

Westwind Intermediate School

ARIZONA SCHOOL REPORT CARD 2003-04

9040 W. Campbell Avenue, Phoenix, AZ 85037

Pendergast 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 *

Performing*

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

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

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

School Overview

Principal/Administrator : Mr. Claudio J. Coria
Schedule : 7:45 AM to 4:30 PM
Grades : 5-8
2003 Enrollment : 675
Web Address : Pendergast.k12.az.us
Phone Number : (623) 772-2460
Fax Number : (623) 872-0327
E-mail : ccoria@Pendergast k12.az.us

Mission

Westwind Intermediate takes pride in offering an educational program that is motivating and challenging for all learners. We welcome a diverse student population in fifth through eighth grade. We also welcome parents as partners in learning.

School / Academic Goals

ü To develop and maintain a supportive learning community that is focused on the achievement of every student.

ü To improve student achievement in reading, writing and math. We plan to accomplish this by creating meaningful and engaging learning opportunities in each of our classrooms.

Instructional Programs

ü Balanced Literacy
ü Gifted
ü On-site Special Education
ü Structured English Immersion

Enrollment

October 1, 2002 School Year Student Enrollment : 1537
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 9

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/4/2003
Last Day of School : 6/3/2004

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

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

Council Duties

- Ü Instructional Programs and Strategies
- Ü Curriculum Development
- Ü School Improvement
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Problem Solving

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	9	1	0	0
7 to 9 years	5	2	0	0
10 or more years	7	4	0	0

Shared Responsibilities

School

We are dedicated to ensuring that every student in our school is learning and is safe at all times. We also strive to treat children as individuals and we have their best interest in mind when making decisions.

Parents

We believe that parents are the first and best teachers. As a result, we invite all parents to become partners with us as we work to ensure that every child is a successful learner.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Volleyball (Girls & Boys)
- Ü Basketball (Girls & Boys)

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü School Resource Officer
- Ü Cummings Community Center

Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within the school attendance area and live more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We employ 'Make Your Day Citizenship Program' to meet the goal of maintaining a safe and orderly school environment. We feel that this program allows teachers to teach and, more importantly, students to learn while at our school.

- ü We have a viable Parent Teacher Association at our school. This partnership allows us to harness the strengths of our diverse parent community.

School Honors

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

Award/Honor	Year
ü Five Westside Impact Grant Recipients	1999
ü Who's Who Among American Teachers	2000
ü School-to-Work Outstanding Program	2000
ü Geography Bee & Spelling Bee Champions	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	17	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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 4-5	65	81
Grades 5-6	88	84
Grades 6-7	67	86
Grades 7-8	84	75

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).

