

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2424 E. Maren Drive, Chandler, AZ 85249

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	Performing
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Janis K. Weyenberg
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 1107
 Web Address : weyenberg.jan@chandler.k12.az.us
 Phone Number : (480) 883-4500
 Fax Number : (480) 883-4520
 E-mail : weyenberg.jan@chandler.k12.az.us

Mission

Our mission at Jane Dee Hull Elementary School is to provide students with the knowledge, skills, and attitudes necessary to be lifelong learners and responsible citizens.

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 Students will exceed one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- ü The Hull Elementary School staff will actively seek ways to implement programs designed to involve parents and the community.

Enrollment

October 1, 2003 School Year Student Enrollment : 1046
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 43

Instructional Programs

- ü Technology
- ü On-site Special Education
- ü After School Classes
- ü The Arts

Calendar Information

Number of Instruction Days :	177
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

We provide a quality education to further each child's intellectual, social, physical, and moral growth. Hull's programs and practices will foster the development of sound character, self-worth, creativity, democratic values, and self-discipline.

Parents

Parents are viewed as partners. Their support and involvement is essential. Parents take an active role in their child's school life. We expect students to attend school regularly, dress appropriately, act responsibly, and be prepared for class.

Transportation Policy

Hull's attendance area is four square miles. Bus transportation is provided for students living more than one mile from school. Students being transported are provided with a copy of the school bus rules and are to obey the driver's instructions.

School Honors

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

Award/Honor	Year
ü Clean School Award	2004
ü Apple Achievement Award	2004
ü Artist-in-Residence Grant	2004

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	181	2220	75509	100	100	100	546	531	521	6	8	13	16	19	23	34	37	33	44	36	31
All Students (Prior Year)	134	2034	75372	98	98	100	535	529	523	3	7	9	13	20	25	48	39	36	36	34	30
Female	83	1107	37013	100	100	100	556	534	522	4	7	12	10	19	24	38	38	33	47	37	31
Male	98	1113	38430	100	99	99	538	528	521	9	9	14	20	20	22	30	36	33	41	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	18	705	30486	100	100	99	543	510	505	7	14	18	33	29	29	27	37	32	33	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	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	144	1232	35192	100	99	99	547	541	534	7	5	8	13	15	19	34	37	35	46	43	39
Students with Disabilities	30	252	9708	100	100	100	502	508	489	14	15	32	41	33	27	27	29	24	18	23	17
Students without Disabilities	151	1968	65801	98	99	98	552	533	525	5	7	11	12	18	23	35	38	34	48	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	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	NC	689	36411				NC	508	503	NC	15	19	NC	30	29	NC	35	32	NC	20	20
Non-Economically Disadvantaged	172	1531	39040				547	540	534	6	5	8	16	15	19	34	38	34	44	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	181	2224	75492	100	100	100	532	526	519	4	8	12	9	14	16	51	50	47	36	29	24
All Students (Prior Year)	134	2040	75221	98	98	100	534	529	523	2	5	8	8	12	16	68	57	56	22	25	21
Female	83	1107	37014	100	100	100	541	531	523	1	5	10	5	12	15	46	48	48	47	35	27
Male	98	1117	38400	100	100	99	524	521	516	7	11	14	12	15	17	55	52	47	26	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	18	708	30438	100	100	99	524	510	508	0	14	17	23	22	21	54	49	47	23	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	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	144	1233	35177	100	99	99	533	534	528	3	5	8	8	9	13	53	50	49	36	35	31
Students with Disabilities	30	254	9707	100	100	100	511	513	495	13	14	33	38	25	21	38	43	33	13	19	13
Students without Disabilities	151	1970	65785	98	99	98	533	527	522	4	7	10	7	13	16	51	50	49	37	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	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	NC	690	36302				NC	509	507	NC	15	18	NC	22	21	NC	49	46	NC	14	14
Non-Economically Disadvantaged	172	1534	39164				532	532	528	4	5	8	9	10	13	52	50	48	36	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	179	2206	75053	99	99	99	636	618	597	5	4	7	6	8	12	72	77	72	17	11	9
All Students (Prior Year)	133	2003	73654	97	96	99	544	540	530	3	6	9	9	10	13	79	74	70	9	10	7
Female	83	1102	36872	100	100	99	677	642	621	1	1	5	1	6	9	72	79	74	25	14	12
Male	96	1104	38109	98	98	99	598	594	573	8	7	10	10	10	14	72	75	69	10	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	18	694	30235	100	99	98	597	582	575	7	6	9	13	13	14	73	75	70	7	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	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	142	1230	35028	99	99	99	642	635	613	5	3	6	4	6	10	72	78	73	19	13	11
Students with Disabilities	30	251	9625	100	100	100	573	555	530	9	18	21	18	18	21	64	57	55	9	7	4
Students without Disabilities	149	1955	65428	97	99	98	640	623	604	5	3	6	5	7	11	73	78	73	18	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	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	NC	680	36077				NC	580	566	NC	4	10	NC	13	16	NC	77	69	NC	5	5
Non-Economically Disadvantaged	170	1526	38950				635	633	618	5	4	5	6	6	9	72	77	73	16	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	155	2175	76019	99	99	100	512	510	499	5	9	14	31	33	39	19	16	14	45	42	33
All Students (Prior Year)	145	2101	76230	100	99	100	513	510	498	4	8	12	31	33	38	18	15	12	47	45	37
Female	78	1073	37207	100	99	100	508	511	499	5	7	12	32	36	41	23	17	14	39	40	33
Male	77	1099	38677	99	99	100	515	509	498	5	12	15	29	31	38	14	14	13	51	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	16	640	29458	100	98	100	483	483	480	13	18	20	53	47	48	13	13	12	20	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	129	1257	35880	99	99	100	516	522	515	4	5	7	28	28	32	18	17	16	50	51	45
Students with Disabilities	16	268	9786	100	100	100	477	477	457	17	26	39	58	41	40	0	7	7	25	25	13
Students without Disabilities	139	1907	66233	97	99	99	515	513	503	4	8	11	28	33	39	20	16	14	47	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	16	642	35714				484	482	480	7	19	20	57	46	47	7	11	12	29	23	20
Non-Economically Disadvantaged	139	1533	40266				514	520	513	5	6	9	28	29	33	20	17	15	47	49	43

