

Alma Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1313 W. Medina, Mesa, AZ 85202

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

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 : Ms. Lillian H. Satterlie
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 755
Web Address :
Phone Number : (480) 472-3902
Fax Number : (480) 472-3919
E-mail : lhsatter@mps.az.org

Mission

Alma is dedicated to the pursuit of excellence through students, teachers and parents working together to promote and encourage literacy, develop critical thinking and problem solving skills and ultimately to produce well-rounded, global citizens.

School / Academic Goals

- Û Implement a mathematics program that uses Arizona State Standards to provide Alma students with the knowledge and skills to reason, communicate and solve problems mathematically and logically.
- Û Implement a reading, writing and language program that uses Arizona State Standards to ensure that students acquire the necessary skills to become fluent readers and effective communicators.

Instructional Programs

- Û Comprehensive K-6 Curriculum
- Û Primary Reading Remediation Program
- Û Special Education Preschool
- Û Computer-Assisted Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 839
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 85

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Academic Goals
- Ü Customer Satisfaction Goals

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	18.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	7	0	0
4 to 6 years	4	5	0	0
7 to 9 years	3	2	0	0
10 or more years	3	18	0	0

Shared Responsibilities

School

Opportunities are provided throughout the year for both on-site and at-home parent involvement. Newsletters, PTO events, curriculum night, homework activities and parent conferences are a few examples of efforts to inform and involve our parents.

Parents

Parents are responsible for participating actively in their child's education. From ensuring daily and punctual attendance to support of academic, behavioral and organizational expectations, parent involvement is elemental in student success.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Community Sports Program
- Ü Scouting Program
- Ü Kid's Korner Afterschool Program

Social Services

- Ü Afterschool Program - Kid's Korner
- Ü Recreational Activities
- Ü Lunch Program
- Ü Crisis Intervention

Transportation Policy

Busing is provided for all students who live more than one mile from their assigned school. Transportation is not provided for open enrollment students. Bus services are available for special education students and those enrolled in gifted programs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Accelerated Reader Program implemented in grades two, three, four, and five.

- ü Conducted a yearly Battle of the Books contest, Spelling Bee and National Geographic Competition contests to promote reading, literacy and social studies.

School Honors

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

Award/Honor	Year
ü Classified Employee of the Month for MPS	2000
ü Who's Who In American Education	2000
ü Presidential Fitness Program	2000
ü Honorable Mention in District Writing Contest	2001

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	29	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	2	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	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	71	86
Grades 3-4	83	93
Grades 4-5	64	75
Grades 5-6	76	91

