

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2300 South Gardner Drive, Chandler, AZ 85248

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Jeff Hensley
Schedule : 7:35 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 710
Web Address : ww2.chandler.k12.az.us/tarwater-elemen
Phone Number : (480) 883-4300
Fax Number : (480) 883-4320
E-mail : hensley.jeff@chandler.k12.az.us

Mission

Tarwater Elementary strives to provide students with the knowledge and skills necessary to be lifelong learners and responsible citizens. Tarwater students practice the TORO Targets: Respect, Responsibility, Integrity, Courage and Compassion.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide a balanced reading program that includes phonics, literature studies, basal readers and comprehension activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.
- ü Provide language instruction based on utilization of six-trait writing process. Utilize technology for publishing. Students will test above the district and state averages on the Stanford 9.
- ü Provide a balanced math program that includes computation and problem-solving activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 862
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 51

Instructional Programs

- ü Technology Instruction
- ü Band/Orchestra Instruction
- ü On-site Special Education
- ü General Music Instruction
- ü Physical Education
- ü Gifted Education

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Tarwater is responsible to provide a challenging, motivating, and safe learning environment. The school is responsible for maintaining high academic standards for all students and teaching the principles of good citizenship and character.

Parents

Parents are responsible for ensuring that students arrive at school on time; come prepared to learn; complete homework and conduct themselves in a safe orderly manner. Parent participation in the classrooms is encouraged.

Transportation Policy

Transportation is provided for students who live one mile or more from school. Special education students are provided transportation if this is specified in the IEP.

School Honors

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

Award/Honor	Year
ü City of Chandler Poetry Contest Winners	2003
ü Sun Lakes Kiwanis Club Outstanding Citizenship Award	2003
ü Chandler Education Foundation Grant Partner	2003
ü Operation Military Pride Awesome Project Award	2003

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	132	2220	75509	93	100	100	552	531	521	2	8	13	12	19	23	36	37	33	50	36	31
All Students (Prior Year)	123	2034	75372	98	98	100	563	529	523	0	7	9	6	20	25	30	39	36	64	34	30
Female	69	1107	37013	91	100	100	550	534	522	2	7	12	13	19	24	35	38	33	50	37	31
Male	63	1113	38430	95	99	99	553	528	521	2	9	14	11	20	22	37	36	33	50	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	11	705	30486	92	100	99	552	510	505	0	14	18	0	29	29	44	37	32	56	20	21
Asian/Pacific Islander	14	124	1780	100	100	98	555	557	549	0	4	5	17	9	13	33	31	33	50	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	97	1232	35192	92	99	99	553	541	534	1	5	8	14	15	19	34	37	35	51	43	39
Students with Disabilities	14	252	9708	82	100	100	632	508	489	0	15	32	0	33	27	0	29	24	100	23	17
Students without Disabilities	118	1968	65801	94	99	98	550	533	525	2	7	11	12	18	23	37	38	34	49	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	10	689	36411				514	508	503	11	15	19	22	30	29	44	35	32	22	20	20
Non-Economically Disadvantaged	122	1531	39040				555	540	534	1	5	8	11	15	19	36	38	34	52	42	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	132	2224	75492	93	100	100	549	526	519	2	8	12	5	14	16	43	50	47	50	29	24
All Students (Prior Year)	123	2040	75221	98	98	100	545	529	523	0	5	8	6	12	16	53	57	56	41	25	21
Female	69	1107	37014	91	100	100	552	531	523	2	5	10	5	12	15	37	48	48	56	35	27
Male	63	1117	38400	95	100	99	546	521	516	2	11	14	6	15	17	50	52	47	43	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	11	708	30438	92	100	99	569	510	508	0	14	17	0	22	21	33	49	47	67	15	15
Asian/Pacific Islander	14	124	1773	100	100	98	541	536	534	0	4	4	17	11	10	33	49	50	50	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	97	1233	35177	92	99	99	549	534	528	1	5	8	5	9	13	48	50	49	47	35	31
Students with Disabilities	14	254	9707	82	100	100	636	513	495	0	14	33	0	25	21	0	43	33	100	19	13
Students without Disabilities	118	1970	65785	94	99	98	548	527	522	2	7	10	5	13	16	44	50	49	49	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	10	690	36302				525	509	507	11	15	18	11	22	21	44	49	46	33	14	14
Non-Economically Disadvantaged	122	1534	39164				551	532	528	1	5	8	5	10	13	43	50	48	51	34	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	132	2206	75053	93	99	99	681	618	597	2	4	7	2	8	12	74	77	72	22	11	9
All Students (Prior Year)	120	2003	73654	96	96	99	568	540	530	2	6	9	0	10	13	73	74	70	25	10	7
Female	69	1102	36872	91	100	99	716	642	621	0	1	5	0	6	9	69	79	74	31	14	12
Male	63	1104	38109	95	98	99	641	594	573	4	7	10	4	10	14	80	75	69	13	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	11	694	30235	92	99	98	695	582	575	0	6	9	0	13	14	78	75	70	22	6	6
Asian/Pacific Islander	14	124	1768	100	100	98	700	654	651	0	4	3	0	2	5	58	79	72	42	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	97	1230	35028	92	99	99	675	635	613	2	3	6	2	6	10	77	78	73	19	13	11
Students with Disabilities	14	251	9625	82	100	100	900	555	530	0	18	21	0	18	21	0	57	55	100	7	4
Students without Disabilities	118	1955	65428	94	99	98	677	623	604	2	3	6	2	7	11	75	78	73	21	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	10	680	36077				629	580	566	0	4	10	0	13	16	89	77	69	11	5	5
Non-Economically Disadvantaged	122	1526	38950				685	633	618	2	4	5	2	6	9	73	77	73	23	13	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	116	2175	76019	94	99	100	529	510	499	6	9	14	20	33	39	12	16	14	62	42	33
All Students (Prior Year)	121	2101	76230	97	99	100	549	510	498	0	8	12	9	33	38	9	15	12	81	45	37
Female	44	1073	37207	92	99	100	538	511	499	2	7	12	20	36	41	11	17	14	66	40	33
Male	72	1099	38677	95	99	100	523	509	498	8	12	15	20	31	38	13	14	13	59	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	13	640	29458	81	98	100	532	483	480	8	18	20	8	47	48	17	13	12	67	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	85	1257	35880	93	99	100	531	522	515	4	5	7	22	28	32	12	17	16	62	51	45
Students with Disabilities	16	268	9786	89	100	100	473	477	457	25	26	39	44	41	40	6	7	7	25	25	13
Students without Disabilities	100	1907	66233	94	99	99	538	513	503	3	8	11	16	33	39	13	16	14	68	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	NC	642	35714				NC	482	480	NC	19	20	NC	46	47	NC	11	12	NC	23	20
Non-Economically Disadvantaged	109	1533	40266				531	520	513	6	6	9	18	29	33	12	17	15	64	49	43

