

MacArthur Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1435 E. McLellan Road, Mesa, AZ 85203

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 *

Highly 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. Lee McKenzie
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 629
Web Address : www.mpsaz.org/macarthur/
Phone Number : (480) 472-7800
Fax Number : (480) 472-7824
E-mail : Immckenzen@mpsaz.org

Mission

To prepare our students to be successful, contributing members of society by teaching the essential skills of literacy, lifelong learning, citizenship and leadership; using the most effective techniques and maintaining the highest standards.

School / Academic Goals

- Û Increase student achievement by focusing on the state standards and district curriculum, utilizing effective instructional methods, and implementing a comprehensive assessment program.
- Û Increase student achievement through providing a safe and orderly learning environment and having high expectations for all students.

Instructional Programs

- Û Research Based Instructional Methods
- Û Computer and Information Literacy
- Û Reading Renaissance
- Û Gifted Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 695
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 75

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

Council Duties

- ü School Improvement
- ü Support Mission Activities
- ü Proactive Schoolwide Conflict Resolution
- ü Customer Satisfaction
- ü Extracurricular Activities
- ü Schoolwide Citizenship Skill Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.00	Teacher Aide	5.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	10	17	1	0

Shared Responsibilities

School

Provide relevant and motivating instruction. Provide for individual differences. Promote quality work. Give positive encouragement. Treat people with courtesy and respect. Communicate regularly with parents. Be positive role models for all children.

Parents

Check homework and make sure it is done properly and with quality. Involve children in reading activities on a daily basis. Make sure that children attend school regularly and on time. Positively encourage children. Participate in school activities.

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Multipurpose Room with Stage

Extracurricular Activities

- ü Instrumental Music
- ü Vocal Music
- ü American Girl Book Club
- ü After School Homework Labs

Social Services

- ü Lunch Program
- ü Health Services
- ü Community Classes
- 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 Students demonstrated academic improvement at all grade levels on district tests, the SAT 9 test and the AIMS test.

- ü Two grade levels had the highest percent correct ever and the highest number of students ever above the 50th percentile on the SAT 9 achievement test.

