



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

737 W Guadalupe Road, Mesa, AZ 85210

Mesa 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	Excelling
2002-03	Excelling
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Beverly Potter
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 182
 Web Address : www.mesa.k12.az.us/~sunridge/
 Phone Number : (480) 472-3575
 Fax Number : (480) 472-3598
 E-mail : bkpotter@mpsaz.org

Mission

Our primary mission is to provide opportunities for students to learn as they prepare for life in an informational age. Through on-site technology, students are exposed to the world beyond their neighborhoods.

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 The students at Sunridge in Montessori will increase reading skills and achieve an overall average of 85th percentile on the Stanford Achievement Test.
- ü Develop a mathematical language, relate math to daily life and achieve an overall average of 85th percentile on the Stanford Achievement Test.
- ü Develop and improve writing skills based on district criteria and the state standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 177
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 182

Instructional Programs

Ü Montessori

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/12/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

Provide a safe, positive environment and a strong academic program. Share educational goals and create opportunities for parental involvement and parental input.

Parents

Encourage a positive attitude toward school, respect for staff, and promote regular attendance and on-time arrival. Communicate with the school by note, phone calls and attendance at Parent conferences.

Transportation Policy

Montessori parents provide their own transportation.

School Honors

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

Award/Honor

Year

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	28	5651	75509	100	98	100	588	532	521	0	9	13	7	19	23	36	33	33	57	39	31
All Students (Prior Year)	31	5599	75372	100	98	100	566	536	523	3	5	9	16	18	25	23	38	36	58	39	30
Female	11	2784	37013	100	98	100	582	534	522	0	9	12	0	19	24	36	34	33	64	39	31
Male	17	2859	38430	100	98	99	592	531	521	0	10	14	12	19	22	35	32	33	53	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	NC	1862	30486	NC	99	99	NC	515	505	NC	13	18	NC	25	29	NC	35	32	NC	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	22	3216	35192	100	98	99	585	544	534	0	6	8	9	15	19	32	32	35	59	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	26	5052	65801	100	98	98	595	537	525	0	7	11	0	18	23	38	34	34	62	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	NC	2909	36411				NC	514	503	NC	14	19	NC	24	29	NC	34	32	NC	27	20
Non-Economically Disadvantaged	27	2742	39040				590	550	534	0	5	8	7	14	19	33	32	34	59	50	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	28	5641	75492	100	98	100	554	522	519	0	11	12	0	14	16	39	48	47	61	27	24
All Students (Prior Year)	31	5584	75221	100	98	100	553	528	523	3	5	8	10	12	16	39	59	56	48	23	21
Female	11	2785	37014	100	98	100	565	526	523	0	9	10	0	13	15	27	49	48	73	29	27
Male	17	2850	38400	100	98	99	547	518	516	0	13	14	0	16	17	47	48	47	53	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	NC	1851	30438	NC	98	99	NC	509	508	NC	17	17	NC	20	21	NC	49	47	NC	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	22	3215	35177	100	98	99	554	530	528	0	7	8	0	11	13	41	48	49	59	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	26	5052	65785	100	98	98	558	525	522	0	7	10	0	14	16	35	50	49	65	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	NC	2904	36302				NC	510	507	NC	16	18	NC	19	21	NC	49	46	NC	15	14
Non-Economically Disadvantaged	27	2737	39164				555	534	528	0	5	8	0	10	13	37	48	48	63	37	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	28	5611	75053	100	98	99	671	578	597	4	10	7	7	14	12	68	68	72	21	7	9
All Students (Prior Year)	31	5503	73654	100	97	99	543	530	530	3	7	9	10	12	13	81	77	70	6	5	7
Female	11	2774	36872	100	98	99	691	604	621	0	6	5	9	11	9	64	73	74	27	10	12
Male	17	2831	38109	100	97	99	657	552	573	6	14	10	6	17	14	71	64	69	18	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	NC	1847	30235	NC	98	98	NC	541	575	NC	14	9	NC	17	14	NC	66	70	NC	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	22	3193	35028	100	97	99	686	599	613	0	8	6	9	12	10	68	70	73	23	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	26	5023	65428	100	98	98	675	587	604	4	8	6	4	13	11	69	71	73	23	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	NC	2890	36077				NC	542	566	NC	14	10	NC	17	16	NC	65	69	NC	3	5
Non-Economically Disadvantaged	27	2721	38950				667	613	618	4	6	5	7	11	9	70	71	73	19	12	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	23	5809	76019	100	99	100	538	514	499	0	9	14	22	34	39	13	13	14	65	44	33
All Students (Prior Year)	17	5726	76230	100	98	100	528	517	498	0	6	12	41	31	38	12	13	12	47	50	37
Female	15	2821	37207	100	99	100	543	514	499	0	8	12	20	35	41	7	13	14	73	44	33
Male	NC	2979	38677	NC	99	100	NC	515	498	NC	11	15	NC	32	38	NC	13	13	NC	45	34
African American	--	224	3817	--	98	100	--	489	475	--	14	23	--	49	47	--	9	11	--	28	18
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	17	3386	35880	100	98	100	544	529	515	0	5	7	24	26	32	6	14	16	71	55	45
Students with Disabilities	--	619	9786	--	100	100	--	460	457	--	40	39	--	39	40	--	7	7	--	14	13
Students without Disabilities	23	5190	66233	100	98	99	538	519	503	0	6	11	22	33	39	13	14	14	65	47	35
Limited English Proficient Students	--	972	15206	--	100	100	--	477	459	--	20	31	--	53	53	--	10	7	--	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	NC	2753	35714				NC	493	480	NC	15	20	NC	44	47	NC	12	12	NC	29	20
Non-Economically Disadvantaged	19	3056	40266				540	531	513	0	5	9	16	25	33	16	14	15	68	56	43

