

Humanities and Science High School

ARIZONA SCHOOL REPORT CARD 2003-04

1105 E. Broadway, Tempe, AZ 85282

Humanities and Sciences Academy of the United States, Inc.

AZ LEARNS¹

Elementary
Achievement Profile *

Not Evaluated**

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

High School
Achievement Profile *

Not Evaluated**

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

No Child Left Behind

Adequate Yearly
Progress***

Not Evaluated

School Improvement
Status***

N/A

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

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.

School Overview

Principal/Administrator : Mr. Michael Curd
Schedule : 9:00 AM to 3:00 PM
Grades : 7-12
2003 Enrollment : 90
Web Address : www.humsci.org
Phone Number : (480) 317-5900
Fax Number : (602) 650-1777
E-mail : mcurd@humsci.org

Mission

The mission of the Humanities and Sciences High School is to prepare mature high school students in humanities and sciences for post secondary education, social responsibility, employability and lifelong learning.

School / Academic Goals

ü Provide a rigorous accelerated academic program in international languages, language arts, literature, social studies, mathematics, and natural sciences.

ü Provide program of study that integrates the Arizona Academic Standards and are based on the College Board's Advanced Placement curriculum, as well as the Great Books of the Western World.

Instructional Programs

ü Great Books of the Western World
ü College Board Advanced Placement Courses
ü Rigorous Accelerated Program of Study
ü Shared Inquiry and Cooperative Learning

Enrollment

October 1, 2002 School Year Student Enrollment : 10
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 90

Calendar Information

Number of Instruction Days : 208
Average Daily Instruction Time : 5 hours 0 minutes
First Day of School : 7/7/2003
Last Day of School : 6/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in 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	.50	Teacher	3.50
Other Professional Staff	.50	Teacher Aide	.00

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

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

Shared Responsibilities

School

Provide a course of study that meets the Arizona Board of Regents entrance requirements, or the requirements of the college or university of the student's choice.

Parents

Be Good Parents.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Botanical Gardens

Extracurricular Activities

- ü Golf, Bowling, Martial Arts
- ü Field Experiences at Museums & Galleries
- ü Trips to Canyon de Chelly, Biosphere 2
- ü National Wildlife Foundation Projects

Social Services

Transportation Policy

The campus site is near public transportation routes. Students are provided with Valley Metro Bus tickets.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Nationally Accredited by the American Academy for Liberal Education.

ü Graduates admitted to all Arizona state universities, Stanford University, University of California San Diego, Knox College, Pitzer College, Univ. of Virginia, University of California Berkeley, Cornell College, California Institute of Technology.

School Honors

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

Award/Honor	Year
ü Intel Science Scholar	2001
ü University of Arizona Presidential Award Recipient	2002
ü Fulbright Fellow for Doctoral Research Abroad	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	35	20	20	20
Transfers In ⁴ (Within District)	25	2	2	2
Transfers In ⁵ (Out of District)	15	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	100			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	--	--
Grades 7-8	--	--

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).

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	--	--	71167	--	--	99	--	--	463	--	--	38	--	--	41	--	--	14	--	--	7
All Students (Prior Year)	--	NC	66213	--	NC	NA	--	NC	459	--	NC	39	--	NC	40	--	NC	14	--	NC	7
Female	--	--	34825	--	--	99	--	--	462	--	--	38	--	--	42	--	--	14	--	--	6
Male	--	--	36047	--	--	99	--	--	464	--	--	38	--	--	39	--	--	15	--	--	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	--	--	35245	--	--	95	--	--	476	--	--	26	--	--	45	--	--	19	--	--	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	--	--	63072	--	--	99	--	--	464	--	--	37	--	--	41	--	--	15	--	--	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614	--	--		--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--		--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	--	--	54110	--	--		--	--	468	--	--	33	--	--	43	--	--	16	--	--	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	--	--	71100	--	--	99	--	--	502	--	--	25	--	--	21	--	--	40	--	--	15
All Students (Prior Year)	--	NC	66144	--	NC	NA	--	NC	504	--	NC	24	--	NC	20	--	NC	40	--	NC	16
Female	--	--	34801	--	--	99	--	--	505	--	--	21	--	--	22	--	--	42	--	--	15
Male	--	--	36010	--	--	99	--	--	499	--	--	28	--	--	20	--	--	38	--	--	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	--	--	35198	--	--	95	--	--	515	--	--	15	--	--	18	--	--	47	--	--	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	--	--	62979	--	--	99	--	--	503	--	--	23	--	--	21	--	--	41	--	--	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623	--	--		--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--		--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	--	--	54060	--	--		--	--	507	--	--	20	--	--	20	--	--	43	--	--	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	--	--	69001	--	--	96	--	--	490	--	--	17	--	--	37	--	--	45	--	--	1
All Students (Prior Year)	--	--	63579	--	--	NA	--	--	493	--	--	15	--	--	42	--	--	41	--	--	2
Female	--	--	34086	--	--	97	--	--	496	--	--	13	--	--	36	--	--	51	--	--	1
Male	--	--	34644	--	--	95	--	--	484	--	--	22	--	--	39	--	--	38	--	--	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	--	--	34501	--	--	93	--	--	500	--	--	10	--	--	34	--	--	55	--	--	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	--	--	61615	--	--	97	--	--	491	--	--	16	--	--	37	--	--	45	--	--	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590	--	--		--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--		--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	--	--	52618	--	--		--	--	494	--	--	14	--	--	36	--	--	49	--	--	1

