

# Tertulia Pre-College Community

## ARIZONA SCHOOL REPORT CARD 2003-04

1145 E. Washington, Phoenix, AZ 85034

Tertulia: A Learning Community

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 \*

Small School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

Year 1

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

### School Overview

Principal/Administrator : Ms. Monica Liang-Aguirre  
Schedule : 7:00 AM to 5:30 PM  
Grades : 5-8  
2003 Enrollment : 98  
Web Address :  
Phone Number : (602) 340-0949  
Fax Number : (602) 340-0964  
E-mail : mail@tertulia.k12.az.us

### Mission

The mission of Tertulia Pre-College Community is to ensure that all students attend a four-year college or university. Our motto is: we will do **WHATEVER IS NECESSARY** to achieve our mission.

### School / Academic Goals

- ü All students will achieve grade-level fluency or above in all academic areas.
- ü All students will achieve grade-level or above fluency in a second language (Spanish and English only.)

### Instructional Programs

- ü Full-day Kindergarten
- ü Extended School Year (200-day Calendar)
- ü Extended School Year (200-day Calendar)
- ü Multicultural/Multilingual Classrooms

### Enrollment

October 1, 2002 School Year Student Enrollment : 89  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 98

### Calendar Information

Number of Instruction Days : 200  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 8/7/2003  
Last Day of School : 6/24/2004

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

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.50	Teacher	6.00
Other Professional Staff	.00	Teacher Aide	1.00

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

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

Shared Responsibilities

School

Tertulia creates and implements a program that will ensure our students meet or exceed academic standards, are prepared to be successful in a high school with high college matriculation rates.

Parents

Parents are expected to model successful behavior and participate in a nine-week long (one night per week) PRIDE institute aimed at helping parents develop the skills to best help assist their children on their quest for a college education.

Resources Available at School Site

Special Facilities

- ü State-of-the-Art Computer Lab

Extracurricular Activities

- ü Boys and Girls Club Partnership
- ü College/University Trips
- ü Technology-based Projects
- ü Chess Club

Social Services

- ü Adult Education
- ü Parenting Classes
- ü Job Finding Assistance
- ü Health Services Assistance

Transportation Policy

Tertulia is committed to assisting all parents with their transportation needs. We have students from all over the valley, as well as from the immediate neighborhood, and will make every effort to provide transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Students developing second language proficiency in Spanish, as well as English.

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 <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	20	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	8	10	10	9
Promotion Rate <sup>6</sup>	87	99	98	95
Retention Rate <sup>7</sup>	13	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 4-5	62	50
Grades 5-6	88	94
Grades 6-7	80	80
Grades 7-8	79	79

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	22	22	76230	100	100	101	444	444	498	50	50	12	40	40	38	10	10	12	0	0	37
All Students (Prior Year)	24	24	72888	NA	NA	NA	409	409	494	83	83	14	17	17	40	0	0	12	0	0	34
Female	11	11	37247	100	100	100	455	455	500	33	33	11	50	50	40	17	17	13	0	0	37
Male	11	11	38725	100	100	101	428	428	497	75	75	14	25	25	37	0	0	12	0	0	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	20	20	28100	100	100	98	436	436	482	56	56	18	44	44	47	0	0	11	0	0	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	--	--	35389	--	--	96	--	--	514	--	--	6	--	--	32	--	--	14	--	--	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	18	18	67208	82	82	100	444	444	500	50	50	12	40	40	38	10	10	12	0	0	38
Limited English Proficient Students	11	11	14826	NA	NA	113	NA	NA	460	NA	NA	31	NA	NA	51	NA	NA	8	NA	NA	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	22	22	51193				444	444	507	50	50	9	40	40	35	10	10	13	0	0	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	22	22	76202	100	100	101	480	480	505	60	60	19	40	40	24	0	0	46	0	0	11
All Students (Prior Year)	24	24	72779	NA	NA	NA	475	475	505	65	65	21	22	22	20	13	13	43	0	0	15
Female	11	11	37231	100	100	100	482	482	507	50	50	16	50	50	24	0	0	48	0	0	13
Male	11	11	38718	100	100	101	477	477	503	75	75	22	25	25	24	0	0	44	0	0	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	20	20	28090	100	100	98	478	478	497	67	67	28	33	33	30	0	0	37	0	0	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	--	--	35371	--	--	96	--	--	512	--	--	10	--	--	20	--	--	54	--	--	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	18	18	67105	82	82	100	480	480	506	60	60	18	40	40	24	0	0	47	0	0	12
Limited English Proficient Students	11	11	14780	NA	NA	113	NA	NA	486	NA	NA	50	NA	NA	32	NA	NA	18	NA	NA	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	22	22	51241				480	480	509	60	60	14	40	40	22	0	0	51	0	0	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	22	22	74692	100	100	99	461	461	502	30	30	18	60	60	27	10	10	47	0	0	8
All Students (Prior Year)	24	24	70710	NA	NA	NA	442	442	512	65	65	17	30	30	26	4	4	42	0	0	16
Female	11	11	36710	100	100	99	461	461	509	33	33	14	50	50	26	17	17	50	0	0	10
Male	11	11	37742	100	100	98	461	461	495	25	25	22	75	75	28	0	0	44	0	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	20	20	27492	100	100	96	454	454	486	33	33	27	67	67	32	0	0	38	0	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	--	--	34785	--	--	94	--	--	517	--	--	10	--	--	23	--	--	56	--	--	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	18	18	66264	82	82	99	461	461	503	30	30	17	60	60	27	10	10	48	0	0	8
Limited English Proficient Students	11	11	14363	NA	NA	109	NA	NA	459	NA	NA	47	NA	NA	34	NA	NA	19	NA	NA	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	22	22	50185				461	461	511	30	30	13	60	60	24	10	10	53	0	0	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	27	27	71167	108	108	99	438	438	463	69	69	38	25	25	41	6	6	14	0	0	7
All Students (Prior Year)	24	24	66213	NA	NA	NA	416	416	459	71	71	39	29	29	40	0	0	14	0	0	7
Female	17	17	34825	113	113	99	443	443	462	67	67	38	22	22	42	11	11	14	0	0	6
Male	10	10	36047	100	100	99	431	431	464	71	71	38	29	29	39	0	0	15	0	0	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	24	24	23643	100	100	97	434	434	445	71	71	53	21	21	37	7	7	8	0	0	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	23	23	63072	92	92	99	438	438	464	69	69	37	25	25	41	6	6	15	0	0	7
Limited English Proficient Students	12	12	10317	NA	NA	111	399	399	426	100	100	72	0	0	25	0	0	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	27	27	54110				438	438	468	69	69	33	25	25	43	6	6	16	0	0	8

