

Barbara Bush Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

4925 E. Ingram, Mesa, AZ 85205

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. Jim Desmarchais
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 714
Web Address : www.mpsaz.org/bush
Phone Number : (480) 472-8500
Fax Number : (480) 472-8545
E-mail : jedesmar@mpsaz.org

Mission

Educators at Barbara Bush Elementary School have developed a comprehensive academic program to help students become lifelong learners in an informational and multicultural society. Students participate in a supportive and encouraging environment.

School / Academic Goals

- ü At least eighty percent of our students will score at or above district, state and national averages on reading, math and language skills.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and to learn to read for enjoyment.

Instructional Programs

- ü Gifted Programs
- ü School Publishing Company
- ü Special Education Programs
- ü Technology-based Learning

Enrollment

October 1, 2002 School Year Student Enrollment : 739
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 200

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)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Mission/Philosophy
- ü Student Achievement
- ü School Safety Issues
- ü Attendance/School Growth
- ü Enrichment/Cultural Events
- ü Community Involvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	1.00	Teacher Aide	15.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	4	0	0
10 or more years	3	11	1	0

Shared Responsibilities

School

The staff at Barbara Bush Elementary School is committed to providing a safe learning environment that promotes academic success in all curriculum areas and positive self-esteem for all our students.

Parents

Parents are expected to form a partnership with the school and support the academic growth of their child. Parental assistance with student homework and school projects and participation in school events will help to promote student achievement.

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Multimedia Library Facility

Extracurricular Activities

- ü Student Council
- ü Band/Orchestra/Choir
- ü Technology Clubs
- ü School Musical/Talent Show

Social Services

- ü District Kids Corner Afterschool Program
- ü Parent University Classes
- ü Community Library Program
- ü Literacy Program Activities

Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Barbara Bush Elementary School in accordance with district policy. Open enrollment students must provide thier own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Barbara Bush Elementary exceeded 2002-03 goals set in math, reading and writing at all grade levels.

- ü Barbara Bush Elementary exceeded goals of parent satisfaction with 96% of parents giving the school an A or B on the parent survey.

School Honors

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

Award/Honor	Year
ü Educator of Year	1996
ü Mesa Parade Trophy Winner	1997
ü Special Education Award	2003
ü MPS District Technology Award	1998

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	19	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	5	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	62	53
Grades 3-4	78	89
Grades 4-5	75	92
Grades 5-6	72	87

