

Longfellow Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

345 S. Hall Street, 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 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 : Mr. David L. Christensen
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 826
Web Address : mpsaz.org/longfellow
Phone Number : (480) 472-6550
Fax Number : (480) 472-6599
E-mail :

Mission

Our mission is to create lifelong learners who become productive and responsible citizens. We will provide a safe environment for maximum learning. Students, parents, teachers, and community members work together to make Longfellow a learning place.

School / Academic Goals

ü Every student will gain one year or more in reading, language and math as measured by Stanford and AIMS tests.

ü Our staff will provide quality service to students, parents and our community.

Instructional Programs

ü ESL Program
ü Standards Based Instruction
ü Pre School Classes
ü Family Literacy

Enrollment

October 1, 2002 School Year Student Enrollment : 838
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 127

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/4/2003
Last Day of School : 6/3/2004

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

Council Duties

- Ü Tardy/Attendance
- Ü Homework Policy
- Ü Discipline Policy
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	15.00	Teacher Aide	20.00

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

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

Shared Responsibilities

School

Longfellow School will provide a safe and secure environment for all students. Longfellow School will provide a rich and supportive educational environment. Longfellow School expects students to achieve their fullest potential.

Parents

Longfellow parents have a responsibility to provide a supportive, caring environment for their children. Parents need to help children arrive at school on time and be prepared to learn. Parents should be involved with their children's learning.

Resources Available at School Site

Special Facilities

- Ü Macintosh Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports Program
- Ü Afterschool Tutoring

Social Services

- Ü Breakfast/Lunch Program
- Ü Dental Program
- Ü School Counselor

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The ACE Club was created to reward/motivate students in grades 5 and 6, to make A's and B's on their report cards. They must maintain the high grades each quarter to remain in the club.

- ü ACES Club students are recognized for their commitment to earning high grades and serving the community by helping needy families in the neighborhood.

School Honors

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

Award/Honor	Year
ü 10-year Perfect Attendance Awarded to Staff Member	2002
ü MD Poster Child of the Year Awarded to Student	2002
ü 1st and 2nd Place Winners of MLK City Poster Contest	2002

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	26	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	9	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	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	59	72
Grades 3-4	91	86
Grades 4-5	82	95
Grades 5-6	91	89