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	156	1051	76230	100	100	101	481	487	498	19	17	12	46	43	38	12	15	12	23	25	37
All Students (Prior Year)	168	1038	72888	NA	NA	NA	468	482	494	28	18	14	40	45	40	10	13	12	21	24	34
Female	82	503	37247	100	100	100	476	486	500	19	14	11	56	49	40	8	15	13	17	23	37
Male	74	547	38725	100	101	101	486	487	497	19	20	14	35	38	37	17	15	12	30	27	37
African American	NC	111	3594	NC	85	96	NC	467	476	NC	28	22	NC	47	46	NC	8	11	NC	17	21
Hispanic	111	475	28100	101	89	98	476	480	482	22	21	18	45	44	47	10	15	11	22	21	24
Asian/Pacific Islander	NC	15	1447	NC	68	95	NC	511	527	NC	0	5	NC	27	26	NC	27	11	NC	45	58
American Indian/Alaskan Native	NC	11	5292	NC	157	113	NC	471	463	NC	18	31	NC	64	47	NC	0	8	NC	18	14
White	32	312	35389	94	88	96	494	497	514	7	13	6	54	40	32	14	16	14	25	32	48
Students with Disabilities	13	96	9022	108	88	105	455	440	465	0	40	31	100	55	43	0	5	8	0	0	17
Students without Disabilities	143	955	67208	99	102	100	482	488	500	19	17	12	45	43	38	12	15	12	24	26	38
Limited English Proficient Students	54	183	14826	98	90	113	440	450	460	43	41	31	52	45	51	0	7	8	5	7	10
Migrant Students	NC	11	837				NC	501	478	NC	29	19	NC	0	51	NC	14	8	NC	57	21
Economically Disadvantaged	156	395	25037				481	478	477	19	23	21	46	45	47	12	10	11	23	22	21
Non-Economically Disadvantaged	--	656	51193				--	491	507	--	14	9	--	42	35	--	17	13	--	27	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	156	1049	76202	100	100	101	501	500	505	26	24	19	28	27	24	38	40	46	8	8	11
All Students (Prior Year)	168	1050	72779	NA	NA	NA	494	500	505	33	26	21	20	23	20	38	41	43	9	11	15
Female	81	501	37231	99	99	100	502	502	507	22	18	16	33	30	24	35	43	48	10	9	13
Male	73	545	38718	99	101	101	500	498	503	30	30	22	22	25	24	43	38	44	6	8	10
African American	NC	111	3600	NC	85	97	NC	493	497	NC	38	28	NC	25	29	NC	33	39	NC	4	5
Hispanic	111	476	28090	101	89	98	501	498	497	29	27	28	30	29	30	32	37	37	9	7	5
Asian/Pacific Islander	NC	15	1443	NC	68	95	NC	499	515	NC	18	9	NC	27	19	NC	45	53	NC	9	19
American Indian/Alaskan Native	NC	11	5311	NC	157	113	NC	493	491	NC	36	38	NC	45	31	NC	9	28	NC	9	3
White	32	309	35371	94	87	96	501	503	512	18	16	10	29	27	20	46	45	54	7	12	16
Students with Disabilities	13	95	9097	108	87	106	491	482	493	33	64	39	67	27	27	0	9	29	0	0	5
Students without Disabilities	143	954	67105	99	102	100	501	500	506	25	23	18	27	27	24	39	41	47	8	8	12
Limited English Proficient Students	54	182	14780	98	89	113	486	486	486	57	55	50	33	30	32	5	14	18	5	2	1
Migrant Students	NC	11	832				NC	499	492	NC	29	36	NC	14	31	NC	43	31	NC	14	3
Economically Disadvantaged	156	395	24961				501	499	495	26	27	32	28	30	30	38	35	34	8	8	4
Non-Economically Disadvantaged	--	654	51241				--	501	509	--	22	14	--	26	22	--	43	51	--	9	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	156	1026	74692	100	98	99	495	496	502	17	20	18	29	30	27	50	44	47	3	5	8
All Students (Prior Year)	162	1008	70710	NA	NA	NA	500	504	512	25	19	17	28	30	26	35	40	42	12	11	16
Female	81	493	36710	99	98	99	497	502	509	14	13	14	29	34	26	56	48	50	2	6	10
Male	74	531	37742	100	98	98	492	489	495	20	27	22	30	28	28	44	41	44	6	5	6
African American	NC	107	3516	NC	82	94	NC	478	487	NC	32	26	NC	32	31	NC	30	39	NC	5	4
Hispanic	111	461	27492	101	86	96	493	490	486	19	22	27	29	31	32	49	43	38	3	3	4
Asian/Pacific Islander	NC	15	1428	NC	68	94	NC	509	528	NC	18	8	NC	36	20	NC	36	54	NC	9	18
American Indian/Alaskan Native	NC	11	5166	NC	157	110	NC	474	470	NC	36	39	NC	36	32	NC	27	27	NC	0	2
White	32	307	34785	94	87	94	506	505	517	14	15	10	25	29	23	54	48	56	7	8	11
Students with Disabilities	13	82	8428	108	75	98	471	456	472	0	53	38	67	27	30	33	13	29	0	7	3
Students without Disabilities	143	944	66264	99	101	99	496	496	503	18	19	17	28	31	27	51	45	48	4	5	8
Limited English Proficient Students	54	177	14363	98	87	109	459	456	459	52	48	47	19	34	34	29	18	19	0	0	1
Migrant Students	NC	11	814				NC	493	475	NC	29	33	NC	14	37	NC	57	27	NC	0	2
Economically Disadvantaged	156	394	24507				495	488	480	17	24	31	29	31	33	50	42	33	3	3	3
Non-Economically Disadvantaged	--	632	50185				--	500	511	--	18	13	--	30	24	--	46	53	--	6	10