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	90	5599	75372	100	98	101	535	536	523	2	5	9	19	18	25	43	38	36	35	39	30
All Students (Prior Year)	105	5637	70809	NA	NA	NA	534	529	518	2	6	11	18	21	27	37	37	35	43	36	27
Female	44	2725	36901	100	99	101	537	536	524	0	5	8	19	19	25	43	38	36	38	39	31
Male	46	2874	38385	100	98	101	534	536	523	5	5	9	20	17	24	44	38	36	32	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	11	1758	29103	100	98	99	541	522	510	0	6	12	13	25	31	50	42	36	38	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	71	3280	34597	100	98	98	535	544	535	3	3	4	19	14	20	43	37	38	35	46	38
Students with Disabilities	12	544	8057	100	101	99	493	500	496	25	23	23	25	25	31	50	29	28	0	23	17
Students without Disabilities	78	5055	67315	100	98	101	540	539	525	0	4	8	19	17	24	43	39	37	39	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	90	3330	49047				535	546	530	2	3	6	19	13	21	43	37	37	35	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	90	5584	75221	100	98	101	538	528	523	1	5	8	5	12	16	72	59	56	22	23	21
All Students (Prior Year)	105	5645	70860	NA	NA	NA	538	532	524	3	5	9	7	13	17	49	47	45	42	36	30
Female	44	2719	36833	100	98	100	543	531	526	0	4	6	2	11	15	71	59	56	26	25	23
Male	46	2865	38319	100	98	101	533	525	520	3	6	9	8	13	17	73	59	56	18	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	11	1750	29019	100	98	99	522	518	513	0	7	12	0	18	21	88	60	55	13	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	71	3278	34543	100	98	97	541	533	531	1	4	4	4	9	12	71	59	58	24	28	26
Students with Disabilities	12	543	8006	100	100	99	496	501	505	14	26	22	29	22	23	57	41	42	0	11	13
Students without Disabilities	78	5041	67215	100	98	101	542	530	524	0	4	7	3	12	16	73	60	56	24	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	90	3318	48965				538	534	528	1	3	5	5	8	13	72	60	58	22	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	89	5503	73654	99	97	99	539	530	530	1	7	9	6	12	13	85	77	70	7	5	7
All Students (Prior Year)	103	5419	68592	NA	NA	NA	553	546	542	3	6	9	6	10	12	74	67	63	17	16	16
Female	44	2681	36239	100	97	99	543	536	537	0	5	7	2	10	11	88	78	72	10	8	10
Male	45	2821	37301	98	96	98	534	525	523	3	8	12	10	13	15	83	75	68	5	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	11	1731	28348	100	97	96	542	522	520	0	9	13	0	15	17	88	72	65	13	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	70	3221	33924	99	96	96	539	535	537	1	4	5	7	10	10	84	80	75	7	6	9
Students with Disabilities	11	512	7306	92	95	90	511	501	506	14	28	24	29	19	20	57	49	52	0	4	4
Students without Disabilities	78	4991	66348	100	97	100	542	532	531	0	5	8	4	11	13	88	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	--	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	89	3273	47943				539	536	535	1	3	7	6	9	11	85	81	74	7	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	118	5726	76230	98	98	101	527	517	498	4	6	12	23	31	38	13	13	12	60	50	37
All Students (Prior Year)	114	5695	72888	NA	NA	NA	528	512	494	7	8	14	24	34	40	8	12	12	60	47	34
Female	62	2807	37247	97	98	100	531	517	500	0	5	11	27	33	40	13	13	13	61	49	37
Male	56	2914	38725	98	97	101	522	517	497	9	8	14	19	29	37	13	13	12	60	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	14	1717	28100	100	99	98	502	497	482	10	10	18	30	41	47	10	14	11	50	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	95	3411	35389	99	97	96	531	527	514	4	4	6	21	25	32	14	13	14	61	58	48
Students with Disabilities	16	563	9022	89	107	105	476	475	465	20	25	31	40	40	43	20	13	8	20	23	17
Students without Disabilities	102	5163	67208	99	97	100	530	519	500	3	5	12	22	30	38	12	13	12	62	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	118	3546	51193				527	528	507	4	4	9	23	24	35	13	13	13	60	59	43