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	87	5599	75372	101	98	101	553	536	523	0	5	9	13	18	25	38	38	36	49	39	30
All Students (Prior Year)	113	5637	70809	NA	NA	NA	526	529	518	13	6	11	19	21	27	30	37	35	38	36	27
Female	46	2725	36901	102	99	101	551	536	524	0	5	8	17	19	25	38	38	36	45	39	31
Male	41	2874	38385	100	98	101	555	536	523	0	5	9	8	17	24	38	38	36	54	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	29	1758	29103	97	98	99	541	522	510	0	6	12	14	25	31	50	42	36	36	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	44	3280	34597	102	98	98	565	544	535	0	3	4	11	14	20	27	37	38	61	46	38
Students with Disabilities	NC	544	8057	NC	101	99	NC	500	496	NC	23	23	NC	25	31	NC	29	28	NC	23	17
Students without Disabilities	85	5055	67315	101	98	101	552	539	525	0	4	8	13	17	24	39	39	37	48	40	31
Limited English Proficient Students	NC	606	16925	NC	109	112	NC	490	482	NC	14	27	NC	39	40	NC	43	26	NC	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	35	2269	26325				529	519	504	0	8	15	21	26	34	55	40	33	24	26	18
Non-Economically Disadvantaged	52	3330	49047				567	546	530	0	3	6	8	13	21	28	37	37	64	47	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	87	5584	75221	101	98	101	534	528	523	4	5	8	9	12	16	59	59	56	28	23	21
All Students (Prior Year)	115	5645	70860	NA	NA	NA	529	532	524	4	5	9	20	13	17	48	47	45	29	36	30
Female	46	2719	36833	102	98	100	534	531	526	5	4	6	5	11	15	67	59	56	24	25	23
Male	41	2865	38319	100	98	101	535	525	520	3	6	9	14	13	17	51	59	56	32	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	29	1750	29019	97	98	99	525	518	513	5	7	12	9	18	21	73	60	55	14	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	44	3278	34543	102	98	97	545	533	531	0	4	4	9	9	12	50	59	58	41	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	85	5041	67215	101	98	101	534	530	524	4	4	7	9	12	16	60	60	56	27	24	21
Limited English Proficient Students	NC	598	16853	NC	107	112	NC	487	489	NC	19	29	NC	48	36	NC	33	32	NC	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	35	2266	26256				517	516	509	7	10	14	14	19	24	69	57	51	10	14	11
Non-Economically Disadvantaged	52	3318	48965				545	534	528	2	3	5	6	8	13	54	60	58	38	29	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	85	5503	73654	99	97	99	530	530	530	4	7	9	13	12	13	78	77	70	5	5	7
All Students (Prior Year)	109	5419	68592	NA	NA	NA	541	546	542	5	6	9	16	10	12	67	67	63	12	16	16
Female	46	2681	36239	102	97	99	530	536	537	5	5	7	12	10	11	76	78	72	7	8	10
Male	39	2821	37301	95	96	98	530	525	523	3	8	12	14	13	15	80	75	68	3	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	29	1731	28348	97	97	96	526	522	520	5	9	13	5	15	17	86	72	65	5	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	43	3221	33924	100	96	96	536	535	537	0	4	5	16	10	10	77	80	75	7	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	83	4991	66348	99	97	100	530	532	531	4	5	8	13	11	13	77	78	71	5	5	8
Limited English Proficient Students	NC	591	16422	NC	106	109	NC	492	495	NC	33	30	NC	22	27	NC	44	43	NC	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	33	2230	25711				517	519	514	7	12	16	19	17	19	74	68	61	0	3	3
Non-Economically Disadvantaged	52	3273	47943				537	536	535	2	3	7	10	9	11	80	81	74	8	7	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	115	5726	76230	97	98	101	511	517	498	6	6	12	30	31	38	16	13	12	49	50	37
All Students (Prior Year)	118	5695	72888	NA	NA	NA	509	512	494	6	8	14	35	34	40	12	12	12	47	47	34
Female	62	2807	37247	95	98	100	512	517	500	6	5	11	26	33	40	23	13	13	45	49	37
Male	53	2914	38725	98	97	101	509	517	497	6	8	14	33	29	37	8	13	12	52	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	31	1717	28100	94	99	98	490	497	482	14	10	18	43	41	47	10	14	11	33	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	67	3411	35389	99	97	96	516	527	514	5	4	6	28	25	32	17	13	14	51	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	107	5163	67208	95	97	100	513	519	500	4	5	12	29	30	38	17	13	12	50	52	38
Limited English Proficient Students	13	566	14826	87	111	113	NA	458	460	NA	30	31	NA	54	51	NA	7	8	NA	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	36	2180	25037				484	494	477	15	11	21	46	43	47	12	13	11	27	32	21
Non-Economically Disadvantaged	79	3546	51193				521	528	507	3	4	9	24	24	35	17	13	13	56	59	43

