

Ishikawa Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2635 N. 32nd Street, Mesa, AZ 85213

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 : Mrs. Shelley L. Heath
Schedule : 7:20 AM to 3:50 PM
Grades : K-6
2003 Enrollment : 829
Web Address : mpsaz.org/ishikawa
Phone Number : (480) 472-7700
Fax Number : (480) 472-7686
E-mail :

Mission

The mission of Ishikawa is to provide a positive and successful learning experience for each child. A variety of instructional and grouping techniques are used to meet the needs of all children. Our school theme is Dragon Pride + 5 for 2003-04.

School / Academic Goals

ü To maintain high performance on the Stanford 9 Achievement Test and Arizona's Instrument to Measure Standards (grades 3 and 5) in reading, math and language.

ü Students recognize reading as an important life skill. They will gain understanding and comprehension using a variety of texts including fiction, non-fiction, classic and contemporary works.

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Character/Responsibility Education
- ü Outdoor School 5th Grade

Enrollment

October 1, 2002 School Year Student Enrollment : 869
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 77

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)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Discipline
- Ü Homework
- Ü Attendance
- Ü Annual Theme/Focus
- Ü Academic Goal Setting
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	1.00	Teacher Aide	23.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	3	0	0
10 or more years	11	16	1	0

Shared Responsibilities

School

Our responsibility to communicate expectations and student progress is done through Learning Expo Night, progress reports, report cards and Parent/Teacher conferences. Communication regarding the school's activities is in the bi-weekly newsletter.

Parents

Parents have the responsibility to get their child to school on time each and every school day. We at Ishikawa believe in a team-approach to teaching our students. We feel that when the parent and school work together, the child meets with success.

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports
- Ü Math Challenge Club/6th Grade Math Club
- Ü Chess Club

Social Services

- Ü Lunch Program
- Ü Afterschool Program
- Ü Health Services
- 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. Bus riding is a privilege.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They perform in the top percentiles of the East Valley in reading.
- ü Students at Ishikawa performed very well on the Stanford 9 Achievement Test. They perform in the top percentiles of the East Valley in math. They achieved second place in the district math challenge competition.

School Honors

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

Award/Honor	Year
ü Won Eleanor Roosevelt Teacher Fellowship Award	2003
ü Won Maricopa County Regional 6th Grade Math Challenge	2002
ü Best Teacher Essay Recipient	1998
ü Varied Student Awards	1999

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	15	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	2	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	66	77
Grades 3-4	82	82
Grades 4-5	74	79
Grades 5-6	83	86

