

Lindbergh Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

930 S. Lazona, 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 : Mrs. Julianne K. O'Shea
Schedule : 7:30 AM to 3:15 PM
Grades : Pre-K-6
2003 Enrollment : 735
Web Address : www.mpsaz.org/Lindbergh
Phone Number : (480) 472-6300
Fax Number : (480) 472-6310
E-mail : jkoshea@mpsaz.org

Mission

Lindbergh School exists to provide a quality education for its students. The goal of the curriculum is to create strong, healthy personal identities that enable our students to deal effectively with whatever they encounter throughout life.

School / Academic Goals

ü Implement quality programs to develop skills in reading, language and math.

ü Implement quality programs to develop competence in science and social studies.

Instructional Programs

ü On-site Special Education
ü Sheltered English Immersion
ü Special Education Preschool/Head Start
ü Renaissance--Accelerated Reader/Math

Enrollment

October 1, 2002 School Year Student Enrollment : 758
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 108

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 8/14/2003
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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Community Development
- Ü Homework
- Ü Discipline
- Ü Attendance
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	43.30
Other Professional Staff	2.00	Teacher Aide	21.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	4	0	0
10 or more years	1	14	0	0

Shared Responsibilities

School

Lindbergh School is responsible for providing its students a quality education within a safe and attractive school environment. All materials required for learning will be provided without cost.

Parents

We encourage parent support and collaboration. This begins with supporting good attendance and punctuality, provision of proper nutrition, rest and attire, and includes supervision of their progress and monitoring homework assignments.

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Aesthetically Pleasing Campus

Extracurricular Activities

- Ü Journalism Club
- Ü Student Council/Multimedia Club
- Ü After School Crafts Program
- Ü Flag Football/Volleyball/Basketball

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

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 In Spring 2003, Lindbergh met their reading, math and language goals in 1st grade and 3rd through 6th grades.

ü Of the Quality Service Surveys returned by parents, 94% rated Lindbergh at either an A or B.

School Honors

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

Award/Honor	Year
ü Juvenile Court Grant	2002
ü Intel Teach to the Future Trainer	2000
ü Accelerated Reader Model Classrooms	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	6	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	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	53	56
Grades 3-4	95	81
Grades 4-5	66	75
Grades 5-6	79	90

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	85	5599	75372	101	98	101	525	536	523	9	5	9	23	18	25	34	38	36	34	39	30
All Students (Prior Year)	105	5637	70809	NA	NA	NA	504	529	518	21	6	11	25	21	27	32	37	35	22	36	27
Female	34	2725	36901	103	99	101	516	536	524	11	5	8	29	19	25	32	38	36	29	39	31
Male	51	2874	38385	100	98	101	531	536	523	7	5	9	19	17	24	36	38	36	38	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	49	1758	29103	102	98	99	513	522	510	9	6	12	32	25	31	38	42	36	21	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	26	3280	34597	100	98	98	542	544	535	8	3	4	15	14	20	23	37	38	54	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	79	5055	67315	101	98	101	530	539	525	6	4	8	24	17	24	34	39	37	36	40	31
Limited English Proficient Students	19	606	16925	158	109	112	471	490	482	25	14	27	50	39	40	25	43	26	0	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	85	2269	26325				525	519	504	9	8	15	23	26	34	34	40	33	34	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	85	5584	75221	101	98	101	513	528	523	13	5	8	14	12	16	63	59	56	10	23	21
All Students (Prior Year)	108	5645	70860	NA	NA	NA	515	532	524	15	5	9	18	13	17	43	47	45	24	36	30
Female	34	2719	36833	103	98	100	517	531	526	11	4	6	14	11	15	57	59	56	18	25	23
Male	51	2865	38319	100	98	101	511	525	520	14	6	9	14	13	17	67	59	56	5	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	49	1750	29019	102	98	99	507	518	513	18	7	12	12	18	21	65	60	55	6	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	26	3278	34543	100	98	97	526	533	531	8	4	4	12	9	12	62	59	58	19	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	79	5041	67215	101	98	101	516	530	524	10	4	7	13	12	16	66	60	56	10	24	21
Limited English Proficient Students	19	598	16853	158	107	112	469	487	489	75	19	29	25	48	36	0	33	32	0	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	85	2266	26256				513	516	509	13	10	14	14	19	24	63	57	51	10	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	84	5503	73654	100	97	99	515	530	530	17	7	9	14	12	13	66	77	70	3	5	7
All Students (Prior Year)	102	5419	68592	NA	NA	NA	530	546	542	15	6	9	11	10	12	61	67	63	13	16	16
Female	33	2681	36239	100	97	99	528	536	537	11	5	7	11	10	11	70	78	72	7	8	10
Male	51	2821	37301	100	96	98	507	525	523	21	8	12	16	13	15	63	75	68	0	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	48	1731	28348	100	97	96	507	522	520	24	9	13	15	15	17	62	72	65	0	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	25	3221	33924	96	96	96	529	535	537	4	4	5	12	10	10	76	80	75	8	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	79	4991	66348	101	97	100	518	532	531	13	5	8	15	11	13	69	78	71	3	5	8
Limited English Proficient Students	18	591	16422	150	106	109	448	492	495	75	33	30	25	22	27	0	44	43	0	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	84	2230	25711				515	519	514	17	12	16	14	17	19	66	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	79	5726	76230	99	98	101	488	517	498	10	6	12	48	31	38	13	13	12	30	50	37
All Students (Prior Year)	95	5695	72888	NA	NA	NA	481	512	494	16	8	14	44	34	40	19	12	12	21	47	34
Female	45	2807	37247	100	98	100	497	517	500	3	5	11	48	33	40	20	13	13	30	49	37
Male	34	2914	38725	97	97	101	476	517	497	19	8	14	48	29	37	3	13	12	29	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	45	1717	28100	98	99	98	482	497	482	8	10	18	59	41	47	14	14	11	19	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	24	3411	35389	100	97	96	507	527	514	8	4	6	29	25	32	13	13	14	50	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	71	5163	67208	99	97	100	492	519	500	8	5	12	47	30	38	14	13	12	31	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	79	2180	25037				488	494	477	10	11	21	48	43	47	13	13	11	30	32	21
Non-Economically Disadvantaged	--	3546	51193				--	528	507	--	4	9	--	24	35	--	13	13	--	59	43

