

# Las Sendas Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

3120 N. Red Mountain Road, 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Excelling\*

\* 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. Julia B. Kelly  
Schedule : 7:20 AM to 3:40 PM  
Grades : K-6  
2003 Enrollment : 890  
Web Address : [www.mpsaz.org/las\\_sendas/](http://www.mpsaz.org/las_sendas/)  
Phone Number : (480) 472-8750  
Fax Number : (480) 472-8735  
E-mail :

### Mission

Our mission is to promote and provide a secure and safe environment for the learning and growth of all students. While emphasis is placed on academics, arts and sciences, physical and character development are also stressed.

### School / Academic Goals

- ü At least 90% of students will master reading skills as measured by AIMS and the Stanford 9 Achievement Test. Students who do not achieve at that high level will make one year's growth in reading skills from their previous achievement level.
- ü At least 90% of students will master basic math facts and concepts as measured by AIMS and the Stanford 9 Achievement Test. Students not achieving at that high level will make one year's growth in math skills from their previous achievement level.

### Instructional Programs

- ü On-site Gifted Education
- ü On-site Special Education
- ü Technology-enhanced Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 781  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 63

### 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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Discipline
- Ü Attendance
- Ü Homework
- Ü School Safety Issues
- Ü Extracurricular Funding
- Ü Student Recognition

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	1.40	Teacher Aide	8.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	2	4	0	0
7 to 9 years	2	3	0	0
10 or more years	5	17	1	1

Shared Responsibilities

School

We will keep parents informed of their child's progress. We must provide a safe environment for all, listen to concerns voiced by parents and respond professionally. We will assure that high standards for academic performance and behavior exist.

Parents

Parents, please send students to school on time with all necessary materials. When problems arise, call the teacher or office to resolve the matter. Monitor homework and assignments. Maintain a positive attitude about school.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center with Mini-lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Orchestra
- Ü Art Club

Social Services

- Ü Before/After School Child Care
- Ü Extended-day Kindergarten
- Ü Summer Reading Tutorial Program
- Ü Summer Math Tutorial 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 the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students achieved at high levels in language, as measured by AIMS testing, district writing evaluations, the number of writing awards received and by Stanford 9 scores.
- ü Students, in all grade levels, scored well above state and district averages on the Stanford 9 Achievement Test in math, as well as on AIMS in 3rd and 5th grades.

School Honors

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

Award/Honor	Year
ü District Writing Awards (7)	2003
ü District Honor Band & Honor Orchestra (9 Students)	2003
ü MLK Poster Winner & Writing Honorable Mention (2)	2003
ü Pupil Personnel Award Winners - (2 Students)	2003

Student Activity Rates for School Year 2002-03

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	76
Grades 3-4	83	91
Grades 4-5	75	89
Grades 5-6	79	94

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	115	5599	75372	99	98	101	568	536	523	0	5	9	4	18	25	32	38	36	64	39	30
All Students (Prior Year)	107	5637	70809	NA	NA	NA	570	529	518	1	6	11	3	21	27	26	37	35	70	36	27
Female	56	2725	36901	100	99	101	568	536	524	0	5	8	4	19	25	36	38	36	60	39	31
Male	59	2874	38385	98	98	101	568	536	523	0	5	9	4	17	24	29	38	36	68	39	30
African American	--	186	3589	--	96	96	--	516	501	--	9	18	--	30	33	--	39	33	--	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	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	104	3280	34597	100	98	98	571	544	535	0	3	4	3	14	20	31	37	38	66	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	106	5055	67315	99	98	101	568	539	525	0	4	8	4	17	24	32	39	37	64	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	115	3330	49047				568	546	530	0	3	6	4	13	21	32	37	37	64	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	115	5584	75221	99	98	101	543	528	523	1	5	8	5	12	16	59	59	56	35	23	21
All Students (Prior Year)	104	5645	70860	NA	NA	NA	562	532	524	0	5	9	4	13	17	28	47	45	68	36	30
Female	56	2719	36833	100	98	100	542	531	526	0	4	6	2	11	15	68	59	56	30	25	23
Male	59	2865	38319	98	98	101	544	525	520	2	6	9	7	13	17	51	59	56	40	22	18
African American	--	187	3597	--	96	97	--	516	510	--	9	14	--	20	22	--	57	53	--	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	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	104	3278	34543	100	98	97	544	533	531	1	4	4	4	9	12	59	59	58	36	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	106	5041	67215	99	98	101	543	530	524	1	4	7	5	12	16	58	60	56	36	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	115	3318	48965				543	534	528	1	3	5	5	8	13	59	60	58	35	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	112	5503	73654	97	97	99	549	530	530	0	7	9	5	12	13	84	77	70	11	5	7
All Students (Prior Year)	101	5419	68592	NA	NA	NA	593	546	542	0	6	9	2	10	12	50	67	63	49	16	16
Female	55	2681	36239	98	97	99	559	536	537	0	5	7	2	10	11	79	78	72	19	8	10
Male	57	2821	37301	95	96	98	540	525	523	0	8	12	7	13	15	89	75	68	4	3	5
African American	--	185	3488	--	95	94	--	517	515	--	12	16	--	17	18	--	67	62	--	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	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	100	3221	33924	96	96	96	549	535	537	0	4	5	4	10	10	85	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	105	4991	66348	98	97	100	550	532	531	0	5	8	5	11	13	84	78	71	11	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	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	112	3273	47943				549	536	535	0	3	7	5	9	11	84	81	74	11	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	125	5726	76230	96	98	101	561	517	498	0	6	12	9	31	38	10	13	12	81	50	37
All Students (Prior Year)	105	5695	72888	NA	NA	NA	546	512	494	1	8	14	16	34	40	10	12	12	73	47	34
Female	64	2807	37247	96	98	100	571	517	500	0	5	11	8	33	40	13	13	13	80	49	37
Male	61	2914	38725	97	97	101	550	517	497	0	8	14	10	29	37	7	13	12	83	51	37
African American	--	215	3594	--	93	96	--	490	476	--	15	22	--	42	46	--	12	11	--	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	--	241	5292	--	92	113	--	490	463	--	12	31	--	47	47	--	14	8	--	27	14
White	116	3411	35389	97	97	96	563	527	514	0	4	6	6	25	32	10	13	14	84	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	121	5163	67208	97	97	100	561	519	500	0	5	12	9	30	38	10	13	12	81	52	38
Limited English Proficient Students	--	566	14826	--	111	113	--	458	460	--	30	31	--	54	51	--	7	8	--	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	125	3546	51193				561	528	507	0	4	9	9	24	35	10	13	13	81	59	43