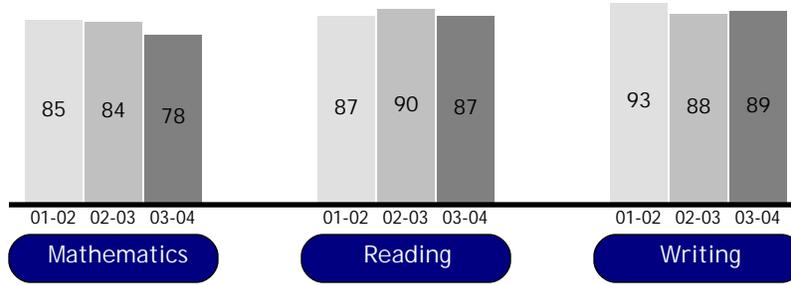
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2174	76020	99	99	100	511	506	503	15	22	25	15	20	23	51	43	40	19	14	12
All Students (Prior Year)	143	2096	76202	99	99	100	514	509	505	4	13	19	24	22	24	62	52	46	10	13	11
Female	78	1073	37213	100	99	100	509	507	504	15	18	22	19	23	23	47	44	42	20	15	13
Male	77	1098	38666	99	99	100	512	504	501	15	26	29	12	18	22	56	42	38	17	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	16	639	29442	100	98	99	490	491	494	40	45	37	33	23	26	27	27	31	0	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	129	1258	35890	99	99	100	514	512	511	10	12	15	13	19	20	55	50	48	22	19	18
Students with Disabilities	16	268	9784	100	100	100	500	493	485	33	47	58	8	18	19	42	27	19	17	8	4
Students without Disabilities	139	1906	66236	97	99	99	512	507	504	13	20	23	16	21	23	52	44	42	19	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	16	640	35703				502	491	494	14	44	37	29	24	26	43	28	31	14	4	6
Non-Economically Disadvantaged	139	1534	40274				511	511	509	15	14	17	14	19	20	52	49	47	19	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	155	2165	75673	99	99	100	561	544	530	3	7	12	18	23	25	76	65	58	3	4	4
All Students (Prior Year)	143	2069	74692	99	98	99	518	514	502	5	11	18	26	24	27	59	55	47	9	10	8
Female	78	1070	37099	100	99	100	592	563	548	0	4	8	12	21	22	81	69	64	7	6	6
Male	77	1092	38441	99	99	99	530	525	513	5	10	16	23	26	29	72	61	52	0	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	16	638	29305	100	98	99	542	507	507	0	15	16	43	30	31	57	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	129	1250	35760	99	98	99	563	558	550	3	4	9	16	20	21	78	70	64	3	5	6
Students with Disabilities	16	267	9706	100	100	100	514	500	462	10	14	36	40	39	32	40	44	31	10	2	1
Students without Disabilities	139	1898	65967	97	98	99	565	548	536	2	7	10	16	22	25	79	67	60	3	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	16	637	35541				491	508	504	15	13	17	23	32	31	62	53	50	0	2	2
Non-Economically Disadvantaged	139	1528	40091				568	558	550	1	5	9	17	20	21	78	69	64	4	5	6

