

Stevenson Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2200 11th Street, Douglas, AZ 85607

Douglas 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mrs. Gloria A. Arzate

Schedule : 7:45 AM to 4:00 PM

Grades : K-5

2003 Enrollment : 417

Web Address :

Phone Number : (520) 364-2442

Fax Number : (520) 805-5535

E-mail : garzate.dusd.k12.az.us

Mission

To provide a nurturing, safe learning environment with a professional/knowledgeable staff dedicated to working in partnership with responsible parents, and focused, motivated students.

School / Academic Goals

ü Student achievement in reading will improve by 3% each year in third grade and 4% each year in 5th grade. Students falling far below in reading will be reduced by 1% in 3rd grade and 2% in fifth grade.

ü Student achievement in writing will improve by 2% each year in 3rd grade and 5% in 5th grade. Students falling far below in writing will be reduced by 1% in 3rd grade and 2% in fifth grade.

Instructional Programs

ü ESL

ü Gifted

ü On-site Special Education

ü Integrated Curriculum/Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 418

Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes

Number of Students Attending Under Open Enrollment in 2002-03 : 11

Calendar Information

Number of Instruction Days : 17

Average Daily Instruction Time : 5 hours 8 minutes

First Day of School : 8/25/2003

Last Day of School : 5/27/2004

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

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Safety Issues/Playground Modifications
- Ü Funding Issues
- Ü Parent/Educator Relations
- Ü Advisory on Various Issues
- Ü Health Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.00	Teacher Aide	10.00

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

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

Shared Responsibilities

School

We are responsible for providing a safe, educational environment. We provide supervision on the playground/crosswalks. We are dedicated in helping students attain academic success, and making parents an integral partner in the education of the child.

Parents

Parents have a responsibility in providing a home environment that is conducive to, and supportive of, education. They must also be actively involved with their child's education by communicating with the school, and attending school functions.

Resources Available at School Site

Special Facilities

- Ü Classroom Computers
- Ü Library with Computer Center

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council

Social Services

- Ü Peer Mediation
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

Transportation Policy

Bus transportation to/from school is provided to special education students whose handicapping condition requires transportation, and to K-8 students who live more than 1 mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Last year Achievements (2002-03): Spelling Bee winner. Stevenson 5th grade boys won the basketball championship. Fifth grade girls took second place in the basketball championship.

School Honors

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

Award/Honor	Year
ü 21st Century Grant Recipient	2000

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	87
Grades 3-4	75	64
Grades 4-5	75	71

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).

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	70	334	75372	99	102	101	551	523	523	0	6	9	13	21	25	36	45	36	51	28	30
All Students (Prior Year)	76	324	70809	NA	NA	NA	546	518	518	0	7	11	16	31	27	40	38	35	43	24	27
Female	36	163	36901	100	101	101	556	525	524	0	6	8	10	25	25	33	38	36	57	31	31
Male	34	171	38385	97	102	101	546	522	523	0	5	9	17	18	24	39	52	36	44	26	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	66	322	29103	99	101	99	553	523	510	0	6	12	14	22	31	31	42	36	56	30	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	NC	30	8057	NC	115	99	NC	506	496	NC	0	23	NC	38	31	NC	50	28	NC	13	17
Students without Disabilities	65	304	67315	98	100	101	551	525	525	0	6	8	13	20	24	37	45	37	50	29	31
Limited English Proficient Students	30	226	16925	NA	NA	112	NA	493	482	NA	17	27	NA	33	40	NA	46	26	NA	4	7
Migrant Students	NC	40	869				NC	494	501	NC	20	17	NC	20	30	NC	60	39	NC	0	14
Economically Disadvantaged	28	222	26325				517	504	504	0	10	15	23	25	34	62	52	33	15	13	18
Non-Economically Disadvantaged	42	112	49047				569	542	530	0	2	6	8	17	21	23	38	37	69	44	35

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	69	333	75221	97	101	101	531	519	523	0	8	8	26	19	16	37	52	56	37	21	21
All Students (Prior Year)	75	321	70860	NA	NA	NA	532	514	524	0	11	9	13	23	17	57	44	45	30	22	30
Female	36	164	36833	100	101	100	535	520	526	0	8	6	19	14	15	43	58	56	38	20	23
Male	33	169	38319	94	101	101	528	517	520	0	8	9	35	25	17	29	46	56	35	21	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	65	321	29019	97	101	99	533	519	513	0	9	12	26	20	21	34	50	55	40	22	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	NC	31	8006	NC	119	99	NC	520	505	NC	14	22	NC	14	23	NC	57	42	NC	14	13
Students without Disabilities	64	302	67215	97	100	101	530	519	524	0	8	7	27	19	16	38	52	56	35	21	21
Limited English Proficient Students	30	226	16853	NA	NA	112	NA	491	489	NA	24	29	NA	36	36	NA	40	32	NA	0	3
Migrant Students	NC	39	866				NC	521	503	NC	0	19	NC	20	23	NC	60	49	NC	20	8
Economically Disadvantaged	27	219	26256				508	504	509	0	15	14	58	31	24	33	48	51	8	6	11
Non-Economically Disadvantaged	42	114	48965				543	533	528	0	2	5	12	8	13	38	56	58	50	34	24