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

8th 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	137	1014	71167	101	101	99	447	452	463	48	45	38	45	43	41	6	8	14	0	3	7
All Students (Prior Year)	128	973	66213	NA	NA	NA	425	442	459	64	52	39	29	37	40	7	9	14	0	2	7
Female	64	478	34825	100	100	99	451	450	462	44	47	38	50	45	42	6	5	14	0	3	6
Male	73	532	36047	101	101	99	443	453	464	53	43	38	41	43	39	6	11	15	0	4	8
African American	NC	106	3225	NC	85	95	NC	432	441	NC	72	57	NC	26	34	NC	1	6	NC	1	2
Hispanic	92	435	23643	96	96	97	442	442	445	53	52	53	44	43	37	3	3	8	0	2	2
Asian/Pacific Islander	NC	32	1503	NC	94	100	NC	482	493	NC	13	18	NC	63	40	NC	13	23	NC	10	19
American Indian/Alaskan Native	--	10	5161	--	83	103	--	440	435	--	40	63	--	50	30	--	0	5	--	10	2
White	26	327	35245	96	87	95	467	464	476	25	34	26	63	46	45	13	16	19	0	4	10
Students with Disabilities	14	101	8095	127	98	104	456	427	426	0	67	69	100	33	25	0	0	5	0	0	1
Students without Disabilities	123	913	63072	98	102	99	447	452	464	49	45	37	44	43	41	6	8	15	0	3	7
Limited English Proficient Students	45	129	10317	107	97	111	438	429	426	53	74	72	47	26	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	136	343	17057				448	444	440	48	53	58	46	40	34	6	4	6	0	2	2
Non-Economically Disadvantaged	NC	671	54110				NC	455	468	NC	42	33	NC	45	43	NC	10	16	NC	4	8

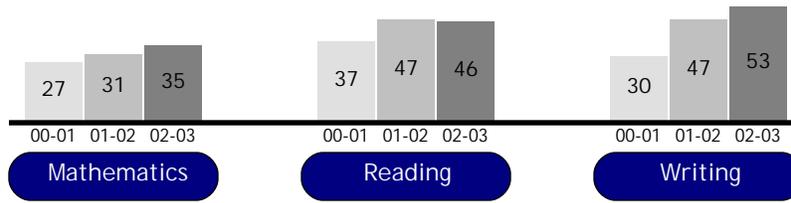
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1012	71100	101	101	99	490	496	502	31	28	25	29	23	21	34	40	40	6	9	15
All Students (Prior Year)	129	978	66144	NA	NA	NA	491	497	504	31	27	24	21	21	20	41	40	40	8	12	16
Female	64	477	34801	100	100	99	493	498	505	24	21	21	32	27	22	38	44	42	6	7	15
Male	73	531	36010	101	101	99	488	494	499	38	34	28	26	19	20	30	37	38	6	11	14
African American	NC	105	3219	NC	85	95	NC	478	486	NC	46	38	NC	22	24	NC	26	31	NC	6	7
Hispanic	92	439	23630	96	97	96	482	487	485	39	37	37	26	22	25	34	36	32	2	4	6
Asian/Pacific Islander	NC	32	1509	NC	94	100	NC	515	522	NC	17	12	NC	17	14	NC	47	46	NC	20	28
American Indian/Alaskan Native	NC	11	5144	NC	92	102	NC	498	478	NC	20	46	NC	20	24	NC	60	25	NC	0	5
White	26	325	35198	96	86	95	512	509	515	13	15	15	38	25	18	29	45	47	21	15	21
Students with Disabilities	14	105	8121	127	102	105	486	459	470	33	64	55	33	14	20	33	21	21	0	0	4
Students without Disabilities	123	907	62979	98	101	99	491	496	503	31	28	23	29	23	21	34	40	41	6	9	15
Limited English Proficient Students	45	127	10304	107	95	110	465	471	462	53	53	63	33	29	23	13	15	13	0	3	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	136	342	17040				491	488	483	30	34	40	29	26	25	34	34	29	6	5	6
Non-Economically Disadvantaged	NC	670	54060				NC	500	507	NC	25	20	NC	21	20	NC	43	43	NC	11	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	135	999	69001	99	100	96	479	486	490	23	18	17	46	43	37	31	39	45	0	0	1
All Students (Prior Year)	119	937	63579	NA	NA	NA	486	489	493	17	17	15	50	46	42	33	36	41	1	1	2
Female	63	474	34086	98	100	97	487	492	496	14	11	13	53	46	36	33	42	51	0	0	1
Male	72	522	34644	100	99	95	472	481	484	31	24	22	40	39	39	29	36	38	0	0	0
African American	NC	104	3115	NC	84	92	NC	474	478	NC	27	25	NC	51	44	NC	23	31	NC	0	0
Hispanic	91	431	22656	95	95	92	473	479	476	31	22	27	46	48	43	23	30	30	0	0	0
Asian/Pacific Islander	NC	32	1472	NC	94	98	NC	505	507	NC	10	8	NC	27	30	NC	63	60	NC	0	2
American Indian/Alaskan Native	NC	11	4940	NC	92	98	NC	478	469	NC	30	34	NC	30	43	NC	40	23	NC	0	0
White	26	319	34501	96	84	93	491	496	500	4	11	10	50	37	34	46	50	55	0	1	1
Students with Disabilities	14	92	7386	127	89	95	488	461	459	0	36	46	100	64	37	0	0	17	0	0	0
Students without Disabilities	121	907	61615	97	101	97	479	487	491	23	17	16	45	43	37	32	39	45	0	0	1
Limited English Proficient Students	44	126	9662	105	95	104	455	457	454	57	50	51	43	47	40	0	3	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	135	341	16383				479	479	472	23	22	30	46	49	43	31	29	26	0	0	0
Non-Economically Disadvantaged	--	658	52618				--	490	494	--	16	14	--	40	36	--	44	49	--	1	1