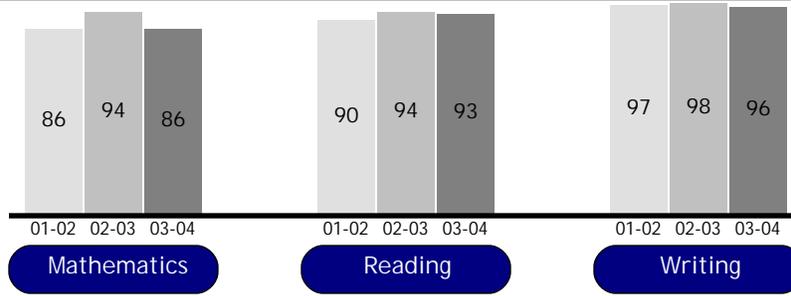
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2174	76020	93	99	100	513	506	503	10	22	25	18	20	23	50	43	40	22	14	12
All Students (Prior Year)	121	2096	76202	97	99	100	514	509	505	3	13	19	12	22	24	74	52	46	11	13	11
Female	44	1073	37213	92	99	100	519	507	504	5	18	22	18	23	23	50	44	42	27	15	13
Male	71	1098	38666	93	99	100	510	504	501	13	26	29	18	18	22	51	42	38	18	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	12	639	29442	75	98	99	528	491	494	8	45	37	0	23	26	58	27	31	33	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	85	1258	35890	93	99	100	513	512	511	9	12	15	19	19	20	51	50	48	21	19	18
Students with Disabilities	16	268	9784	89	100	100	505	493	485	38	47	58	19	18	19	38	27	19	6	8	4
Students without Disabilities	99	1906	66236	93	99	99	515	507	504	5	20	23	18	21	23	53	44	42	24	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	NC	640	35703				NC	491	494	NC	44	37	NC	24	26	NC	28	31	NC	4	6
Non-Economically Disadvantaged	109	1534	40274				514	511	509	9	14	17	18	19	20	50	49	47	23	18	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	115	2165	75673	93	99	100	563	544	530	3	7	12	21	23	25	70	65	58	5	4	4
All Students (Prior Year)	116	2069	74692	93	98	99	539	514	502	4	11	18	9	24	27	65	55	47	23	10	8
Female	44	1070	37099	92	99	100	599	563	548	2	4	8	11	21	22	75	69	64	11	6	6
Male	71	1092	38441	93	99	99	542	525	513	4	10	16	27	26	29	68	61	52	1	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	12	638	29305	75	98	99	590	507	507	0	15	16	17	30	31	83	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	85	1250	35760	93	98	99	560	558	550	4	4	9	21	20	21	69	70	64	6	5	6
Students with Disabilities	16	267	9706	89	100	100	504	500	462	6	14	36	38	39	32	56	44	31	0	2	1
Students without Disabilities	99	1898	65967	93	98	99	573	548	536	3	7	10	18	22	25	73	67	60	6	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	NC	637	35541				NC	508	504	NC	13	17	NC	32	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	109	1528	40091				567	558	550	4	5	9	19	20	21	72	69	64	6	5	6

