

# Irving Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

3220 E. Pueblo Avenue, Mesa, AZ 85204

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 LEARNS<sup>1</sup>

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. Brenda Hacker  
Schedule : 7:30 AM to 3:30 PM  
Grades : Pre-K-6  
2003 Enrollment : 646  
Web Address : www.mps.az.org  
Phone Number : (480) 472-1700  
Fax Number : (480) 472-1699  
E-mail : rlopez@mps.az.org

### Mission

To provide quality teaching in a positive, safe environment that emphasizes reading, mathematics, writing, creativity, thinking skills, technology and the physical/social development that helps prepare students for their future education/lifeskills.

### School / Academic Goals

ü The student average (mean) score on the district math and reading exams will equal or exceed 75% correct responses.

ü The student scores on the Stanford 9 Achievement Test will equal or exceed national norms.

### Instructional Programs

ü Comprehensive Elementary  
ü On-site Special Education  
ü Gifted  
ü Preschool-Community Education

### Enrollment

October 1, 2002 School Year Student Enrollment : 649  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 38

### 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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü School Safety Issues
- Ü Attendance
- Ü Homework
- Ü Parent/Educator Relations
- Ü Customer Service

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	5.00	Teacher Aide	9.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	11	25	0	0

Shared Responsibilities

School

Keep parents informed of and involved with the academic and social progress of children. Provide a positive and safe learning environment. Provide parents with opportunities for school involvement. Select and supervise qualified school personnel.

Parents

Get student to school on time, well fed and appropriately clothed. Attend conferences and parent meetings. Work cooperatively and communicate with the school to support student academic achievement. Support effort in homework, school activities, etc.

Resources Available at School Site

Special Facilities

- Ü Power Mac Lab
- Ü PC Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Community Education
- Ü Intramural Sports

Social Services

- Ü Breakfast Program, Lunch Program
- Ü Community Classes
- Ü Afterschool Program
- Ü Recreational Activities

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Irving exceeded district test goals.

Ü Irving exceeded national and state norms on the Stanford 9.

School Honors

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

Award/Honor	Year
Ü Teachers Recognized for United Way Efforts	2001
Ü Teachers Featured on MPS-TV	2000
Ü Teachers Featured in Who's Who in Education	1999
Ü Teachers Selected for Leadership	1998

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	24	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	5	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	68	74
Grades 3-4	73	67
Grades 4-5	75	75
Grades 5-6	86	81