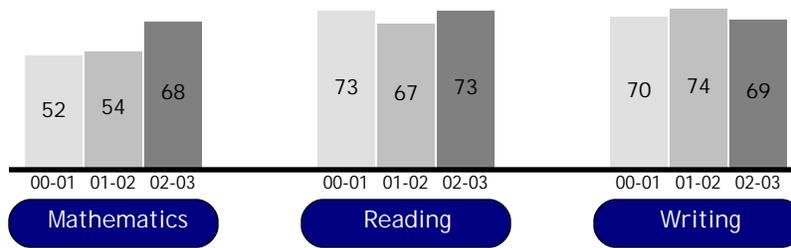
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	5721	76202	99	98	101	502	510	505	20	11	19	23	21	24	48	53	46	9	14	11
All Students (Prior Year)	94	5688	72779	NA	NA	NA	502	510	505	15	13	21	31	19	20	42	48	43	12	20	15
Female	45	2811	37231	100	98	100	502	512	507	15	9	16	23	20	24	60	56	48	3	16	13
Male	34	2906	38718	97	97	101	501	509	503	28	13	22	24	23	24	31	51	44	17	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	45	1708	28090	98	98	98	500	503	497	24	18	28	27	27	30	38	47	37	11	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	24	3411	35371	100	97	96	506	514	512	13	7	10	13	18	20	65	57	54	9	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	71	5155	67105	99	97	100	501	511	506	19	10	18	25	21	24	50	55	47	6	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	79	2173	24961				502	503	495	20	19	32	23	28	30	48	46	34	9	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	78	5622	74692	98	96	99	484	510	502	27	12	18	34	26	27	36	53	47	3	9	8
All Students (Prior Year)	95	5511	70710	NA	NA	NA	493	523	512	21	11	17	33	24	26	39	46	42	7	19	16
Female	45	2776	36710	100	97	99	492	516	509	18	9	14	40	24	26	40	56	50	3	10	10
Male	33	2843	37742	94	95	98	471	504	495	41	16	22	26	27	28	30	50	44	4	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	44	1689	27492	96	97	96	479	493	486	34	20	27	34	33	32	31	44	38	0	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	24	3344	34785	100	95	94	497	519	517	17	9	10	30	23	23	43	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	70	5120	66264	97	96	99	485	512	503	24	12	17	37	26	27	37	54	48	3	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	78	2143	24507				484	491	480	27	22	31	34	32	33	36	42	33	3	4	3
Non-Economically Disadvantaged	--	3479	50185				--	520	511	--	8	13	--	23	24	--	59	53	--	11	10

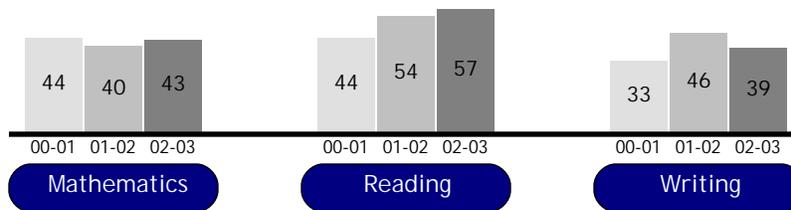
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	84	60	60	53	96	35	51	44	85	39	61	50
	Language	92	38	47	45	97	27	42	39	94	26	49	43
	Mathematics	90	54	63	56	97	48	57	52	94	48	67	57
3	Reading	85	47	56	50	100	33	50	43	92	42	57	47
	Language	91	45	58	55	100	41	53	50	93	47	61	54
	Mathematics	87	47	60	53	100	41	55	50	95	53	64	54
4	Reading	83	49	61	55	100	31	51	47	89	54	62	52
	Language	91	42	53	50	100	30	47	45	92	48	54	48
	Mathematics	90	58	66	56	100	36	59	52	97	57	68	57
5	Reading	81	60	59	51	100	32	51	46	91	51	59	50
	Language	95	48	50	46	100	29	45	43	95	38	53	46
	Mathematics	92	64	66	56	100	46	63	54	97	48	68	57
6	Reading	88	55	62	54	100	37	56	49	95	45	62	53
	Language	94	39	52	46	100	32	47	42	96	34	53	45
	Mathematics	94	70	73	61	100	53	71	58	100	62	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

Lindbergh's Discipline Program is only one component of a Schoolwide Plan which fosters appreciation of diversity and cultivates an environment of inclusion for all to feel welcome and comfortable.

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	Julianne O'Shea	(480) 472-6300
Transportation Policy	Judy Willis	(480) 472-0223
Community Resources	Julianne O'Shea	(480) 472-6323
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Juliane O'Shea	(480) 472-6322
Student Health/Nurse	Irene Quinonez	(480) 472-6321

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