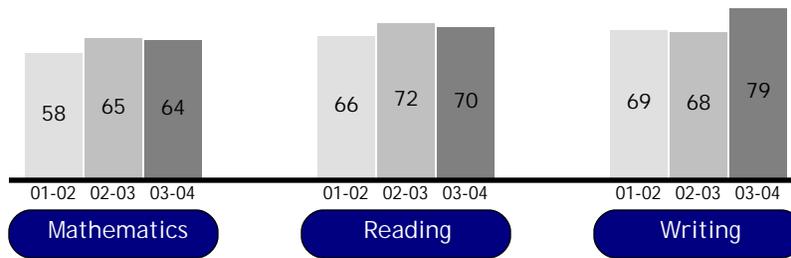
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	66	53	44	89	58	57	50	96	67	NA	58
	Language	94	62	50	39	99	51	53	43	99	61	58	50
	Mathematics	94	84	63	52	100	65	63	57	100	81	71	64
3	Reading	93	60	51	43	100	64	56	47	97	63	NA	55
	Language	93	72	57	50	100	77	63	54	97	72	66	61
	Mathematics	93	67	56	50	100	69	61	54	97	76	66	61
4	Reading	94	63	56	47	98	70	60	52	98	75	NA	56
	Language	94	62	53	45	100	70	54	48	99	67	59	52
	Mathematics	94	75	59	52	100	72	61	57	99	70	68	61
5	Reading	95	61	54	46	99	63	58	50	98	67	NA	55
	Language	95	50	50	43	100	60	54	46	99	60	56	49
	Mathematics	95	68	60	54	100	69	65	57	99	71	69	63
6	Reading	93	69	57	49	98	62	59	53	100	72	NA	56
	Language	93	61	51	42	99	51	52	45	100	67	57	48
	Mathematics	95	78	65	58	99	66	68	62	100	81	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)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relationships
- Ü School Safety Issues
- Ü Textbook Selection
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Technology

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	50.00
Other Professional Staff	5.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	1	0
4 to 6 years	3	3	0	0
7 to 9 years	2	6	0	0
10 or more years	4	23	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	80
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Multimedia Technology Labs
- Ü Media Center

Extracurricular Activities

- Ü Foreign Language Classes
- Ü Technology Clubs
- Ü Young Astronauts Club
- Ü Art Masterpiece

Social Services

- Ü After School Programs
- Ü Health Services
- Ü Church Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students in K-6 have exceeded one year's growth in reading, language, and mathematics as measured by district and norm-referenced tests.
- ü Students in each grade level use technology as a tool to supplement their learning.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	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	62	53
Grades 3-4	77	72
Grades 4-5	58	59
Grades 5-6	81	66

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

Hull promotes a safe, orderly learning climate. The following procedures are in place: Monthly fire drills; badges worn by staff; volunteers sign-in and wear badges; district security visits daily; and a Crisis Management Plan is in place.

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) :

1

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	Janis K. Weyenberg	(480) 883-4500
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Janis K. Weyenberg	(480) 883-4500
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	L. Looney/P. Poe	(480) 883-4500
Student Health/Nurse	Janet Liles	(480) 883-4500

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.