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	86	5599	75372	100	98	101	535	536	523	5	5	9	23	18	25	33	38	36	38	39	30
All Students (Prior Year)	92	5637	70809	NA	NA	NA	538	529	518	2	6	11	16	21	27	48	37	35	34	36	27
Female	44	2725	36901	100	99	101	526	536	524	8	5	8	28	19	25	28	38	36	38	39	31
Male	42	2874	38385	100	98	101	543	536	523	2	5	9	20	17	24	39	38	36	39	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	17	1758	29103	89	98	99	513	522	510	8	6	12	33	25	31	33	42	36	25	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	63	3280	34597	103	98	98	539	544	535	5	3	4	22	14	20	33	37	38	40	46	38
Students with Disabilities	11	544	8057	100	101	99	494	500	496	30	23	23	30	25	31	20	29	28	20	23	17
Students without Disabilities	75	5055	67315	100	98	101	540	539	525	1	4	8	23	17	24	35	39	37	41	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	21	2269	26325				505	519	504	11	8	15	42	26	34	26	40	33	21	26	18
Non-Economically Disadvantaged	65	3330	49047				544	546	530	3	3	6	18	13	21	35	37	37	44	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	85	5584	75221	99	98	101	529	528	523	4	5	8	13	12	16	63	59	56	21	23	21
All Students (Prior Year)	95	5645	70860	NA	NA	NA	532	532	524	1	5	9	11	13	17	55	47	45	33	36	30
Female	43	2719	36833	98	98	100	528	531	526	5	4	6	10	11	15	62	59	56	23	25	23
Male	42	2865	38319	100	98	101	529	525	520	2	6	9	15	13	17	63	59	56	20	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	16	1750	29019	84	98	99	513	518	513	9	7	12	9	18	21	82	60	55	0	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	63	3278	34543	103	98	97	531	533	531	3	4	4	13	9	12	60	59	58	24	28	26
Students with Disabilities	11	543	8006	100	100	99	504	501	505	20	26	22	20	22	23	50	41	42	10	11	13
Students without Disabilities	74	5041	67215	99	98	101	532	530	524	1	4	7	11	12	16	64	60	56	23	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	21	2266	26256				508	516	509	5	10	14	37	19	24	53	57	51	5	14	11
Non-Economically Disadvantaged	64	3318	48965				535	534	528	3	3	5	5	8	13	66	60	58	26	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	86	5503	73654	100	97	99	529	530	530	4	7	9	17	12	13	74	77	70	5	5	7
All Students (Prior Year)	92	5419	68592	NA	NA	NA	548	546	542	2	6	9	8	10	12	80	67	63	10	16	16
Female	44	2681	36239	100	97	99	531	536	537	3	5	7	20	10	11	70	78	72	8	8	10
Male	42	2821	37301	100	96	98	528	525	523	5	8	12	15	13	15	78	75	68	2	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	17	1731	28348	89	97	96	529	522	520	0	9	13	33	15	17	58	72	65	8	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	63	3221	33924	103	96	96	529	535	537	5	4	5	14	10	10	76	80	75	5	6	9
Students with Disabilities	11	512	7306	100	95	90	510	501	506	10	28	24	30	19	20	50	49	52	10	4	4
Students without Disabilities	75	4991	66348	100	97	100	532	532	531	3	5	8	15	11	13	77	78	71	4	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	21	2230	25711				510	519	514	11	12	16	26	17	19	63	68	61	0	3	3
Non-Economically Disadvantaged	65	3273	47943				535	536	535	2	3	7	15	9	11	77	81	74	6	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	87	5726	76230	98	98	101	511	517	498	8	6	12	33	31	38	11	13	12	49	50	37
All Students (Prior Year)	93	5695	72888	NA	NA	NA	507	512	494	6	8	14	42	34	40	16	12	12	37	47	34
Female	37	2807	37247	100	98	100	519	517	500	0	5	11	29	33	40	14	13	13	57	49	37
Male	50	2914	38725	96	97	101	504	517	497	13	8	14	36	29	37	9	13	12	42	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	21	1717	28100	111	99	98	499	497	482	6	10	18	50	41	47	6	14	11	39	34	24
Asian/Pacific Islander	--	117	1447	--	97	95	--	534	527	--	2	5	--	31	26	--	10	11	--	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	59	3411	35389	94	97	96	518	527	514	7	4	6	25	25	32	14	13	14	54	58	48
Students with Disabilities	16	563	9022	107	107	105	463	475	465	40	25	31	40	40	43	10	13	8	10	23	17
Students without Disabilities	71	5163	67208	96	97	100	518	519	500	3	5	12	31	30	38	11	13	12	54	52	38
Limited English Proficient Students	NC	566	14826	NC	111	113	NC	458	460	NC	30	31	NC	54	51	NC	7	8	NC	9	10
Migrant Students	NC	39	837				NC	496	478	NC	0	19	NC	61	51	NC	11	8	NC	28	21
Economically Disadvantaged	33	2180	25037				473	494	477	16	11	21	59	43	47	19	13	11	6	32	21
Non-Economically Disadvantaged	54	3546	51193				536	528	507	2	4	9	15	24	35	6	13	13	77	59	43