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	104	5599	75372	100	98	101	535	536	523	10	5	9	15	18	25	29	38	36	46	39	30
All Students (Prior Year)	124	5637	70809	NA	NA	NA	540	529	518	2	6	11	26	21	27	26	37	35	45	36	27
Female	50	2725	36901	100	99	101	535	536	524	10	5	8	12	19	25	32	38	36	46	39	31
Male	54	2874	38385	100	98	101	536	536	523	10	5	9	18	17	24	27	38	36	45	39	30
African American	--	186	3589	--	96	96	--	516	501	--	9	18	--	30	33	--	39	33	--	22	16
Hispanic	14	1758	29103	100	98	99	537	522	510	0	6	12	29	25	31	14	42	36	57	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	18	224	5086	100	100	114	464	502	491	44	17	22	44	33	38	13	34	28	0	16	12
White	69	3280	34597	100	98	98	551	544	535	3	3	4	8	14	20	35	37	38	55	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	97	5055	67315	100	98	101	536	539	525	10	4	8	14	17	24	29	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	NC	47	869				NC	519	501	NC	10	17	NC	24	30	NC	43	39	NC	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	104	3330	49047				535	546	530	10	3	6	15	13	21	29	37	37	46	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	104	5584	75221	100	98	101	529	528	523	7	5	8	14	12	16	52	59	56	27	23	21
All Students (Prior Year)	124	5645	70860	NA	NA	NA	533	532	524	2	5	9	14	13	17	44	47	45	39	36	30
Female	50	2719	36833	100	98	100	529	531	526	7	4	6	15	11	15	49	59	56	29	25	23
Male	54	2865	38319	100	98	101	529	525	520	6	6	9	14	13	17	55	59	56	25	22	18
African American	--	187	3597	--	96	97	--	516	510	--	9	14	--	20	22	--	57	53	--	14	11
Hispanic	14	1750	29019	100	98	99	509	518	513	0	7	12	43	18	21	57	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	18	221	5071	100	99	114	492	507	502	31	17	20	25	23	27	44	50	46	0	10	8
White	69	3278	34543	100	98	97	536	533	531	2	4	4	9	9	12	55	59	58	35	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	97	5041	67215	100	98	101	529	530	524	7	4	7	13	12	16	53	60	56	27	24	21
Limited English Proficient Students	NC	598	16853	NC	107	112	NC	487	489	NC	19	29	NC	48	36	NC	33	32	NC	0	3
Migrant Students	NC	48	866				NC	519	503	NC	5	19	NC	18	23	NC	50	49	NC	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	104	3318	48965				529	534	528	7	3	5	14	8	13	52	60	58	27	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	101	5503	73654	97	97	99	537	530	530	4	7	9	13	12	13	75	77	70	8	5	7
All Students (Prior Year)	122	5419	68592	NA	NA	NA	566	546	542	5	6	9	2	10	12	61	67	63	31	16	16
Female	48	2681	36239	96	97	99	546	536	537	3	5	7	13	10	11	68	78	72	18	8	10
Male	53	2821	37301	98	96	98	531	525	523	6	8	12	14	13	15	80	75	68	0	3	5
African American	--	185	3488	--	95	94	--	517	515	--	12	16	--	17	18	--	67	62	--	3	4
Hispanic	12	1731	28348	86	97	96	538	522	520	0	9	13	17	15	17	83	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	18	221	4947	100	99	111	498	509	507	19	17	22	44	21	22	38	61	53	0	1	3
White	68	3221	33924	99	96	96	546	535	537	2	4	5	6	10	10	82	80	75	11	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	95	4991	66348	98	97	100	539	532	531	3	5	8	13	11	13	75	78	71	8	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	NC	47	849				NC	526	511	NC	14	19	NC	18	22	NC	64	56	NC	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	101	3273	47943				537	536	535	4	3	7	13	9	11	75	81	74	8	7	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5726	76230	99	98	101	527	517	498	7	6	12	28	31	38	10	13	12	55	50	37
All Students (Prior Year)	133	5695	72888	NA	NA	NA	540	512	494	2	8	14	25	34	40	12	12	12	62	47	34
Female	57	2807	37247	100	98	100	537	517	500	8	5	11	26	33	40	6	13	13	60	49	37
Male	63	2914	38725	98	97	101	519	517	497	7	8	14	30	29	37	14	13	12	49	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	12	1717	28100	100	99	98	532	497	482	0	10	18	20	41	47	20	14	11	60	34	24
Asian/Pacific Islander	--	117	1447	--	97	95	--	534	527	--	2	5	--	31	26	--	10	11	--	58	58
American Indian/Alaskan Native	30	241	5292	97	92	113	470	490	463	21	12	31	61	47	47	11	14	8	7	27	14
White	77	3411	35389	100	97	96	549	527	514	3	4	6	16	25	32	9	13	14	72	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	113	5163	67208	100	97	100	531	519	500	7	5	12	26	30	38	10	13	12	57	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	120	3546	51193				527	528	507	7	4	9	28	24	35	10	13	13	55	59	43

