67	31	29	0	5	3
Students without Disabilities	100	1900	66264	99	97	99	524	530	503	5	5	17	19	19	27	66	61	48	10	15	8
Limited English Proficient Students	NC	32	14363	NC	70	109	NC	460	459	NC	50	47	NC	50	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	45	24507				--	479	480	--	23	31	--	48	33	--	30	33	--	0	3
Non-Economically Disadvantaged	116	2003	50185				523	529	511	5	6	13	19	19	24	66	61	53	10	15	10

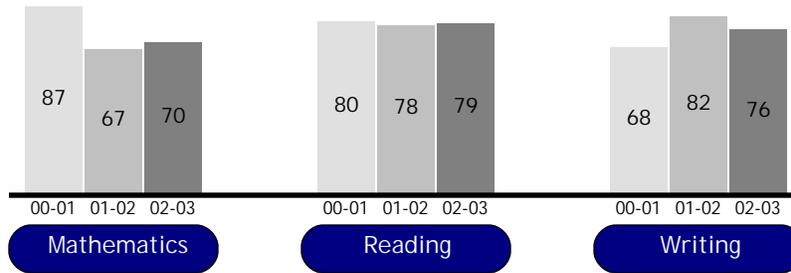
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	68	69	53	97	66	58	44	96	87	67	50
	Language	97	58	64	45	97	62	56	39	99	80	60	43
	Mathematics	97	80	77	56	97	78	68	52	100	91	75	57
3	Reading	88	67	69	50	96	69	64	43	96	79	70	47
	Language	88	74	73	55	97	75	70	50	99	81	72	54
	Mathematics	87	67	75	53	96	79	71	50	99	85	76	54
4	Reading	90	81	76	55	92	56	69	47	95	80	73	52
	Language	89	71	67	50	91	53	63	45	100	68	65	48
	Mathematics	89	83	77	56	90	68	74	52	100	83	77	57
5	Reading	87	76	72	51	97	59	67	46	99	70	71	50
	Language	87	67	63	46	97	53	61	43	99	65	65	46
	Mathematics	91	88	81	56	97	80	78	54	98	83	82	57

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 Safety

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

Safety is an essential factor. Students and staff participate in monthly emergency drills. We are aware of district guidelines promoting safety within the school. A schoolwide PRIDE Program maintains character development.

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	Ken Helling	(480) 783-1900
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Scott Sofsian	(480) 783-4053
School Nutrition Programs	Carol Carillo	(480) 783-1996
Parent Organization	Lorinda Johnson/Sherri Merkel	(480) 783-1900
Student Health/Nurse	L. Hearn/L. Johnson	(480) 783-1984

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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