

Falcon Hill Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1645 N. Sterling Street, Mesa, AZ 85207

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. Donald M. Erickson
Schedule : 7:15 AM to 3:45 PM
Grades : K-6
2003 Enrollment : 628
Web Address : www.mpsaz.org/falcon/
Phone Number : (480) 472-8600
Fax Number : (480) 472-8597
E-mail : dmericks@mpsaz.org

Mission

The staff of Falcon Hill Elementary School is committed to serving all students by providing a safe, nurturing environment where children are challenged to meet high expectations and are instilled with the desire to become lifelong learners.

School / Academic Goals

- Students will comprehend reading material at their grade level as measured by the district reading CRT test for grade 1, by the AIMS assessment for grades 3 and 5, and by the Stanford 9 Achievement Test for grades 2, 4 and 6.
- Students will master basic math facts and concepts as measured by the district math CRT test for grade 1, by the AIMS assessment for grades 3 and 5, and by the Stanford 9 Achievement Test for grades 2, 4, and 6.

Instructional Programs

- Gifted
- On-site Special Education
- Extended-day Kindergarten
- Young Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : 645
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 141

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Discipline
- Ü Homework
- Ü Attendance
- Ü Topics Group Selects
- Ü Parent/Educator Relations
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	32.25
Other Professional Staff	1.50	Teacher Aide	14.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	0	4	0	0
7 to 9 years	3	9	0	0
10 or more years	2	20	0	0

Shared Responsibilities

School

As professional educators, we have the responsibility to keep parents informed of their child's academic and social progress. We will work with parents so that each child has the opportunity to master the standards of the state.

Parents

Parents need to take responsibility for getting their child to school on time, with the necessary materials and ready to learn. Parental responsibility also includes communicating with the school in a manner which fosters problem solving.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Computer Club
- Ü Accelerated Reader Club
- Ü Band/Orchestra

Social Services

- Ü Lunch Program
- Ü Afterschool Sports
- Ü Afterschool Child Care
- Ü Boredom Buster's Summer Program

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 their IEPs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü On the AIMS assessment, both 3rd and 5th grades maintained or increased the per cent of students meeting and/or exceeding state expectations.

- ü Falcon Hill set 24 academic goals for grades 1-6 in the areas of reading, math and language. Of those goals, 23 were met using the outcomes from the Stanford 9, AIMS, District CRTs and the District Writing Sample.

School Honors

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

Award/Honor	Year
ü Math Olympiad Highest Team Achievement	2002
ü Math Olympiad Highest Student Achievement	2002
ü Math Olympiad Highest Team Achievement	2003
ü Math Olympiad Highest Student Achievement	2003

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)	2	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	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	67	59
Grades 3-4	88	87
Grades 4-5	56	63
Grades 5-6	91	97

