



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2425 S. Pleasant 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 N/A
2002-03 N/A
2001-02 N/A

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

School Overview

Principal/Administrator : Mrs. Connie Hull
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 611
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 883-5900
Fax Number : (480) 883-5920
E-mail : hull.connie@chandler.k12.az.us

Mission

The Hancock students, parents and staff are 'blazing a path to the future.' Our mission is to prepare our youngsters to be productive citizens and lifelong learners. All students will be challenged to excel through quality instruction compatible with learning styles.

No Child Left Behind

Adequate Yearly Progress (b)

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

- Students will meet state standards in mathematics in the following strands: number sense, data analysis, patterns/algebra, geometry/measurement, and structure/logic.
Students will meet state standards in reading in the following three areas: reading process, comprehending literary text, and comprehending informational text.
Students will increase performance in language arts with a focus on the writing process, application of skills, and self-reflection.
Students will integrate technology, focusing on products that emphasize research and writing skills.

Enrollment

October 1, 2003 School Year Student Enrollment : N/A
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 31

Instructional Programs

- Ü Technology Applications
- Ü Critical Thinking Skills
- Ü Band/Orchestra 5-6
- Ü Art Masterpiece
- Ü Full-Day Kindergarten
- Ü Tutoring Programs
- Ü General Music/PE
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
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

Hancock Elementary is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Students living within the square mile of Hancock, walk to school. Students attending under open enrollment are transported by parents. Students living north of Germann are bused to school. Students are expected to follow the Safe Transportation Behavior Rules provided in the student handbook.

School Honors

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

Award/Honor	Year
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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