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

10th 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	16	38	57534	NA	NA	91	498	484	491	38	55	46	19	18	16	31	18	23	13	8	15
All Students (Prior Year)	--	--	51010	--	--	NA	--	--	483	--	--	45	--	--	20	--	--	23	--	--	11
Female	NC	19	28155	NC	NA	90	NC	477	491	NC	68	47	NC	11	16	NC	11	24	NC	11	14
Male	NC	19	28932	NC	NA	89	NC	490	491	NC	42	46	NC	26	15	NC	26	23	NC	5	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	NC	NC	17547	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	15	NC	NC	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	--	NC	3794	--	NC	91	--	NC	468	--	NC	72	--	NC	13	--	NC	12	--	NC	3
White	12	19	29790	NA	NA	86	503	492	501	33	47	34	25	21	17	25	16	29	17	16	20
Students with Disabilities	--	--	5562	--	--	93	--	--	461	--	--	79	--	--	10	--	--	8	--	--	3
Students without Disabilities	16	38	51972	NA	NA	90	498	484	492	38	55	45	19	18	16	31	18	24	13	8	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	16	38	47088				498	484	495	38	55	42	19	18	16	31	18	26	13	8	17

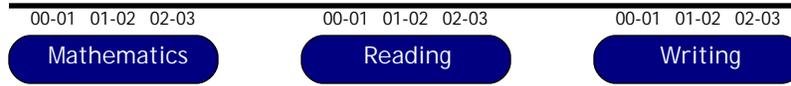
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	36	56700	NA	NA	89	528	509	512	6	14	15	13	31	23	75	47	52	6	8	10
All Students (Prior Year)	--	--	50525	--	--	NA	--	--	517	--	--	12	--	--	22	--	--	51	--	--	15
Female	NC	18	27862	NC	NA	89	NC	511	517	NC	6	12	NC	39	22	NC	44	54	NC	11	12
Male	NC	18	28398	NC	NA	88	NC	508	507	NC	22	19	NC	22	24	NC	50	49	NC	6	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	NC	NC	17305	NC	NC	85	NC	NC	494	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	--	NC	3815	--	NC	91	--	NC	489	--	NC	29	--	NC	35	--	NC	35	--	NC	2
White	12	19	29209	NA	NA	84	531	519	525	0	11	9	17	21	17	75	58	59	8	11	15
Students with Disabilities	--	--	5215	--	--	87	--	--	478	--	--	43	--	--	29	--	--	25	--	--	2
Students without Disabilities	16	36	51485	NA	NA	89	528	509	513	6	14	15	13	31	23	75	47	52	6	8	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	16	36	46342				528	509	516	6	14	13	13	31	21	75	47	54	6	8	12

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	NC	28	55090	NC	NA	87	NC	478	479	NC	14	16	NC	18	13	NC	68	70	NC	0	0
All Students (Prior Year)	--	--	50572	--	--	NA	--	--	481	--	--	14	--	--	23	--	--	63	--	--	1
Female	--	14	27752	--	NA	89	--	476	483	--	7	13	--	21	12	--	71	75	--	0	0
Male	NC	14	26842	NC	NA	83	NC	480	474	NC	21	20	NC	14	15	NC	64	65	NC	0	0
African American	--	NC	2336	--	NC	78	--	NC	464	--	NC	25	--	NC	14	--	NC	62	--	NC	0
Hispanic	--	NC	16391	--	NC	81	--	NC	458	--	NC	28	--	NC	16	--	NC	56	--	NC	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	--	NC	3731	--	NC	89	--	NC	446	--	NC	37	--	NC	16	--	NC	47	--	NC	0
White	NC	10	29053	NC	NA	84	NC	486	492	NC	10	8	NC	20	12	NC	70	79	NC	0	0
Students with Disabilities	--	--	4141	--	--	69	--	--	436	--	--	47	--	--	18	--	--	35	--	--	0
Students without Disabilities	NC	28	50949	NC	NA	89	NC	478	479	NC	14	16	NC	18	13	NC	68	71	NC	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	NC	28	44922				NC	478	484	NC	14	13	NC	18	13	NC	68	73	NC	0	0

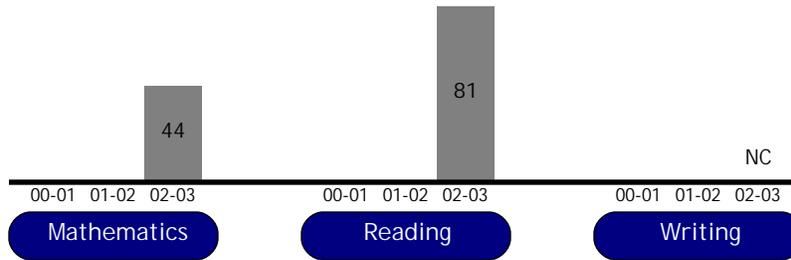
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th 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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

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
7	Reading	--	--	--	53	--	--	--	48	--	--	--	51
	Language	--	--	--	55	--	--	--	51	--	--	--	54
	Mathematics	--	--	--	57	--	--	--	54	--	--	--	58
8	Reading	--	--	--	55	--	--	--	49	--	--	--	53
	Language	--	--	--	50	--	--	--	46	--	--	--	49
	Mathematics	--	--	--	57	--	--	--	54	--	--	--	58
9	Reading	--	--	74	43	--	--	54	37	NC	NC	46	41
	Language	--	--	67	41	--	--	57	38	NC	NC	45	42
	Mathematics	--	--	81	59	--	--	72	56	NC	NC	60	60

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

All students and staff receive American Red Cross Cardio Pulmonary Resuscitation Training and Sports Safety Training. All staff are certified as American Red Cross instructors.

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	Michael Curd (480) 317-5900
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, 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