



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1050 E Carver Rd, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Ken Helling
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2004 Enrollment : 637
Web Address : www.kyrene.org/schools/waggoner/Waggoner.htm
Phone Number : (480) 783-1900
Fax Number : (480) 831-0616
E-mail : khelli@kyrene.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not 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

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

Enrollment

October 1, 2003 School Year Student Enrollment : 624
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 125

Instructional Programs

- ü Gifted
- ü Structured English Immersion
- ü Regional Special Education Program
- ü K-3 Literacy Program
- ü All Day Kindergarten
- ü Art
- ü Music
- ü Physical Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

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.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
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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	104	2007	75509	93	98	100	570	550	521	0	5	13	4	14	23	34	31	33	62	50	31
All Students (Prior Year)	110	1945	75372	95	98	100	567	545	523	0	3	9	4	15	25	31	37	36	65	45	30
Female	49	980	37013	91	98	100	567	552	522	0	4	12	7	14	24	33	31	33	61	51	31
Male	55	1027	38430	95	98	99	573	548	521	0	5	14	2	15	22	35	31	33	63	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	13	288	30486	81	97	99	552	532	505	0	8	18	8	21	29	33	30	32	58	41	21
Asian/Pacific Islander	10	170	1780	100	98	98	569	573	549	0	1	5	10	9	13	30	27	33	60	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	76	1375	35192	95	98	99	574	555	534	0	3	8	3	12	19	33	32	35	64	52	39
Students with Disabilities	10	193	9708	77	99	100	551	497	489	0	24	32	0	33	27	0	23	24	100	20	17
Students without Disabilities	94	1814	65801	95	98	98	570	554	525	0	3	11	4	13	23	34	32	34	62	52	33
Limited English Proficient Students	--	41	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411				NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	97	1751	39040				572	554	534	0	4	8	2	13	19	34	31	34	63	53	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	109	2005	75492	97	98	100	548	533	519	1	5	12	5	10	16	45	49	47	49	36	24
All Students (Prior Year)	115	1951	75221	99	99	100	544	536	523	0	2	8	3	9	16	54	59	56	43	29	21
Female	52	979	37014	96	98	100	548	536	523	2	4	10	6	8	15	37	48	48	55	40	27
Male	57	1026	38400	98	98	99	547	530	516	0	6	14	4	12	17	53	50	47	43	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	15	291	30438	94	98	99	533	523	508	0	6	17	0	14	21	64	55	47	36	25	15
Asian/Pacific Islander	10	167	1773	100	96	98	568	546	534	10	2	4	0	6	10	20	38	50	70	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	79	1374	35177	99	98	99	549	536	528	0	4	8	5	8	13	45	49	49	49	38	31
Students with Disabilities	10	194	9707	77	100	100	548	501	495	0	26	33	0	21	21	0	36	33	100	17	13
Students without Disabilities	99	1811	65785	100	98	98	548	536	522	1	3	10	5	9	16	45	50	49	48	38	26
Limited English Proficient Students	--	40	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302				NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	102	1747	39164				549	536	528	1	4	8	4	9	13	43	48	48	52	39	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	109	1993	75053	97	98	99	669	650	597	2	4	7	4	7	12	75	71	72	19	18	9
All Students (Prior Year)	105	1913	73654	91	97	99	554	544	530	1	4	9	7	9	13	73	76	70	19	11	7
Female	52	973	36872	96	97	99	684	682	621	2	3	5	2	3	9	76	70	74	20	24	12
Male	57	1020	38109	98	98	99	654	618	573	2	6	10	6	10	14	75	72	69	18	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	15	284	30235	94	95	98	632	634	575	7	5	9	0	8	14	79	75	70	14	13	6
Asian/Pacific Islander	10	166	1768	100	95	98	754	711	651	0	3	3	0	3	5	40	57	72	60	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	79	1373	35028	99	98	99	667	651	613	1	4	6	4	6	10	79	72	73	15	18	11
Students with Disabilities	10	192	9625	77	99	100	647	531	530	0	19	21	0	20	21	100	58	55	0	2	4
Students without Disabilities	99	1801	65428	100	97	98	669	659	604	2	3	6	4	6	11	75	72	73	19	19	10
Limited English Proficient Students	--	39	16765	--	98	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077				NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	102	1736	38950				677	657	618	1	4	5	3	6	9	76	71	73	20	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	110	2065	76019	96	98	100	540	534	499	3	4	14	25	25	39	9	13	14	63	58	33
All Students (Prior Year)	118	2076	76230	100	97	100	526	528	498	0	3	12	30	25	38	14	13	12	56	60	37
Female	45	989	37207	94	98	100	533	534	499	2	2	12	37	25	41	5	14	14	56	58	33
Male	64	1073	38677	96	98	100	545	535	498	3	5	15	17	25	38	12	12	13	67	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	15	294	29458	100	97	100	510	513	480	0	5	20	50	39	48	0	14	12	50	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	81	1403	35880	96	97	100	543	541	515	3	3	7	23	21	32	11	13	16	64	63	45
Students with Disabilities	11	185	9786	73	99	100	546	471	457	0	25	39	25	52	40	0	7	7	75	16	13
Students without Disabilities	99	1880	66233	99	98	99	540	539	503	3	2	11	26	23	39	9	13	14	62	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	12	278	35714				483	497	480	11	8	20	56	48	47	22	15	12	11	29	20
Non-Economically Disadvantaged	98	1787	40266				546	540	513	2	3	9	23	22	33	8	12	15	68	62	43