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	--	2220	75509	--	100	100	--	531	521	--	8	13	--	19	23	--	37	33	--	36	31
All Students (Prior Year)	--	2034	75372	--	98	100	--	529	523	--	7	9	--	20	25	--	39	36	--	34	30
Female	--	1107	37013	--	100	100	--	534	522	--	7	12	--	19	24	--	38	33	--	37	31
Male	--	1113	38430	--	99	99	--	528	521	--	9	14	--	20	22	--	36	33	--	35	31
African American	--	124	3660	--	98	99	--	514	496	--	11	24	--	23	31	--	40	28	--	25	18
Hispanic	--	705	30486	--	100	99	--	510	505	--	14	18	--	29	29	--	37	32	--	20	21
Asian/Pacific Islander	--	124	1780	--	100	98	--	557	549	--	4	5	--	9	13	--	31	33	--	56	50
American Indian/Alaskan Native	--	28	4075	--	100	100	--	509	486	--	19	28	--	23	34	--	35	26	--	23	12
White	--	1232	35192	--	99	99	--	541	534	--	5	8	--	15	19	--	37	35	--	43	39
Students with Disabilities	--	252	9708	--	100	100	--	508	489	--	15	32	--	33	27	--	29	24	--	23	17
Students without Disabilities	--	1968	65801	--	99	98	--	533	525	--	7	11	--	18	23	--	38	34	--	37	33
Limited English Proficient Students	--	259	16928	--	63	100	--	470	485	--	37	29	--	37	33	--	22	26	--	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	--	689	36411				--	508	503	--	15	19	--	30	29	--	35	32	--	20	20
Non-Economically Disadvantaged	--	1531	39040				--	540	534	--	5	8	--	15	19	--	38	34	--	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	--	2224	75492	--	100	100	--	526	519	--	8	12	--	14	16	--	50	47	--	29	24
All Students (Prior Year)	--	2040	75221	--	98	100	--	529	523	--	5	8	--	12	16	--	57	56	--	25	21
Female	--	1107	37014	--	100	100	--	531	523	--	5	10	--	12	15	--	48	48	--	35	27
Male	--	1117	38400	--	100	99	--	521	516	--	11	14	--	15	17	--	52	47	--	23	21
African American	--	124	3665	--	98	99	--	518	505	--	9	20	--	19	22	--	49	43	--	23	14
Hispanic	--	708	30438	--	100	99	--	510	508	--	14	17	--	22	21	--	49	47	--	15	15
Asian/Pacific Islander	--	124	1773	--	100	98	--	536	534	--	4	4	--	11	10	--	49	50	--	37	36
American Indian/Alaskan Native	--	28	4081	--	100	100	--	513	498	--	13	25	--	29	26	--	42	40	--	17	8
White	--	1233	35177	--	99	99	--	534	528	--	5	8	--	9	13	--	50	49	--	35	31
Students with Disabilities	--	254	9707	--	100	100	--	513	495	--	14	33	--	25	21	--	43	33	--	19	13
Students without Disabilities	--	1970	65785	--	99	98	--	527	522	--	7	10	--	13	16	--	50	49	--	29	26
Limited English Proficient Students	--	259	16905	--	63	100	--	477	489	--	44	34	--	36	28	--	20	32	--	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	--	690	36302				--	509	507	--	15	18	--	22	21	--	49	46	--	14	14
Non-Economically Disadvantaged	--	1534	39164				--	532	528	--	5	8	--	10	13	--	50	48	--	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	--	2206	75053	--	99	99	--	618	597	--	4	7	--	8	12	--	77	72	--	11	9
All Students (Prior Year)	--	2003	73654	--	96	99	--	540	530	--	6	9	--	10	13	--	74	70	--	10	7
Female	--	1102	36872	--	100	99	--	642	621	--	1	5	--	6	9	--	79	74	--	14	12
Male	--	1104	38109	--	98	99	--	594	573	--	7	10	--	10	14	--	75	69	--	8	6
African American	--	124	3636	--	98	99	--	597	568	--	3	12	--	10	16	--	78	67	--	9	6
Hispanic	--	694	30235	--	99	98	--	582	575	--	6	9	--	13	14	--	75	70	--	6	6
Asian/Pacific Islander	--	124	1768	--	100	98	--	654	651	--	4	3	--	2	5	--	79	72	--	16	19
American Indian/Alaskan Native	--	28	4044	--	100	99	--	582	550	--	4	13	--	13	17	--	79	66	--	4	4
White	--	1230	35028	--	99	99	--	635	613	--	3	6	--	6	10	--	78	73	--	13	11
Students with Disabilities	--	251	9625	--	100	100	--	555	530	--	18	21	--	18	21	--	57	55	--	7	4
Students without Disabilities	--	1955	65428	--	99	98	--	623	604	--	3	6	--	7	11	--	78	73	--	11	10
Limited English Proficient Students	--	253	16765	--	62	100	--	527	525	--	12	17	--	22	20	--	63	60	--	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	--	680	36077				--	580	566	--	4	10	--	13	16	--	77	69	--	5	5
Non-Economically Disadvantaged	--	1526	38950				--	633	618	--	4	5	--	6	9	--	77	73	--	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	--	2175	76019	--	99	100	--	510	499	--	9	14	--	33	39	--	16	14	--	42	33
All Students (Prior Year)	--	2101	76230	--	99	100	--	510	498	--	8	12	--	33	38	--	15	12	--	45	37
Female	--	1073	37207	--	99	100	--	511	499	--	7	12	--	36	41	--	17	14	--	40	33
Male	--	1099	38677	--	99	100	--	509	498	--	12	15	--	31	38	--	14	13	--	44	34
African American	--	132	3817	--	100	100	--	490	475	--	16	23	--	43	47	--	16	11	--	26	18
Hispanic	--	640	29458	--	98	100	--	483	480	--	18	20	--	47	48	--	13	12	--	22	20
Asian/Pacific Islander	--	98	1673	--	100	99	--	542	531	--	4	4	--	22	29	--	12	14	--	62	53
American Indian/Alaskan Native	--	38	4735	--	97	100	--	485	466	--	18	28	--	38	49	--	21	10	--	24	13
White	--	1257	35880	--	99	100	--	522	515	--	5	7	--	28	32	--	17	16	--	51	45
Students with Disabilities	--	268	9786	--	100	100	--	477	457	--	26	39	--	41	40	--	7	7	--	25	13
Students without Disabilities	--	1907	66233	--	99	99	--	513	503	--	8	11	--	33	39	--	16	14	--	43	35
Limited English Proficient Students	--	220	15206	--	73	100	--	442	459	--	44	31	--	48	53	--	5	7	--	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	--	642	35714				--	482	480	--	19	20	--	46	47	--	11	12	--	23	20
Non-Economically Disadvantaged	--	1533	40266				--	520	513	--	6	9	--	29	33	--	17	15	--	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	--	2174	76020	--	99	100	--	506	503	--	22	25	--	20	23	--	43	40	--	14	12
All Students (Prior Year)	--	2096	76202	--	99	100	--	509	505	--	13	19	--	22	24	--	52	46	--	13	11
Female	--	1073	37213	--	99	100	--	507	504	--	18	22	--	23	23	--	44	42	--	15	13
Male	--	1098	38666	--	99	100	--	504	501	--	26	29	--	18	22	--	42	38	--	14	12
African American	--	132	3819	--	100	100	--	496	494	--	29	37	--	34	26	--	35	31	--	3	6
Hispanic	--	639	29442	--	98	99	--	491	494	--	45	37	--	23	26	--	27	31	--	5	6
Asian/Pacific Islander	--	97	1672	--	100	99	--	521	513	--	9	12	--	10	19	--	58	49	--	24	20
American Indian/Alaskan Native	--	38	4735	--	97	100	--	501	489	--	29	48	--	29	25	--	35	24	--	6	3
White	--	1258	35890	--	99	100	--	512	511	--	12	15	--	19	20	--	50	48	--	19	18
Students with Disabilities	--	268	9784	--	100	100	--	493	485	--	47	58	--	18	19	--	27	19	--	8	4
Students without Disabilities	--	1906	66236	--	99	99	--	507	504	--	20	23	--	21	23	--	44	42	--	15	13
Limited English Proficient Students	--	219	15198	--	73	100	--	472	483	--	88	59	--	7	25	--	4	14	--	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	--	640	35703				--	491	494	--	44	37	--	24	26	--	28	31	--	4	6
Non-Economically Disadvantaged	--	1534	40274				--	511	509	--	14	17	--	19	20	--	49	47	--	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	--	2165	75673	--	99	100	--	544	530	--	7	12	--	23	25	--	65	58	--	4	4
All Students (Prior Year)	--	2069	74692	--	98	99	--	514	502	--	11	18	--	24	27	--	55	47	--	10	8
Female	--	1070	37099	--	99	100	--	563	548	--	4	8	--	21	22	--	69	64	--	6	6
Male	--	1092	38441	--	99	99	--	525	513	--	10	16	--	26	29	--	61	52	--	3	3
African American	--	131	3791	--	100	99	--	534	506	--	6	18	--	32	29	--	57	50	--	5	3
Hispanic	--	638	29305	--	98	99	--	507	507	--	15	16	--	30	31	--	54	51	--	1	2
Asian/Pacific Islander	--	98	1665	--	100	99	--	590	573	--	3	6	--	14	16	--	72	67	--	11	10
American Indian/Alaskan Native	--	38	4707	--	97	100	--	537	492	--	3	19	--	35	33	--	56	46	--	6	1
White	--	1250	35760	--	98	99	--	558	550	--	4	9	--	20	21	--	70	64	--	5	6
Students with Disabilities	--	267	9706	--	100	100	--	500	462	--	14	36	--	39	32	--	44	31	--	2	1
Students without Disabilities	--	1898	65967	--	98	99	--	548	536	--	7	10	--	22	25	--	67	60	--	5	5
Limited English Proficient Students	--	218	15115	--	72	100	--	455	471	--	27	26	--	46	38	--	25	35	--	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	--	637	35541				--	508	504	--	13	17	--	32	31	--	53	50	--	2	2
Non-Economically Disadvantaged	--	1528	40091				--	558	550	--	5	9	--	20	21	--	69	64	--	5	6