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	65	319	73654	92	97	99	562	535	530	0	6	9	11	16	13	66	68	70	24	10	7
All Students (Prior Year)	74	308	68592	NA	NA	NA	574	538	542	0	7	9	4	14	12	69	65	63	27	14	16
Female	34	156	36239	94	96	99	576	546	537	0	2	7	5	14	11	62	70	72	33	14	10
Male	31	163	37301	89	98	98	544	525	523	0	11	12	18	18	15	71	66	68	12	5	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	62	308	28348	93	97	96	565	537	520	0	7	13	9	16	17	66	67	65	26	10	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	NC	23	7306	NC	88	90	NC	517	506	NC	17	24	NC	17	20	NC	50	52	NC	17	4
Students without Disabilities	61	296	66348	92	98	100	561	536	531	0	6	8	11	16	13	68	69	71	22	9	8
Limited English Proficient Students	27	216	16422	NA	NA	109	NA	504	495	NA	22	30	NA	22	27	NA	57	43	NA	0	0
Migrant Students	NC	38	849				NC	534	511	NC	0	19	NC	20	22	NC	60	56	NC	20	4
Economically Disadvantaged	25	213	25711				531	514	514	0	13	16	25	27	19	67	58	61	8	2	3
Non-Economically Disadvantaged	40	106	47943				576	556	535	0	0	7	4	6	11	65	77	74	31	17	9

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	80	334	76230	101	102	101	510	499	498	6	7	12	29	42	38	15	12	12	49	39	37
All Students (Prior Year)	61	321	72888	NA	NA	NA	517	501	494	2	7	14	31	46	40	19	14	12	48	33	34
Female	36	166	37247	100	98	100	521	504	500	3	5	11	26	41	40	16	12	13	55	41	37
Male	44	167	38725	102	106	101	501	495	497	9	9	14	32	42	37	15	13	12	44	36	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	74	315	28100	101	99	98	509	498	482	5	7	18	32	42	47	15	13	11	47	38	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	13	35389	NC	130	96	NC	534	514	NC	10	6	NC	10	32	NC	10	14	NC	70	48
Students with Disabilities	NC	45	9022	NC	118	105	NC	462	465	NC	17	31	NC	75	43	NC	0	8	NC	8	17
Students without Disabilities	74	289	67208	101	100	100	510	501	500	6	7	12	29	40	38	15	13	12	49	40	38
Limited English Proficient Students	24	196	14826	NA	NA	113	468	487	460	20	10	31	50	52	51	10	9	8	20	28	10
Migrant Students	NC	31	837				NC	490	478	NC	8	19	NC	54	51	NC	0	8	NC	38	21
Economically Disadvantaged	46	224	25037				480	484	477	13	11	21	50	55	47	16	10	11	22	23	21
Non-Economically Disadvantaged	34	110	51193				540	530	507	0	0	9	9	15	35	15	16	13	76	70	43

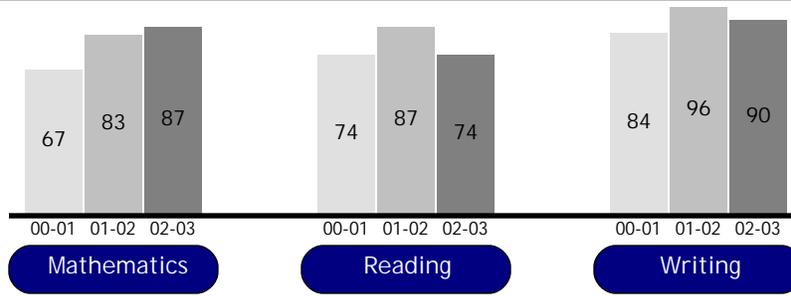
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	333	76202	101	102	101	502	498	505	22	23	19	14	33	24	55	38	46	9	5	11
All Students (Prior Year)	61	321	72779	NA	NA	NA	504	497	505	17	31	21	19	23	20	58	39	43	6	7	15
Female	36	165	37231	100	97	100	507	501	507	16	20	16	13	29	24	55	43	48	16	7	13
Male	44	167	38718	102	106	101	497	495	503	26	27	22	15	38	24	56	33	44	3	2	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	74	314	28090	101	99	98	502	498	497	20	23	28	15	34	30	56	38	37	8	5	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	13	35371	NC	130	96	NC	506	512	NC	20	10	NC	10	20	NC	60	54	NC	10	16
Students with Disabilities	NC	43	9097	NC	113	106	NC	483	493	NC	67	39	NC	17	27	NC	17	29	NC	0	5
Students without Disabilities	74	290	67105	101	100	100	502	498	506	22	22	18	14	34	24	55	39	47	9	5	12
Limited English Proficient Students	24	195	14780	NA	NA	113	488	492	486	40	34	50	30	39	32	30	25	18	0	2	1
Migrant Students	NC	28	832				NC	496	492	NC	21	36	NC	42	31	NC	33	31	NC	4	3
Economically Disadvantaged	46	219	24961				489	492	495	38	33	32	25	38	30	38	26	34	0	2	4
Non-Economically Disadvantaged	34	114	51241				514	510	509	6	4	14	3	24	22	73	62	51	18	10	14