School Honors

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

Award/Honor	Year
ü School Spotlight Honoree	2001
ü Multiple Awards for School Web Site	2002
ü Multiple Writing Contest Winners Individuals and Groups	2003
ü Odyssey of the Mind Team - 2nd in State, 19th in World	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	0	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	65
Grades 3-4	77	79
Grades 4-5	71	70
Grades 5-6	85	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	101	5599	75372	100	98	101	544	536	523	6	5	9	9	18	25	41	38	36	44	39	30
All Students (Prior Year)	83	5637	70809	NA	NA	NA	536	529	518	4	6	11	24	21	27	35	37	35	37	36	27
Female	52	2725	36901	100	99	101	546	536	524	6	5	8	6	19	25	43	38	36	45	39	31
Male	49	2874	38385	100	98	101	542	536	523	6	5	9	13	17	24	38	38	36	43	39	30
African American	--	186	3589	--	96	96	--	516	501	--	9	18	--	30	33	--	39	33	--	22	16
Hispanic	14	1758	29103	108	98	99	510	522	510	17	6	12	8	25	31	50	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	84	3280	34597	99	98	98	549	544	535	5	3	4	10	14	20	39	37	38	46	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	94	5055	67315	100	98	101	547	539	525	5	4	8	9	17	24	38	39	37	47	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	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	101	3330	49047				544	546	530	6	3	6	9	13	21	41	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	101	5584	75221	100	98	101	534	528	523	4	5	8	13	12	16	52	59	56	31	23	21
All Students (Prior Year)	83	5645	70860	NA	NA	NA	540	532	524	5	5	9	6	13	17	48	47	45	41	36	30
Female	52	2719	36833	100	98	100	536	531	526	4	4	6	10	11	15	55	59	56	31	25	23
Male	49	2865	38319	100	98	101	530	525	520	4	6	9	17	13	17	49	59	56	30	22	18
African American	--	187	3597	--	96	97	--	516	510	--	9	14	--	20	22	--	57	53	--	14	11
Hispanic	14	1750	29019	108	98	99	530	518	513	8	7	12	25	18	21	42	60	55	25	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	84	3278	34543	99	98	97	534	533	531	4	4	4	12	9	12	54	59	58	31	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	94	5041	67215	100	98	101	536	530	524	2	4	7	12	12	16	53	60	56	33	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	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	101	3318	48965				534	534	528	4	3	5	13	8	13	52	60	58	31	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	100	5503	73654	99	97	99	528	530	530	6	7	9	16	12	13	74	77	70	3	5	7
All Students (Prior Year)	79	5419	68592	NA	NA	NA	549	546	542	4	6	9	9	10	12	74	67	63	13	16	16
Female	51	2681	36239	98	97	99	534	536	537	4	5	7	14	10	11	78	78	72	4	8	10
Male	49	2821	37301	100	96	98	522	525	523	9	8	12	19	13	15	70	75	68	2	3	5
African American	--	185	3488	--	95	94	--	517	515	--	12	16	--	17	18	--	67	62	--	3	4
Hispanic	13	1731	28348	100	97	96	502	522	520	9	9	13	45	15	17	45	72	65	0	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	84	3221	33924	99	96	96	531	535	537	6	4	5	13	10	10	77	80	75	4	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	93	4991	66348	99	97	100	530	532	531	4	5	8	17	11	13	76	78	71	3	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	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	100	3273	47943				528	536	535	6	3	7	16	9	11	74	81	74	3	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	95	5726	76230	98	98	101	536	517	498	1	6	12	19	31	38	10	13	12	70	50	37
All Students (Prior Year)	106	5695	72888	NA	NA	NA	537	512	494	2	8	14	16	34	40	10	12	12	72	47	34
Female	46	2807	37247	100	98	100	529	517	500	0	5	11	26	33	40	11	13	13	63	49	37
Male	49	2914	38725	96	97	101	544	517	497	2	8	14	11	29	37	9	13	12	77	51	37
African American	--	215	3594	--	93	96	--	490	476	--	15	22	--	42	46	--	12	11	--	32	21
Hispanic	12	1717	28100	92	99	98	512	497	482	0	10	18	38	41	47	25	14	11	38	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	78	3411	35389	99	97	96	539	527	514	1	4	6	17	25	32	9	13	14	73	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	91	5163	67208	97	97	100	538	519	500	1	5	12	16	30	38	10	13	12	72	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	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	95	3546	51193				536	528	507	1	4	9	19	24	35	10	13	13	70	59	43