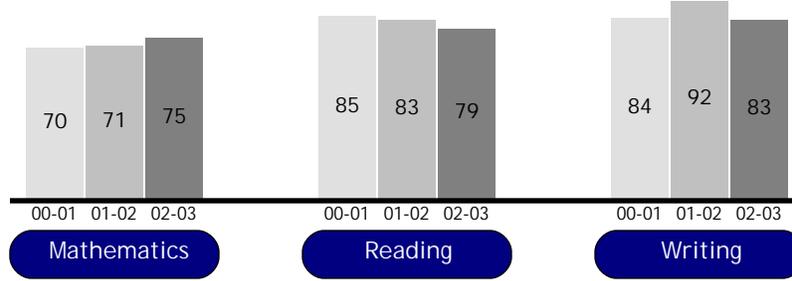
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5721	76202	99	98	101	512	510	505	10	11	19	20	21	24	50	53	46	20	14	11
All Students (Prior Year)	134	5688	72779	NA	NA	NA	518	510	505	8	13	21	11	19	20	47	48	43	34	20	15
Female	57	2811	37231	100	98	100	517	512	507	6	9	16	17	20	24	46	56	48	31	16	13
Male	63	2906	38718	98	97	101	508	509	503	14	13	22	23	23	24	53	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	12	1708	28090	100	98	98	505	503	497	0	18	28	40	27	30	60	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	30	247	5311	97	95	113	495	499	491	29	20	38	29	30	31	39	44	28	4	6	3
White	77	3411	35371	100	97	96	519	514	512	4	7	10	16	18	20	53	57	54	28	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	113	5155	67105	100	97	100	513	511	506	8	10	18	21	21	24	50	55	47	21	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	120	3548	51241				512	514	509	10	7	14	20	18	22	50	57	51	20	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	118	5622	74692	98	96	99	526	510	502	12	12	18	17	26	27	48	53	47	23	9	8
All Students (Prior Year)	126	5511	70710	NA	NA	NA	546	523	512	4	11	17	16	24	26	48	46	42	32	19	16
Female	56	2776	36710	98	97	99	539	516	509	6	9	14	14	24	26	51	56	50	29	10	10
Male	62	2843	37742	97	95	98	514	504	495	18	16	22	20	27	28	45	50	44	16	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	12	1689	27492	100	97	96	515	493	486	0	20	27	40	33	32	60	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	28	240	5166	90	92	110	477	489	470	36	23	39	28	34	32	32	40	27	4	3	2
White	77	3344	34785	100	95	94	543	519	517	5	9	10	12	23	23	53	58	56	30	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	111	5120	66264	98	96	99	527	512	503	12	12	17	17	26	27	48	54	48	23	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	118	3479	50185				526	520	511	12	8	13	17	23	24	48	59	53	23	11	10

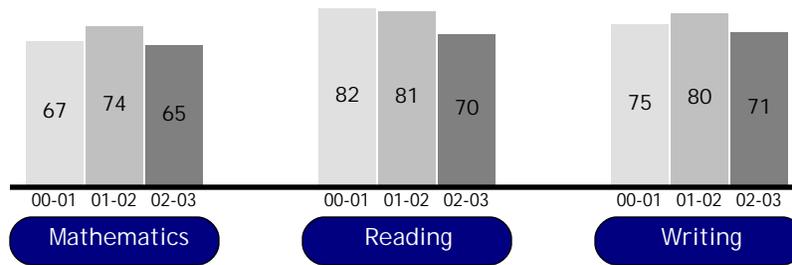
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	68	60	53	95	58	51	44	93	69	61	50
	Language	96	55	47	45	95	46	42	39	99	60	49	43
	Mathematics	97	68	63	56	96	53	57	52	100	74	67	57
3	Reading	94	63	56	50	100	54	50	43	92	62	57	47
	Language	93	69	58	55	100	60	53	50	97	66	61	54
	Mathematics	93	70	60	53	100	60	55	50	93	70	64	54
4	Reading	92	72	61	55	100	59	51	47	98	70	62	52
	Language	97	61	53	50	100	51	47	45	98	61	54	48
	Mathematics	98	74	66	56	100	67	59	52	97	75	68	57
5	Reading	96	75	59	51	100	64	51	46	93	67	59	50
	Language	97	65	50	46	100	55	45	43	97	57	53	46
	Mathematics	98	83	66	56	100	77	63	54	96	76	68	57
6	Reading	97	72	62	54	100	73	56	49	99	72	62	53
	Language	96	64	52	46	100	59	47	42	97	62	53	45
	Mathematics	96	85	73	61	100	85	71	58	98	84	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

The Mesa Unified School District and Ishikawa are committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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	Shelley L. Heath	(480) 472-7700
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Sandra Lane	(480) 472-7680
School Nutrition Programs	Gina Martinez	(480) 472-7740
Parent Organization	Becky Hannam	(480) 807-5299
Student Health/Nurse	Sandra Lane	(480) 472-7680

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