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	120	5599	75372	98	98	101	539	536	523	4	5	9	16	18	25	34	38	36	46	39	30
All Students (Prior Year)	98	5637	70809	NA	NA	NA	514	529	518	10	6	11	28	21	27	41	37	35	21	36	27
Female	57	2725	36901	98	99	101	544	536	524	0	5	8	13	19	25	33	38	36	54	39	31
Male	63	2874	38385	97	98	101	536	536	523	7	5	9	18	17	24	34	38	36	41	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	99	1758	29103	97	98	99	538	522	510	4	6	12	17	25	31	35	42	36	44	27	20
Asian/Pacific Islander	--	125	1574	--	98	96	--	548	549	--	2	3	--	14	14	--	36	34	--	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	15	3280	34597	88	98	98	554	544	535	0	3	4	8	14	20	31	37	38	62	46	38
Students with Disabilities	10	544	8057	100	101	99	542	500	496	0	23	23	0	25	31	100	29	28	0	23	17
Students without Disabilities	110	5055	67315	97	98	101	539	539	525	4	4	8	16	17	24	33	39	37	46	40	31
Limited English Proficient Students	53	606	16925	126	109	112	525	490	482	0	14	27	25	39	40	50	43	26	25	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	120	2269	26325				539	519	504	4	8	15	16	26	34	34	40	33	46	26	18
Non-Economically Disadvantaged	--	3330	49047				--	546	530	--	3	6	--	13	21	--	37	37	--	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	119	5584	75221	97	98	101	522	528	523	3	5	8	24	12	16	54	59	56	19	23	21
All Students (Prior Year)	97	5645	70860	NA	NA	NA	514	532	524	9	5	9	16	13	17	57	47	45	18	36	30
Female	55	2719	36833	95	98	100	527	531	526	0	4	6	21	11	15	58	59	56	21	25	23
Male	64	2865	38319	98	98	101	519	525	520	5	6	9	25	13	17	52	59	56	18	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	100	1750	29019	98	98	99	523	518	513	2	7	12	25	18	21	50	60	55	23	15	13
Asian/Pacific Islander	--	125	1572	--	98	95	--	533	536	--	2	2	--	10	9	--	59	57	--	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	15	3278	34543	88	98	97	521	533	531	0	4	4	23	9	12	69	59	58	8	28	26
Students with Disabilities	10	543	8006	100	100	99	506	501	505	0	26	22	0	22	23	100	41	42	0	11	13
Students without Disabilities	109	5041	67215	96	98	101	522	530	524	3	4	7	24	12	16	54	60	56	19	24	21
Limited English Proficient Students	52	598	16853	124	107	112	503	487	489	0	19	29	25	48	36	75	33	32	0	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	119	2266	26256				522	516	509	3	10	14	24	19	24	54	57	51	19	14	11
Non-Economically Disadvantaged	--	3318	48965				--	534	528	--	3	5	--	8	13	--	60	58	--	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	118	5503	73654	96	97	99	528	530	530	3	7	9	16	12	13	78	77	70	3	5	7
All Students (Prior Year)	95	5419	68592	NA	NA	NA	538	546	542	12	6	9	10	10	12	67	67	63	12	16	16
Female	54	2681	36239	93	97	99	538	536	537	0	5	7	8	10	11	92	78	72	0	8	10
Male	64	2821	37301	98	96	98	522	525	523	5	8	12	20	13	15	70	75	68	5	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	99	1731	28348	97	97	96	527	522	520	2	9	13	19	15	17	75	72	65	4	4	5
Asian/Pacific Islander	--	124	1558	--	97	95	--	538	547	--	4	3	--	9	8	--	82	76	--	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	15	3221	33924	88	96	96	537	535	537	0	4	5	8	10	10	92	80	75	0	6	9
Students with Disabilities	10	512	7306	100	95	90	478	501	506	0	28	24	100	19	20	0	49	52	0	4	4
Students without Disabilities	108	4991	66348	96	97	100	529	532	531	3	5	8	15	11	13	79	78	71	3	5	8
Limited English Proficient Students	51	591	16422	121	106	109	511	492	495	0	33	30	25	22	27	75	44	43	0	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	118	2230	25711				528	519	514	3	12	16	16	17	19	78	68	61	3	3	3
Non-Economically Disadvantaged	--	3273	47943				--	536	535	--	3	7	--	9	11	--	81	74	--	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	105	5726	76230	98	98	101	499	517	498	11	6	12	37	31	38	18	13	12	35	50	37
All Students (Prior Year)	91	5695	72888	NA	NA	NA	489	512	494	7	8	14	53	34	40	18	12	12	22	47	34
Female	47	2807	37247	96	98	100	496	517	500	5	5	11	45	33	40	27	13	13	23	49	37
Male	58	2914	38725	100	97	101	501	517	497	14	8	14	31	29	37	11	13	12	43	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	87	1717	28100	98	99	98	495	497	482	12	10	18	39	41	47	20	14	11	29	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	11	3411	35389	92	97	96	529	527	514	0	4	6	22	25	32	22	13	14	56	58	48
Students with Disabilities	11	563	9022	100	107	105	524	475	465	0	25	31	0	40	43	0	13	8	100	23	17
Students without Disabilities	94	5163	67208	98	97	100	498	519	500	11	5	12	38	30	38	18	13	12	34	52	38
Limited English Proficient Students	53	566	14826	126	111	113	462	458	460	22	30	31	67	54	51	11	7	8	0	9	10
Migrant Students	NC	39	837				NC	496	478	NC	0	19	NC	61	51	NC	11	8	NC	28	21
Economically Disadvantaged	105	2180	25037				499	494	477	11	11	21	37	43	47	18	13	11	35	32	21
Non-Economically Disadvantaged	--	3546	51193				--	528	507	--	4	9	--	24	35	--	13	13	--	59	43