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	79	330	74692	100	101	99	497	491	502	20	22	18	27	33	27	47	41	47	6	4	8
All Students (Prior Year)	62	311	70710	NA	NA	NA	510	496	512	10	18	17	33	36	26	48	39	42	10	7	16
Female	36	167	36710	100	98	99	499	499	509	19	16	14	26	31	26	48	47	50	6	6	10
Male	43	162	37742	100	103	98	495	483	495	21	28	22	27	35	28	45	35	44	6	2	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	74	311	27492	101	98	96	496	490	486	20	22	27	27	33	32	46	40	38	7	4	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	13	34785	NC	130	94	NC	514	517	NC	11	10	NC	22	23	NC	67	56	NC	0	11
Students with Disabilities	NC	41	8428	NC	108	98	NC	440	472	NC	80	38	NC	10	30	NC	10	29	NC	0	3
Students without Disabilities	73	289	66264	100	100	99	497	493	503	20	20	17	27	34	27	47	42	48	6	4	8
Limited English Proficient Students	24	194	14363	NA	NA	109	443	479	459	60	31	47	30	37	34	10	30	19	0	2	1
Migrant Students	NC	29	814				NC	482	475	NC	35	33	NC	35	37	NC	31	27	NC	0	2
Economically Disadvantaged	45	223	24507				473	478	480	39	32	31	29	36	33	29	32	33	3	1	3
Non-Economically Disadvantaged	34	107	50185				519	517	511	3	3	13	24	28	24	64	60	53	9	9	10

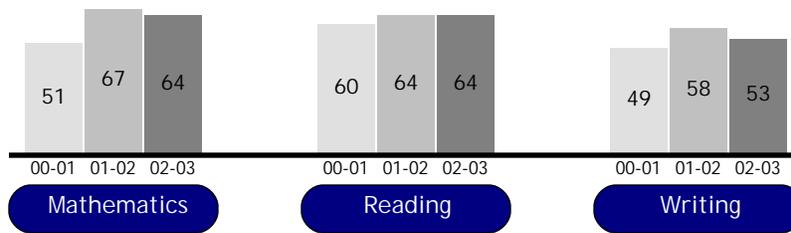
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

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
2	Reading	92	54	36	53	99	52	41	44	98	60	46	50
	Language	92	56	27	45	99	42	30	39	97	54	32	43
	Mathematics	97	67	46	56	100	54	51	52	98	70	50	57
3	Reading	96	44	29	50	100	48	31	43	100	52	40	47
	Language	95	54	40	55	100	61	43	50	100	66	53	54
	Mathematics	96	72	45	53	100	76	54	50	100	78	64	54
4	Reading	98	36	36	55	97	42	29	47	100	55	41	52
	Language	98	41	40	50	97	48	37	45	97	59	43	48
	Mathematics	98	50	50	56	99	57	50	52	97	71	55	57
5	Reading	97	51	38	51	100	41	35	46	96	44	38	50
	Language	99	46	39	46	100	45	41	43	100	52	43	46
	Mathematics	99	61	53	56	100	65	58	54	99	60	56	57

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

We have a Safety Committee comprised of certified and classified staff. The committee meets monthly and is responsible for reporting and remediating safety issues. Parents are informed via the site council and PTSO group.

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	Gloria Arzate	(520) 364-2442
Transportation Policy	Bruce Andrews	(520) 364-2447
Community Resources	Gloria Arzate	(520) 364-2442
School Nutrition Programs	Jose Natividad	(520) 364-5641
Parent Organization	Alvina Hoyack	(520) 364-5417
Student Health/Nurse	Yolanda Caruso	(520) 364-3462

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