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	82	5599	75372	100	98	101	550	536	523	0	5	9	14	18	25	38	38	36	48	39	30
All Students (Prior Year)	89	5637	70809	NA	NA	NA	537	529	518	0	6	11	16	21	27	49	37	35	34	36	27
Female	43	2725	36901	100	99	101	553	536	524	0	5	8	12	19	25	47	38	36	42	39	31
Male	39	2874	38385	100	98	101	546	536	523	0	5	9	16	17	24	29	38	36	55	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	NC	1758	29103	NC	98	99	NC	522	510	NC	6	12	NC	25	31	NC	42	36	NC	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	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	68	3280	34597	94	98	98	550	544	535	0	3	4	15	14	20	36	37	38	49	46	38
Students with Disabilities	10	544	8057	143	101	99	509	500	496	0	23	23	44	25	31	44	29	28	11	23	17
Students without Disabilities	72	5055	67315	96	98	101	555	539	525	0	4	8	10	17	24	38	39	37	53	40	31
Limited English Proficient Students	--	606	16925	--	109	112	--	490	482	--	14	27	--	39	40	--	43	26	--	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	82	3330	49047				550	546	530	0	3	6	14	13	21	38	37	37	48	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	82	5584	75221	100	98	101	543	528	523	1	5	8	9	12	16	52	59	56	38	23	21
All Students (Prior Year)	88	5645	70860	NA	NA	NA	537	532	524	0	5	9	10	13	17	45	47	45	44	36	30
Female	43	2719	36833	100	98	100	545	531	526	2	4	6	14	11	15	50	59	56	33	25	23
Male	39	2865	38319	100	98	101	540	525	520	0	6	9	3	13	17	54	59	56	43	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	NC	1750	29019	NC	98	99	NC	518	513	NC	7	12	NC	18	21	NC	60	55	NC	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	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	67	3278	34543	93	98	97	543	533	531	0	4	4	11	9	12	48	59	58	41	28	26
Students with Disabilities	11	543	8006	157	100	99	516	501	505	0	26	22	17	22	23	83	41	42	0	11	13
Students without Disabilities	71	5041	67215	95	98	101	545	530	524	1	4	7	8	12	16	49	60	56	41	24	21
Limited English Proficient Students	--	598	16853	--	107	112	--	487	489	--	19	29	--	48	36	--	33	32	--	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	82	3318	48965				543	534	528	1	3	5	9	8	13	52	60	58	38	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	83	5503	73654	101	97	99	536	530	530	0	7	9	9	12	13	91	77	70	0	5	7
All Students (Prior Year)	87	5419	68592	NA	NA	NA	548	546	542	0	6	9	7	10	12	82	67	63	11	16	16
Female	43	2681	36239	100	97	99	534	536	537	0	5	7	12	10	11	88	78	72	0	8	10
Male	39	2821	37301	100	96	98	538	525	523	0	8	12	3	13	15	97	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	NC	1731	28348	NC	97	96	NC	522	520	NC	9	13	NC	15	17	NC	72	65	NC	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	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	74	3221	33924	103	96	96	536	535	537	0	4	5	7	10	10	93	80	75	0	6	9
Students with Disabilities	11	512	7306	157	95	90	529	501	506	0	28	24	25	19	20	75	49	52	0	4	4
Students without Disabilities	72	4991	66348	96	97	100	536	532	531	0	5	8	8	11	13	92	78	71	0	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	83	3273	47943				536	536	535	0	3	7	9	9	11	91	81	74	0	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	103	5726	76230	97	98	101	525	517	498	4	6	12	32	31	38	9	13	12	55	50	37
All Students (Prior Year)	109	5695	72888	NA	NA	NA	511	512	494	7	8	14	38	34	40	13	12	12	43	47	34
Female	55	2807	37247	93	98	100	531	517	500	2	5	11	28	33	40	6	13	13	64	49	37
Male	47	2914	38725	100	97	101	517	517	497	7	8	14	36	29	37	14	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	NC	1717	28100	NC	99	98	NC	497	482	NC	10	18	NC	41	47	NC	14	11	NC	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	88	3411	35389	99	97	96	526	527	514	5	4	6	30	25	32	10	13	14	55	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	95	5163	67208	97	97	100	525	519	500	4	5	12	32	30	38	9	13	12	55	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	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	103	3546	51193				525	528	507	4	4	9	32	24	35	9	13	13	55	59	43