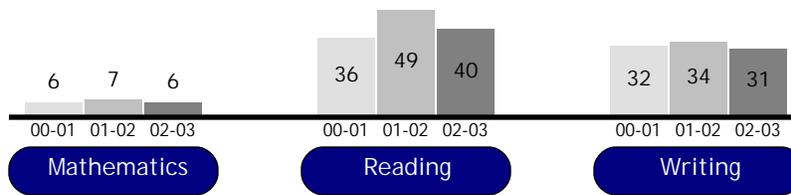
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

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
5	Reading	94	29	44	51	99	27	38	46	100	33	42	50
	Language	97	33	42	46	99	33	38	43	100	37	41	46
	Mathematics	98	31	50	56	99	34	46	54	100	43	49	57
6	Reading	99	35	47	54	99	33	43	49	100	37	47	53
	Language	99	33	39	46	98	34	38	42	100	33	39	45
	Mathematics	99	42	50	61	97	44	54	58	100	43	55	62
7	Reading	94	43	51	53	97	34	44	48	99	33	47	51
	Language	94	53	55	55	98	40	51	51	99	45	55	54
	Mathematics	96	47	49	57	100	48	51	54	99	51	53	58
8	Reading	96	45	52	55	94	43	47	49	100	38	49	53
	Language	96	42	50	50	97	41	45	46	99	33	47	49
	Mathematics	96	42	51	57	96	41	48	54	100	48	51	58

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

Westwind School has a full-time School Resource Officer and a full-time counselor dedicated to the prevention of adverse student behaviors. D.A.R.E. and G.R.E.A.T. programs are offered on the sixth, seventh and eighth grade levels.

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	Claudio Coria	(623) 772-2460
Transportation Policy	Dean Humphrey	(623) 877-1918
Community Resources	Cummings Community Center	(623) 873-8604
School Nutrition Programs	Jennifer Boesch	(623) 872-5467
Parent Organization	Caroline Gray/Claudio Coria	(623) 877-1914
Student Health/Nurse	Deanna Denea	(623) 772-2460

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