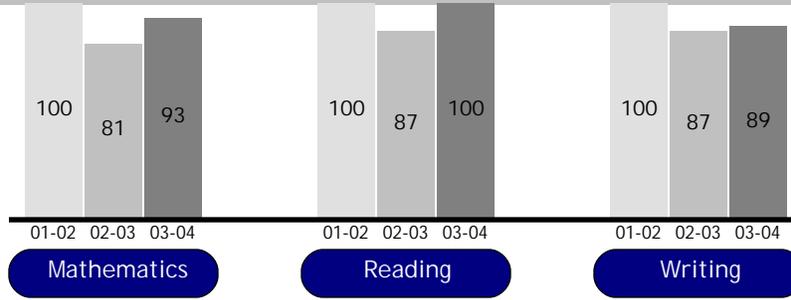
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	5803	76020	100	99	100	523	507	503	13	20	25	17	22	23	43	43	40	26	16	12
All Students (Prior Year)	17	5721	76202	100	98	100	513	510	505	0	11	19	29	21	24	47	53	46	24	14	11
Female	15	2820	37213	100	99	100	536	508	504	0	17	22	20	21	23	53	46	42	27	16	13
Male	NC	2973	38666	NC	99	100	NC	505	501	NC	22	29	NC	22	22	NC	41	38	NC	16	12
African American	--	224	3819	--	98	100	--	499	494	--	28	37	--	27	26	--	36	31	--	10	6
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	17	3386	35890	100	98	100	532	513	511	12	12	15	12	19	20	41	48	48	35	21	18
Students with Disabilities	--	617	9784	--	100	100	--	487	485	--	57	58	--	18	19	--	19	19	--	6	4
Students without Disabilities	23	5186	66236	100	98	99	523	509	504	13	16	23	17	22	23	43	45	42	26	17	13
Limited English Proficient Students	--	967	15198	--	100	100	--	490	483	--	43	59	--	28	25	--	25	14	--	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	NC	2745	35703				NC	497	494	NC	31	37	NC	26	26	NC	36	31	NC	8	6
Non-Economically Disadvantaged	19	3058	40274				526	514	509	16	11	17	16	18	20	42	49	47	26	21	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	23	5771	75673	100	98	100	604	530	530	17	15	12	4	25	25	57	56	58	22	5	4
All Students (Prior Year)	17	5622	74692	100	96	99	523	510	502	12	12	18	12	26	27	65	53	47	12	9	8
Female	15	2805	37099	100	98	100	632	549	548	13	10	8	7	22	22	53	62	64	27	6	6
Male	NC	2956	38441	NC	98	99	NC	511	513	NC	19	16	NC	27	29	NC	50	52	NC	3	3
African American	--	224	3791	--	98	99	--	509	506	--	20	18	--	24	29	--	55	50	--	1	3
Hispanic	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	17	3366	35760	100	98	99	646	549	550	12	11	9	6	20	21	53	62	64	29	7	6
Students with Disabilities	--	605	9706	--	100	100	--	444	462	--	48	36	--	24	32	--	25	31	--	2	1
Students without Disabilities	23	5166	65967	100	98	99	604	537	536	17	12	10	4	25	25	57	59	60	22	5	5
Limited English Proficient Students	--	961	15115	--	100	100	--	475	471	--	28	26	--	38	38	--	34	35	--	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	NC	2731	35541				NC	500	504	NC	20	17	NC	31	31	NC	47	50	NC	2	2
Non-Economically Disadvantaged	19	3040	40091				597	553	550	21	10	9	5	19	21	53	63	64	21	7	6