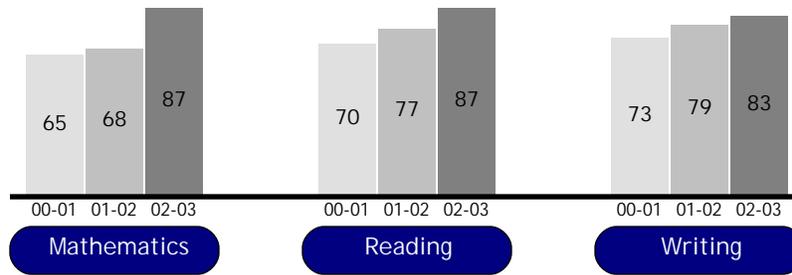
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5721	76202	97	98	101	504	510	505	10	11	19	32	21	24	51	53	46	7	14	11
All Students (Prior Year)	116	5688	72779	NA	NA	NA	507	510	505	17	13	21	19	19	20	52	48	43	12	20	15
Female	62	2811	37231	95	98	100	505	512	507	9	9	16	28	20	24	55	56	48	8	16	13
Male	53	2906	38718	98	97	101	503	509	503	10	13	22	35	23	24	48	51	44	6	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	31	1708	28090	94	98	98	498	503	497	24	18	28	33	27	30	33	47	37	10	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	67	3411	35371	99	97	96	506	514	512	6	7	10	29	18	20	57	57	54	8	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	107	5155	67105	95	97	100	505	511	506	10	10	18	30	21	24	53	55	47	7	15	12
Limited English Proficient Students	13	563	14780	87	110	113	NA	485	486	NA	52	50	NA	32	32	NA	16	18	NA	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	36	2173	24961				496	503	495	23	19	32	38	28	30	35	46	34	4	7	4
Non-Economically Disadvantaged	79	3548	51241				506	514	509	5	7	14	29	18	22	57	57	51	8	17	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	114	5622	74692	96	96	99	511	510	502	7	12	18	29	26	27	56	53	47	8	9	8
All Students (Prior Year)	116	5511	70710	NA	NA	NA	517	523	512	14	11	17	28	24	26	42	46	42	16	19	16
Female	62	2776	36710	95	97	99	512	516	509	6	9	14	26	24	26	60	56	50	8	10	10
Male	52	2843	37742	96	95	98	510	504	495	9	16	22	32	27	28	51	50	44	9	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	31	1689	27492	94	97	96	494	493	486	14	20	27	38	33	32	43	44	38	5	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	66	3344	34785	97	95	94	518	519	517	5	9	10	25	23	23	61	58	56	9	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	106	5120	66264	94	96	99	513	512	503	5	12	17	29	26	27	58	54	48	8	9	8
Limited English Proficient Students	13	552	14363	87	108	109	NA	451	459	NA	62	47	NA	26	34	NA	12	19	NA	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	36	2143	24507				489	491	480	12	22	31	42	32	33	46	42	33	0	4	3
Non-Economically Disadvantaged	78	3479	50185				519	520	511	5	8	13	24	23	24	59	59	53	11	11	10

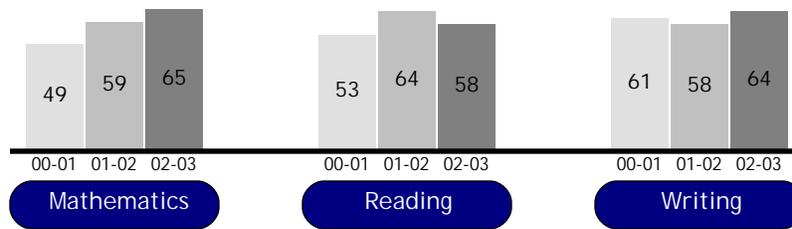
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	57	60	53	100	54	51	44	90	57	61	50
	Language	97	41	47	45	100	39	42	39	91	44	49	43
	Mathematics	96	54	63	56	100	50	57	52	97	51	67	57
3	Reading	93	57	56	50	100	48	50	43	98	57	57	47
	Language	95	60	58	55	100	56	53	50	99	63	61	54
	Mathematics	97	68	60	53	99	52	55	50	99	69	64	54
4	Reading	93	56	61	55	99	54	51	47	100	57	62	52
	Language	91	53	53	50	100	47	47	45	99	56	54	48
	Mathematics	91	62	66	56	100	59	59	52	99	66	68	57
5	Reading	99	55	59	51	99	51	51	46	97	53	59	50
	Language	97	47	50	46	99	41	45	43	97	49	53	46
	Mathematics	98	66	66	56	99	64	63	54	91	65	68	57
6	Reading	98	63	62	54	99	59	56	49	95	57	62	53
	Language	100	55	52	46	99	51	47	42	94	53	53	45
	Mathematics	100	73	73	61	99	71	71	58	98	71	75	62

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

At Alma we emphasize safety, manners, respect and responsibility daily. We also emphasize community awareness in driving safely around our campus. All employees have been trained in the Schoolwide Crisis Plan and monthly drills are implemented.

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	Lillian H. 'Lou' Satterlie	(480) 472-3900
Transportation Policy	Transportation Dept.	(480) 472-0178
Community Resources	Community Relations	(480) 472-0222
School Nutrition Programs	Food & Nutrition	(480) 472-0900
Parent Organization	Miki Smith	(480) 472-3900
Student Health/Nurse	Dorothy O'Neal	(480) 472-3904

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