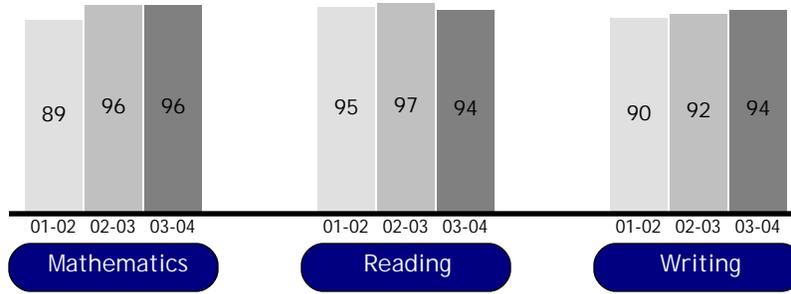
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2069	76020	96	98	100	512	516	503	10	10	25	16	18	23	57	51	40	18	21	12
All Students (Prior Year)	116	2074	76202	98	97	100	514	519	505	6	6	19	15	16	24	62	56	46	17	23	11
Female	45	992	37213	94	98	100	514	519	504	14	9	22	19	18	23	53	51	42	14	22	13
Male	64	1074	38666	96	98	100	510	513	501	7	12	29	14	18	22	59	50	38	21	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	15	294	29442	100	97	99	501	506	494	21	17	37	29	27	26	36	42	31	14	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	81	1405	35890	96	97	100	514	518	511	9	7	15	12	16	20	61	53	48	17	23	18
Students with Disabilities	11	185	9784	73	99	100	520	488	485	0	48	58	0	22	19	75	27	19	25	2	4
Students without Disabilities	99	1884	66236	99	98	99	512	518	504	10	8	23	16	18	23	56	52	42	17	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	12	278	35703				497	499	494	33	23	37	22	28	26	44	41	31	0	7	6
Non-Economically Disadvantaged	98	1791	40274				513	518	509	8	9	17	15	16	20	58	52	47	19	23	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	109	2061	75673	95	98	100	584	581	530	2	5	12	16	16	25	72	69	58	10	10	4
All Students (Prior Year)	116	2048	74692	98	96	99	523	528	502	5	6	18	19	19	27	66	60	47	10	15	8
Female	45	990	37099	94	98	100	621	603	548	0	2	8	0	11	22	86	74	64	14	13	6
Male	63	1069	38441	94	97	99	559	561	513	2	6	16	28	21	29	63	66	52	7	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	14	293	29305	93	96	99	550	561	507	0	4	16	23	20	31	69	70	51	8	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	81	1403	35760	96	97	99	586	586	550	3	3	9	16	15	21	72	71	64	9	10	6
Students with Disabilities	11	185	9706	73	99	100	554	486	462	25	24	36	25	31	32	25	44	31	25	2	1
Students without Disabilities	98	1876	65967	98	98	99	585	588	536	1	3	10	15	15	25	74	71	60	9	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	12	277	35541				557	531	504	0	12	17	11	24	31	89	60	50	0	4	2
Non-Economically Disadvantaged	97	1784	40091				587	588	550	2	4	9	16	15	21	71	71	64	11	11	6

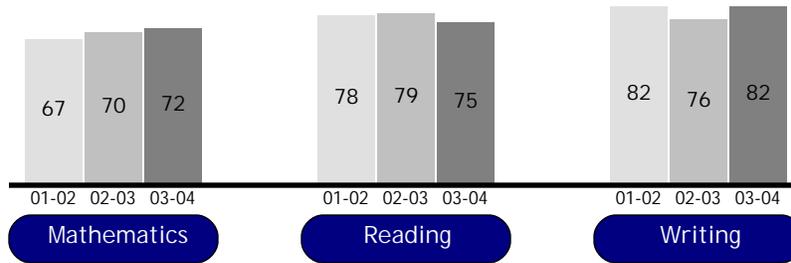
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	66	58	44	96	87	67	50	97	80	NA	58
	Language	97	62	56	39	99	80	60	43	98	74	60	50
	Mathematics	97	78	68	52	100	91	75	57	97	89	76	64
3	Reading	96	69	64	43	96	79	70	47	93	81	NA	55
	Language	97	75	70	50	99	81	72	54	96	81	72	61
	Mathematics	96	79	71	50	99	85	76	54	94	86	78	61
4	Reading	92	56	69	47	95	80	73	52	95	78	NA	56
	Language	91	53	63	45	100	68	65	48	94	72	66	52
	Mathematics	90	68	74	52	100	83	77	57	95	87	78	61
5	Reading	97	59	67	46	99	70	71	50	94	74	NA	55
	Language	97	53	61	43	99	65	65	46	95	66	65	49
	Mathematics	97	80	78	54	98	83	82	57	94	87	83	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)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	8	4	0	0
7 to 9 years	3	5	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 24  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 66  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Internet & District Network Classes
- Ü Technology Production Lab
- Ü Library
- Ü Announcement/Media Room

Extracurricular Activities

- Ü Student Council
- Ü Spanish Classes
- Ü Intramural Lunchtime Sports
- Ü Chess Club
- Ü Mad Science Club

Social Services

- Ü All-Day Kindergarten
- Ü K-3 Program
- Ü Enrichment Classes
- Ü After School Child Care Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	69	61
Grades 3-4	69	81
Grades 4-5	57	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

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 along with the 'Six Pillars of Character,' which include trustworthiness, responsibility, fairness, caring and citizenship.

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	Karin Crider	(480) 783-4177
School Nutrition Programs	Carol Carillo	(480) 783-1996
Parent Organization	Doreen Garlid/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](http://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](http://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](http://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](http://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.