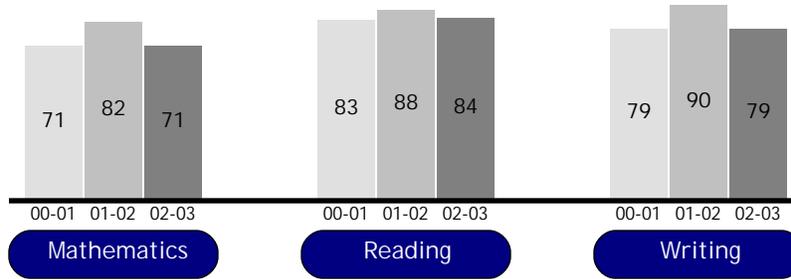
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5721	76202	99	98	101	507	510	505	9	11	19	22	21	24	57	53	46	13	14	11
All Students (Prior Year)	92	5688	72779	NA	NA	NA	511	510	505	8	13	21	16	19	20	57	48	43	19	20	15
Female	37	2811	37231	100	98	100	512	512	507	3	9	16	11	20	24	71	56	48	14	16	13
Male	51	2906	38718	98	97	101	503	509	503	14	13	22	30	23	24	45	51	44	11	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	21	1708	28090	111	98	98	503	503	497	11	18	28	28	27	30	61	47	37	0	8	5
Asian/Pacific Islander	--	116	1443	--	96	95	--	514	515	--	9	9	--	29	19	--	47	53	--	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	60	3411	35371	95	97	96	509	514	512	7	7	10	18	18	20	56	57	54	18	17	16
Students with Disabilities	17	566	9097	113	107	106	494	496	493	11	29	39	67	32	27	22	33	29	0	6	5
Students without Disabilities	71	5155	67105	96	97	100	509	511	506	9	10	18	16	21	24	61	55	47	14	15	12
Limited English Proficient Students	NC	563	14780	NC	110	113	NC	485	486	NC	52	50	NC	32	32	NC	16	18	NC	0	1
Migrant Students	NC	39	832				NC	498	492	NC	29	36	NC	24	31	NC	41	31	NC	6	3
Economically Disadvantaged	33	2173	24961				497	503	495	16	19	32	42	28	30	39	46	34	3	7	4
Non-Economically Disadvantaged	55	3548	51241				514	514	509	4	7	14	8	18	22	69	57	51	19	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	85	5622	74692	96	96	99	518	510	502	7	12	18	22	26	27	65	53	47	7	9	8
All Students (Prior Year)	90	5511	70710	NA	NA	NA	528	523	512	4	11	17	28	24	26	54	46	42	14	19	16
Female	36	2776	36710	97	97	99	525	516	509	0	9	14	23	24	26	71	56	50	6	10	10
Male	49	2843	37742	94	95	98	511	504	495	13	16	22	21	27	28	59	50	44	8	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	21	1689	27492	111	97	96	511	493	486	6	20	27	22	33	32	72	44	38	0	4	4
Asian/Pacific Islander	--	114	1428	--	94	94	--	523	528	--	11	8	--	26	20	--	45	54	--	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	57	3344	34785	90	95	94	521	519	517	6	9	10	24	23	23	60	58	56	10	11	11
Students with Disabilities	15	502	8428	100	95	98	491	481	472	20	31	38	20	29	30	60	38	29	0	3	3
Students without Disabilities	70	5120	66264	95	96	99	520	512	503	6	12	17	22	26	27	65	54	48	7	9	8
Limited English Proficient Students	NC	552	14363	NC	108	109	NC	451	459	NC	62	47	NC	26	34	NC	12	19	NC	0	1
Migrant Students	NC	39	814				NC	494	475	NC	22	33	NC	33	37	NC	33	27	NC	11	2
Economically Disadvantaged	32	2143	24507				493	491	480	18	22	31	29	32	33	54	42	33	0	4	3
Non-Economically Disadvantaged	53	3479	50185				533	520	511	0	8	13	17	23	24	72	59	53	11	11	10

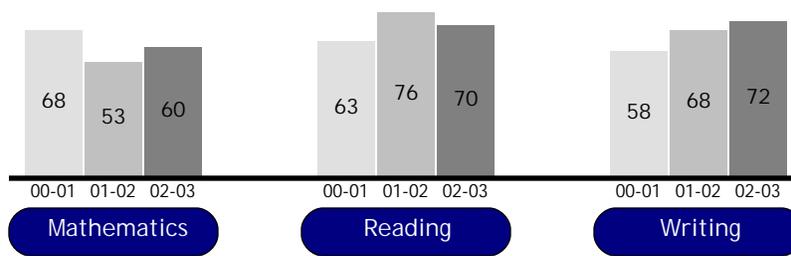
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	89	53	60	53	100	62	51	44	97	58	61	50
	Language	96	39	47	45	99	46	42	39	100	42	49	43
	Mathematics	95	52	63	56	100	61	57	52	99	59	67	57
3	Reading	99	53	56	50	100	56	50	43	89	61	57	47
	Language	99	52	58	55	100	53	53	50	98	59	61	54
	Mathematics	99	61	60	53	100	66	55	50	91	67	64	54
4	Reading	95	61	61	55	100	56	51	47	88	59	62	52
	Language	98	54	53	50	100	47	47	45	96	51	54	48
	Mathematics	97	58	66	56	99	67	59	52	94	67	68	57
5	Reading	94	60	59	51	100	44	51	46	87	61	59	50
	Language	98	46	50	46	100	51	45	43	87	54	53	46
	Mathematics	97	70	66	56	99	62	63	54	95	68	68	57
6	Reading	95	61	62	54	100	57	56	49	91	62	62	53
	Language	98	46	52	46	100	45	47	42	95	49	53	45
	Mathematics	99	73	73	61	100	73	71	58	97	72	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

We emphasize: quality teaching; rules that are enforced; high expectations for good behavior; regular communication with parents; RESPECT program teaches communication with each other; and staff commitment for an orderly/safe climate for learning.

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	Brenda Hacker	(480) 472-1700
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Brenda Hacker	(480) 472-1701
School Nutrition Programs	Peggy Altstock	(480) 472-1715
Parent Organization	Kellie Cook	(480) 472-1701
Student Health/Nurse	Kathy Klamka	(480) 472-1707

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)