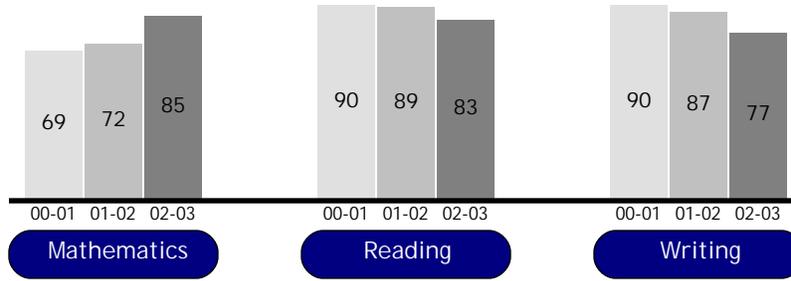
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5721	76202	96	98	101	516	510	505	2	11	19	13	21	24	68	53	46	17	14	11
All Students (Prior Year)	108	5688	72779	NA	NA	NA	519	510	505	8	13	21	11	19	20	51	48	43	30	20	15
Female	44	2811	37231	96	98	100	520	512	507	5	9	16	7	20	24	63	56	48	26	16	13
Male	49	2906	38718	96	97	101	513	509	503	0	13	22	18	23	24	73	51	44	9	13	10
African American	--	212	3600	--	92	97	--	501	497	--	22	28	--	26	29	--	45	39	--	7	5
Hispanic	10	1708	28090	77	98	98	511	503	497	17	18	28	0	27	30	67	47	37	17	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	78	3411	35371	99	97	96	517	514	512	1	7	10	13	18	20	68	57	54	17	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	90	5155	67105	96	97	100	517	511	506	1	10	18	13	21	24	69	55	47	17	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	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	93	3548	51241				516	514	509	2	7	14	13	18	22	68	57	51	17	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	95	5622	74692	98	96	99	522	510	502	4	12	18	21	26	27	64	53	47	10	9	8
All Students (Prior Year)	108	5511	70710	NA	NA	NA	545	523	512	3	11	17	11	24	26	60	46	42	26	19	16
Female	46	2776	36710	100	97	99	526	516	509	4	9	14	22	24	26	60	56	50	13	10	10
Male	49	2843	37742	96	95	98	518	504	495	5	16	22	20	27	28	68	50	44	7	7	6
African American	--	210	3516	--	91	94	--	492	487	--	23	26	--	27	31	--	49	39	--	1	4
Hispanic	12	1689	27492	92	97	96	503	493	486	13	20	27	38	33	32	38	44	38	13	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	78	3344	34785	99	95	94	526	519	517	3	9	10	18	23	23	68	58	56	11	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	91	5120	66264	97	96	99	523	512	503	5	12	17	20	26	27	66	54	48	10	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	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	95	3479	50185				522	520	511	4	8	13	21	23	24	64	59	53	10	11	10

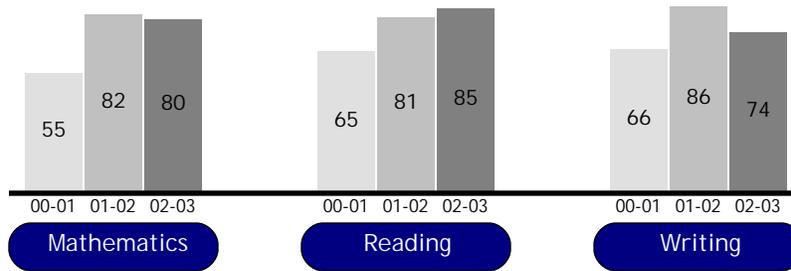
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	59	60	53	100	63	51	44	96	74	61	50
	Language	100	42	47	45	100	49	42	39	99	57	49	43
	Mathematics	99	57	63	56	100	64	57	52	96	77	67	57
3	Reading	92	70	56	50	100	56	50	43	95	62	57	47
	Language	95	67	58	55	100	54	53	50	98	64	61	54
	Mathematics	96	62	60	53	98	50	55	50	98	62	64	54
4	Reading	97	77	61	55	100	64	51	47	93	71	62	52
	Language	98	65	53	50	100	68	47	45	98	58	54	48
	Mathematics	95	79	66	56	99	74	59	52	98	69	68	57
5	Reading	95	65	59	51	100	71	51	46	97	74	59	50
	Language	100	57	50	46	100	66	45	43	97	65	53	46
	Mathematics	98	75	66	56	99	81	63	54	99	79	68	57
6	Reading	96	70	62	54	100	64	56	49	93	79	62	53
	Language	98	56	52	46	100	56	47	42	96	69	53	45
	Mathematics	95	80	73	61	100	81	71	58	100	89	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 have developed a schoolwide Conflict Resolution Plan. This proactive method of conflict resolution emphasizes stopping behavior that is causing conflict and developing a plan to resolve this conflict and prevent future conflict.

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	Lee McKenzie	(480) 472-7800
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Community Relations	(480) 472-7201
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Julie Vaughan	(480) 472-7786
Student Health/Nurse	Irene Quinones	(480) 472-7800

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