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

No AIMS test data found for this school.
The AIMS is administered only to Grades 3,5,8,10.

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?	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

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	--	--	53	44	--	--	57	50	--	--	NA	58
	Language	--	--	50	39	--	--	53	43	--	--	58	50
	Mathematics	--	--	63	52	--	--	63	57	--	--	71	64
3	Reading	--	--	51	43	--	--	56	47	--	--	NA	55
	Language	--	--	57	50	--	--	63	54	--	--	66	61
	Mathematics	--	--	56	50	--	--	61	54	--	--	66	61
4	Reading	--	--	56	47	--	--	60	52	--	--	NA	56
	Language	--	--	53	45	--	--	54	48	--	--	59	52
	Mathematics	--	--	59	52	--	--	61	57	--	--	68	61
5	Reading	--	--	54	46	--	--	58	50	--	--	NA	55
	Language	--	--	50	43	--	--	54	46	--	--	56	49
	Mathematics	--	--	60	54	--	--	65	57	--	--	69	63
6	Reading	--	--	57	49	--	--	59	53	--	--	NA	56
	Language	--	--	51	42	--	--	52	45	--	--	57	48
	Mathematics	--	--	65	58	--	--	68	62	--	--	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Review School Goals
- Ü Establish Goals for Site Improvement
- Ü Plan School Events
- Ü Evaluate Instructional Programs
- Ü Address Safety Issues
- Ü Promote Parent/School Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	1	0
4 to 6 years	6	2	0	0
7 to 9 years	5	2	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Classroom Internet Access
- Ü Media Center with Mini-Computer Lab
- Ü Indoor/Outdoor Performance Centers
- Ü Indoor Basketball/Volleyball Facility

Extracurricular Activities

- Ü Student Council
- Ü Learning Tutorial Groups
- Ü Running Club
- Ü Battle of the Books Club
- Ü Chorus
- Ü Hiking/Outdoors Club
- Ü Cheer Squad/Basketball Team
- Ü Foreign Language Classes

Social Services

- Ü Champions Before/After School Program
- Ü Group Counseling Services
- Ü Parent-Teacher Organization
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

New School - No Data Available

Student Activity Rates for School Year 2003-04

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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.

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

Hancock Teachers developed and follow a Crisis Plan for any emergency situation which includes staff training. Students experience monthly fire drills and campus lock-downs each semester. Students walk in pairs and are instructed to follow safe procedures.

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	Connie Hull	(480) 883-5900
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Sherry Bollard	(480) 883-5906
School Nutrition Programs	Carolyn Rodriguez	(480) 883-5904
Parent Organization	Kristin Luse/Christy Knox	(480) 883-5900
Student Health/Nurse	Yvette Young	(480) 883-5902

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.