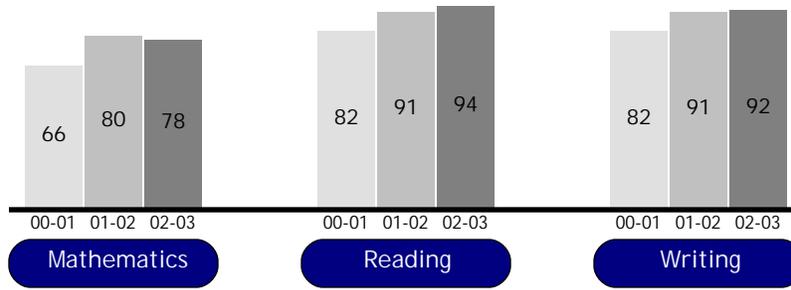
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5721	76202	98	98	101	518	510	505	4	11	19	20	21	24	56	53	46	20	14	11
All Students (Prior Year)	113	5688	72779	NA	NA	NA	517	510	505	12	13	21	11	19	20	45	48	43	31	20	15
Female	62	2811	37231	97	98	100	518	512	507	0	9	16	21	20	24	56	56	48	23	16	13
Male	57	2906	38718	100	97	101	517	509	503	9	13	22	19	23	24	55	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	14	1708	28090	100	98	98	505	503	497	20	18	28	20	27	30	40	47	37	20	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	96	3411	35371	100	97	96	518	514	512	2	7	10	19	18	20	58	57	54	21	17	16
Students with Disabilities	17	566	9097	94	107	106	499	496	493	17	29	39	33	32	27	50	33	29	0	6	5
Students without Disabilities	102	5155	67105	99	97	100	519	511	506	3	10	18	19	21	24	56	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	--	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	119	3548	51241				518	514	509	4	7	14	20	18	22	56	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	114	5622	74692	94	96	99	530	510	502	6	12	18	22	26	27	59	53	47	14	9	8
All Students (Prior Year)	106	5511	70710	NA	NA	NA	559	523	512	4	11	17	10	24	26	39	46	42	47	19	16
Female	60	2776	36710	94	97	99	535	516	509	4	9	14	18	24	26	64	56	50	14	10	10
Male	54	2843	37742	95	95	98	524	504	495	9	16	22	26	27	28	52	50	44	13	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	14	1689	27492	100	97	96	518	493	486	20	20	27	30	33	32	20	44	38	30	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	91	3344	34785	95	95	94	532	519	517	5	9	10	20	23	23	63	58	56	12	11	11
Students with Disabilities	12	502	8428	67	95	98	515	481	472	0	31	38	0	29	30	100	38	29	0	3	3
Students without Disabilities	102	5120	66264	99	96	99	530	512	503	6	12	17	22	26	27	57	54	48	14	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	--	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	114	3479	50185				530	520	511	6	8	13	22	23	24	59	59	53	14	11	10

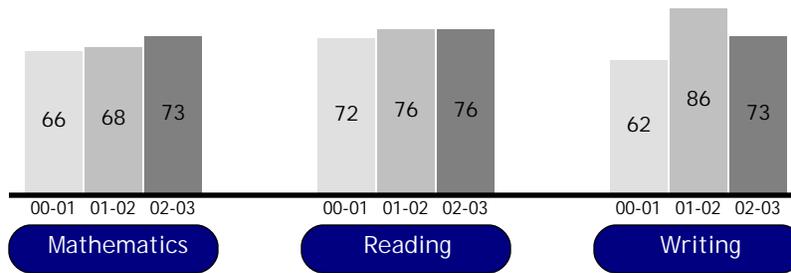
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	70	60	53	100	65	51	44	91	78	61	50
	Language	94	59	47	45	100	50	42	39	95	66	49	43
	Mathematics	93	79	63	56	100	66	57	52	97	80	67	57
3	Reading	90	66	56	50	99	65	50	43	99	69	57	47
	Language	90	70	58	55	99	69	53	50	98	71	61	54
	Mathematics	92	70	60	53	99	68	55	50	97	70	64	54
4	Reading	94	75	61	55	100	61	51	47	95	75	62	52
	Language	94	66	53	50	100	57	47	45	96	67	54	48
	Mathematics	96	80	66	56	100	66	59	52	97	83	68	57
5	Reading	99	67	59	51	99	71	51	46	96	73	59	50
	Language	100	56	50	46	99	65	45	43	94	71	53	46
	Mathematics	97	76	66	56	100	85	63	54	96	85	68	57
6	Reading	98	66	62	54	100	63	56	49	97	73	62	53
	Language	98	59	52	46	100	53	47	42	95	64	53	45
	Mathematics	99	77	73	61	100	80	71	58	97	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

School employees are committed to providing a safe and healthy learning environment for our students. Throughout the campus, positive standards for student behavior have been established. A thorough emergency plan has been implemented.

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	Jim Desmarchais	(480) 472-8500
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Judy Willis	(480) 472-7201
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Abby Peterson	(480) 654-9980
Student Health/Nurse	Peggy Jones	(480) 472-8543

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