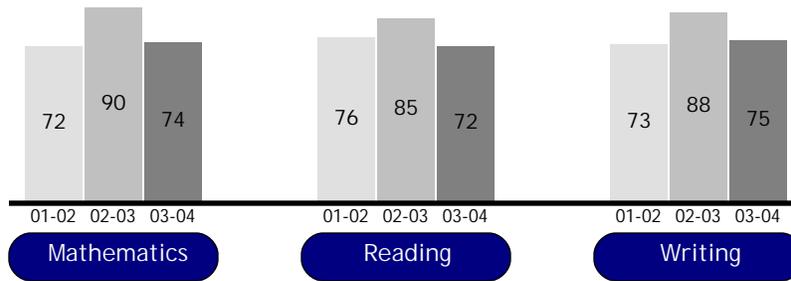
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	96	73	53	44	99	69	57	50	92	77	NA	58
	Language	96	74	50	39	99	73	53	43	93	76	58	50
	Mathematics	96	86	63	52	99	82	63	57	93	83	71	64
3	Reading	95	71	51	43	100	76	56	47	92	77	NA	55
	Language	95	74	57	50	100	79	63	54	92	77	66	61
	Mathematics	95	73	56	50	100	80	61	54	92	80	66	61
4	Reading	94	68	56	47	100	75	60	52	95	83	NA	56
	Language	94	63	53	45	100	66	54	48	95	75	59	52
	Mathematics	94	71	59	52	100	72	61	57	95	84	68	61
5	Reading	94	71	54	46	99	68	58	50	91	76	NA	55
	Language	94	67	50	43	100	66	54	46	92	74	56	49
	Mathematics	94	80	60	54	99	82	65	57	90	85	69	63
6	Reading	94	66	57	49	99	63	59	53	96	70	NA	56
	Language	94	61	51	42	99	61	52	45	96	67	57	48
	Mathematics	94	76	65	58	99	77	68	62	96	80	74	66

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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Schoolwide Programs
- Ü School Academic Goals
- Ü Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	10.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	8	10	0	0
7 to 9 years	5	4	0	0
10 or more years	8	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Media Center (2 Computer Labs)
- Ü Gymnasium

Extracurricular Activities

- Ü Battle of the Books Club
- Ü Newspaper Club
- Ü Running Club
- Ü Cheerleading and Basketball Teams
- Ü Student Council
- Ü Tutoring
- Ü Leadership Academy

Social Services

- Ü After School Day Care
- Ü Recreational Activities
- Ü Health Services
- Ü DARE

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 2003-04 Stanford 9 Achievement school-wide test results indicated that 89 percent of Tarwater students at/or above grade level in math, 82 percent at/or above grade level in reading, and 80 percent at/or above level in language.
- ü Tarwater test results were at the Department of Education's 'Highly Performing' level. This means that students exceeded state performance and progress goals.
- ü Tarwater test results met the 'No Child Left Behind' annual yearly progress goals for student achievement. This means that students exceeded national performance and progress in academic growth in a one-year instructional period.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	79	63
Grades 3-4	76	73
Grades 4-5	68	88
Grades 5-6	67	70

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

At Tarwater Elementary, students are taught the principles of character education. They are our Toro Targets: Respect, Responsibility, Integrity, Courage and Compassion. The targets are taught in our curriculum and our student recognition programs.

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	Jeff Hensley	(480) 883-4300
Transportation Policy	Cathy Brown	(480) 812-7000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Kim McBlain	(480) 883-4304
Parent Organization	Jennifer Freeland	(480) 883-4381
Student Health/Nurse	Christi Gill	(480) 883-4302

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.