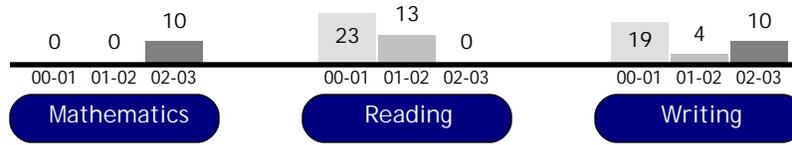
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	71100	104	104	99	469	469	502	69	69	25	6	6	21	19	19	40	6	6	15
All Students (Prior Year)	24	24	66144	NA	NA	NA	453	453	504	79	79	24	0	0	20	21	21	40	0	0	16
Female	17	17	34801	113	113	99	483	483	505	56	56	21	0	0	22	33	33	42	11	11	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	23	23	23630	96	96	96	461	461	485	79	79	37	7	7	25	7	7	32	7	7	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	22	22	62979	88	88	99	469	469	503	69	69	23	6	6	21	19	19	41	6	6	15
Limited English Proficient Students	11	11	10304	NA	NA	110	429	429	462	100	100	63	0	0	23	0	0	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	26	26	54060				469	469	507	69	69	20	6	6	20	19	19	43	6	6	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	26	26	69001	104	104	96	463	463	490	44	44	17	44	44	37	13	13	45	0	0	1
All Students (Prior Year)	23	23	63579	NA	NA	NA	455	455	493	43	43	15	43	43	42	14	14	41	0	0	2
Female	16	16	34086	107	107	97	473	473	496	22	22	13	56	56	36	22	22	51	0	0	1
Male	10	10	34644	100	100	95	451	451	484	71	71	22	29	29	39	0	0	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	23	23	22656	96	96	92	460	460	476	50	50	27	36	36	43	14	14	30	0	0	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	22	22	61615	88	88	97	463	463	491	44	44	16	44	44	37	13	13	45	0	0	1
Limited English Proficient Students	11	11	9662	NA	NA	104	424	424	454	100	100	51	0	0	40	0	0	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	26	26	52618				463	463	494	44	44	14	44	44	36	13	13	49	0	0	1

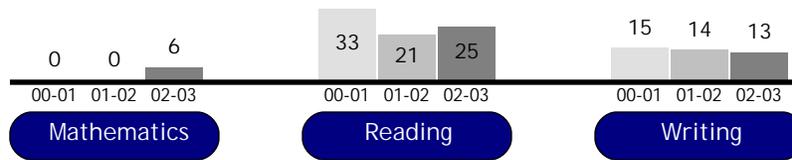
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	--	--	19	51	--	--	9	46	100	20	20	50
	Language	--	--	18	46	--	--	11	43	100	14	14	46
	Mathematics	--	--	24	56	--	--	16	54	100	25	25	57
6	Reading	96	21	21	54	--	--	25	49	88	21	21	53
	Language	74	9	9	46	--	--	22	42	92	8	8	45
	Mathematics	91	27	27	61	--	--	34	58	92	26	26	62
7	Reading	78	22	22	53	--	--	18	48	100	24	24	51
	Language	78	22	22	55	--	--	18	51	95	30	30	54
	Mathematics	87	20	20	57	--	--	23	54	100	48	48	58
8	Reading	80	25	25	55	--	--	22	49	100	29	29	53
	Language	73	13	13	50	--	--	12	46	100	17	17	49
	Mathematics	67	22	22	57	--	--	20	54	100	31	31	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

Tertulia students are expected to follow a high level of responsible conduct. There is a Zero-tolerance Policy on any activities which threaten the safety of any students, staff or community members.

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		
Transportation Policy	Carlos Tapia	(602) 262-2200
Community Resources	Carlos Tapia	(602) 262-2200
School Nutrition Programs	Laura Gómez	(602) 262-2200
Parent Organization	Carlos Tapia	(602) 262-2200
Student Health/Nurse	Aaron Casem	(602) 262-2200

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, 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](http://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](http://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](http://www.ade.az.gov/standards)