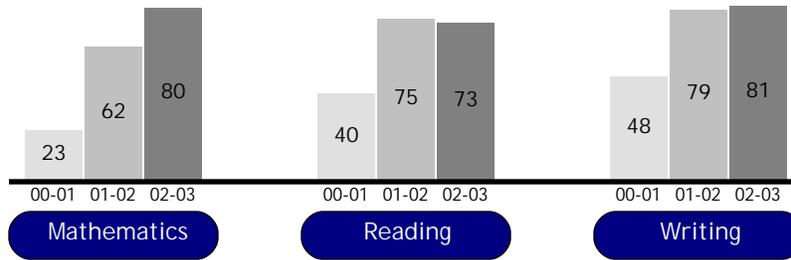
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5721	76202	98	98	101	504	510	505	12	11	19	30	21	24	54	53	46	4	14	11
All Students (Prior Year)	91	5688	72779	NA	NA	NA	497	510	505	26	13	21	28	19	20	36	48	43	10	20	15
Female	48	2811	37231	98	98	100	508	512	507	9	9	16	41	20	24	45	56	48	5	16	13
Male	57	2906	38718	98	97	101	501	509	503	14	13	22	23	23	24	60	51	44	3	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	88	1708	28090	99	98	98	504	503	497	15	18	28	32	27	30	49	47	37	5	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	10	3411	35371	83	97	96	501	514	512	11	7	10	22	18	20	67	57	54	0	17	16
Students with Disabilities	11	566	9097	100	107	106	494	496	493	0	29	39	100	32	27	0	33	29	0	6	5
Students without Disabilities	94	5155	67105	98	97	100	504	511	506	13	10	18	29	21	24	55	55	47	4	15	12
Limited English Proficient Students	54	563	14780	129	110	113	487	485	486	44	52	50	33	32	32	22	16	18	0	0	1
Migrant Students	NC	39	832				NC	498	492	NC	29	36	NC	24	31	NC	41	31	NC	6	3
Economically Disadvantaged	105	2173	24961				504	503	495	12	19	32	30	28	30	54	46	34	4	7	4
Non-Economically Disadvantaged	--	3548	51241				--	514	509	--	7	14	--	18	22	--	57	51	--	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	105	5622	74692	98	96	99	492	510	502	21	12	18	35	26	27	40	53	47	4	9	8
All Students (Prior Year)	84	5511	70710	NA	NA	NA	500	523	512	20	11	17	33	24	26	36	46	42	11	19	16
Female	48	2776	36710	98	97	99	496	516	509	18	9	14	36	24	26	41	56	50	5	10	10
Male	57	2843	37742	98	95	98	490	504	495	23	16	22	34	27	28	40	50	44	3	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	88	1689	27492	99	97	96	491	493	486	20	20	27	37	33	32	41	44	38	2	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	10	3344	34785	83	95	94	501	519	517	22	9	10	33	23	23	33	58	56	11	11	11
Students with Disabilities	11	502	8428	100	95	98	490	481	472	0	31	38	100	29	30	0	38	29	0	3	3
Students without Disabilities	94	5120	66264	98	96	99	492	512	503	21	12	17	34	26	27	41	54	48	4	9	8
Limited English Proficient Students	54	552	14363	129	108	109	455	451	459	56	62	47	44	26	34	0	12	19	0	0	1
Migrant Students	NC	39	814				NC	494	475	NC	22	33	NC	33	37	NC	33	27	NC	11	2
Economically Disadvantaged	105	2143	24507				492	491	480	21	22	31	35	32	33	40	42	33	4	4	3
Non-Economically Disadvantaged	--	3479	50185				--	520	511	--	8	13	--	23	24	--	59	53	--	11	10

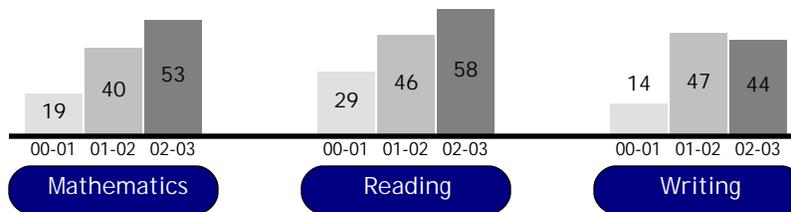
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	43	60	53	98	33	51	44	93	46	61	50
	Language	90	34	47	45	98	20	42	39	97	27	49	43
	Mathematics	92	49	63	56	98	57	57	52	96	63	67	57
3	Reading	87	30	56	50	98	28	50	43	93	28	57	47
	Language	94	32	58	55	98	38	53	50	97	48	61	54
	Mathematics	92	32	60	53	98	40	55	50	95	58	64	54
4	Reading	92	32	61	55	98	23	51	47	100	39	62	52
	Language	91	33	53	50	97	26	47	45	97	39	54	48
	Mathematics	95	51	66	56	97	35	59	52	96	56	68	57
5	Reading	85	31	59	51	99	23	51	46	91	30	59	50
	Language	92	30	50	46	96	23	45	43	98	31	53	46
	Mathematics	95	44	66	56	97	42	63	54	97	55	68	57
6	Reading	93	35	62	54	99	35	56	49	93	41	62	53
	Language	100	25	52	46	99	34	47	42	99	41	53	45
	Mathematics	93	45	73	61	99	64	71	58	96	63	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

Longfellow is a uniform school. Our students are easy to monitor and strangers are easy to spot. Guests must register in the office and ID badges are required of all adults. Longfellow provides excellent supervision on the playground.

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	David Christensen	(480) 472-6525
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Kathy Bollinger	(480) 472-6596
School Nutrition Programs	Janice Carlson	(480) 472-6535
Parent Organization	PTO - Lori Black	(480) 472-6560
Student Health/Nurse	Debbie Frost	(480) 472-6597

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