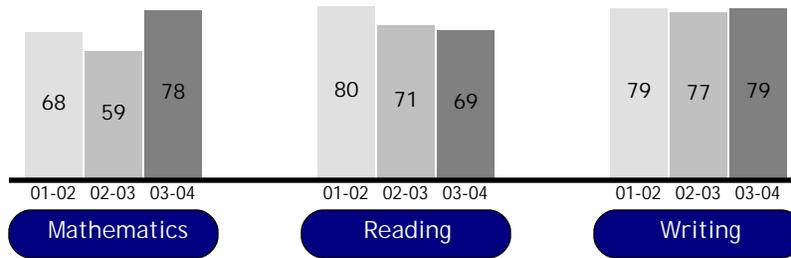
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	66	51	44	91	85	61	50	97	76	NA	58
	Language	100	62	42	39	94	81	49	43	100	71	53	50
	Mathematics	100	61	57	52	91	81	67	57	97	76	71	64
3	Reading	100	85	50	43	97	83	57	47	97	85	NA	55
	Language	100	87	53	50	94	85	61	54	97	89	63	61
	Mathematics	100	91	55	50	97	83	64	54	97	87	66	61
4	Reading	100	82	51	47	87	87	62	52	96	76	NA	56
	Language	100	77	47	45	91	77	54	48	100	67	55	52
	Mathematics	100	71	59	52	87	87	68	57	100	80	68	61
5	Reading	100	81	51	46	94	83	59	50	96	82	NA	55
	Language	100	63	45	43	100	63	53	46	96	72	55	49
	Mathematics	100	92	63	54	100	83	68	57	96	90	71	63
6	Reading	100	91	56	49	100	84	62	53	100	79	NA	56
	Language	100	81	47	42	100	73	53	45	100	66	55	48
	Mathematics	100	92	71	58	94	95	75	62	100	91	76	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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 7
 Core academic classes taught by Highly Qualified (NCLB) teachers. 0
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Exploratory Lab

Extracurricular Activities

- Ü Campfire Boys/Girls

Social Services

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)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	71	84
Grades 3-4	52	67
Grades 4-5	50	85
Grades 5-6	77	100

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

The Montessori educational environment provides for an orderly and safe climate for learning. This environment promotes independent learning in a very structured format.

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	Community Relations (480) 472-0222
Community Resources	
School Nutrition Programs	
Parent Organization	
Student Health/Nurse	

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.