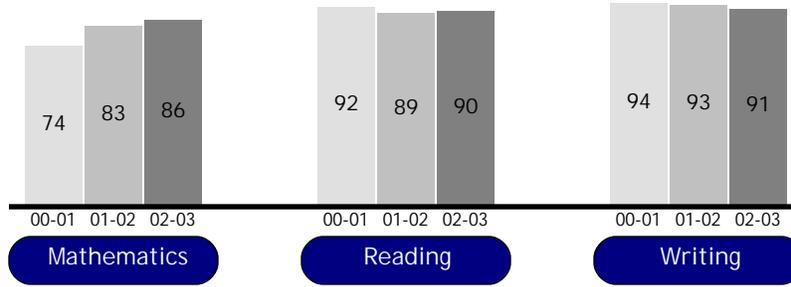
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5721	76202	99	98	101	511	510	505	8	11	19	17	21	24	59	53	46	16	14	11
All Students (Prior Year)	109	5688	72779	NA	NA	NA	513	510	505	12	13	21	16	19	20	45	48	43	27	20	15
Female	58	2811	37231	98	98	100	514	512	507	7	9	16	11	20	24	60	56	48	22	16	13
Male	47	2906	38718	100	97	101	507	509	503	9	13	22	25	23	24	57	51	44	9	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	NC	1708	28090	NC	98	98	NC	503	497	NC	18	28	NC	27	30	NC	47	37	NC	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	90	3411	35371	101	97	96	511	514	512	6	7	10	16	18	20	61	57	54	16	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	96	5155	67105	98	97	100	511	511	506	6	10	18	18	21	24	60	55	47	16	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	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	105	3548	51241				511	514	509	8	7	14	17	18	22	59	57	51	16	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	101	5622	74692	95	96	99	516	510	502	7	12	18	24	26	27	62	53	47	6	9	8
All Students (Prior Year)	107	5511	70710	NA	NA	NA	521	523	512	11	11	17	23	24	26	48	46	42	18	19	16
Female	55	2776	36710	93	97	99	526	516	509	4	9	14	22	24	26	63	56	50	11	10	10
Male	46	2843	37742	98	95	98	504	504	495	11	16	22	27	27	28	61	50	44	0	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	NC	1689	27492	NC	97	96	NC	493	486	NC	20	27	NC	33	32	NC	44	38	NC	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	87	3344	34785	98	95	94	516	519	517	6	9	10	26	23	23	61	58	56	7	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	95	5120	66264	97	96	99	518	512	503	6	12	17	24	26	27	63	54	48	6	9	8
Limited English Proficient Students	--	552	14363	--	108	109	--	451	459	--	62	47	--	26	34	--	12	19	--	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	101	3479	50185				516	520	511	7	8	13	24	23	24	62	59	53	6	11	10

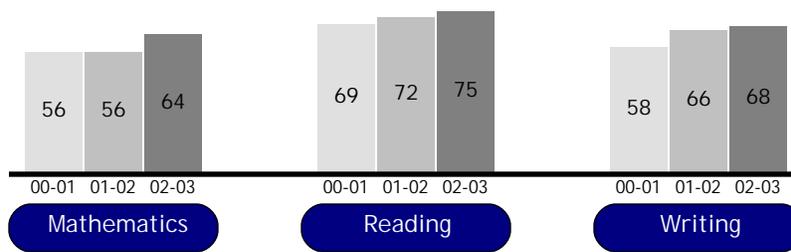
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	71	60	53	96	79	51	44	91	71	61	50
	Language	95	60	47	45	96	70	42	39	95	64	49	43
	Mathematics	98	77	63	56	98	81	57	52	94	80	67	57
3	Reading	96	69	56	50	97	64	50	43	99	79	57	47
	Language	96	73	58	55	97	66	53	50	99	82	61	54
	Mathematics	91	72	60	53	97	66	55	50	99	79	64	54
4	Reading	96	63	61	55	100	70	51	47	97	70	62	52
	Language	98	54	53	50	100	62	47	45	97	61	54	48
	Mathematics	89	68	66	56	100	72	59	52	100	76	68	57
5	Reading	96	63	59	51	100	43	51	46	99	68	59	50
	Language	96	59	50	46	100	46	45	43	99	66	53	46
	Mathematics	93	71	66	56	99	50	63	54	98	75	68	57
6	Reading	98	73	62	54	100	74	56	49	97	73	62	53
	Language	96	64	52	46	100	69	47	42	96	65	53	45
	Mathematics	96	85	73	61	100	88	71	58	99	86	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

Our SIAC has reviewed all safety practices including parking, visitors, lock-downs, access to school classrooms and a Crisis Plan. All staff wear ID cards and visitors are required to check-in at the office. Staff are on duty before/after school.

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	Donald M. Erickson	(480) 472-8600
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Donald M. Erickson	(480) 472-8600
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Debbie Barrand	(480) 472-8600
Student Health/Nurse	Tina Mahoney	(480) 472-8579

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