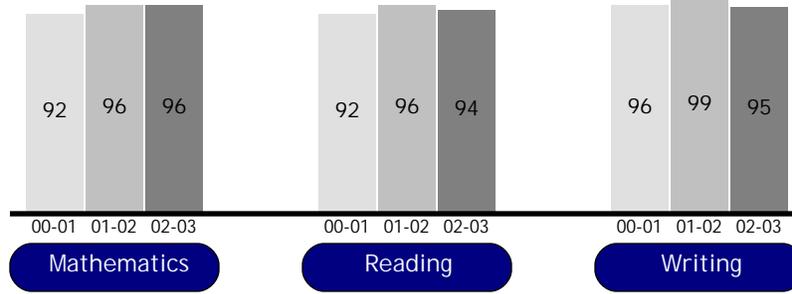
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	5721	76202	96	98	101	528	510	505	3	11	19	13	21	24	53	53	46	30	14	11
All Students (Prior Year)	101	5688	72779	NA	NA	NA	529	510	505	8	13	21	10	19	20	46	48	43	35	20	15
Female	64	2811	37231	96	98	100	534	512	507	2	9	16	6	20	24	55	56	48	38	16	13
Male	61	2906	38718	97	97	101	522	509	503	5	13	22	21	23	24	52	51	44	22	13	10
African American	--	212	3600	--	92	97	--	501	497	--	22	28	--	26	29	--	45	39	--	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	--	247	5311	--	95	113	--	499	491	--	20	38	--	30	31	--	44	28	--	6	3
White	117	3411	35371	98	97	96	530	514	512	4	7	10	10	18	20	56	57	54	31	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	121	5155	67105	97	97	100	529	511	506	3	10	18	13	21	24	53	55	47	31	15	12
Limited English Proficient Students	--	563	14780	--	110	113	--	485	486	--	52	50	--	32	32	--	16	18	--	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	125	3548	51241				528	514	509	3	7	14	13	18	22	53	57	51	30	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	119	5622	74692	92	96	99	545	510	502	1	12	18	13	26	27	66	53	47	20	9	8
All Students (Prior Year)	104	5511	70710	NA	NA	NA	561	523	512	3	11	17	9	24	26	49	46	42	38	19	16
Female	62	2776	36710	93	97	99	557	516	509	0	9	14	3	24	26	71	56	50	26	10	10
Male	57	2843	37742	90	95	98	532	504	495	2	16	22	23	27	28	61	50	44	14	7	6
African American	--	210	3516	--	91	94	--	492	487	--	23	26	--	27	31	--	49	39	--	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	--	240	5166	--	92	110	--	489	470	--	23	39	--	34	32	--	40	27	--	3	2
White	110	3344	34785	92	95	94	547	519	517	0	9	10	11	23	23	69	58	56	20	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	117	5120	66264	94	96	99	545	512	503	1	12	17	13	26	27	66	54	48	21	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	119	3479	50185				545	520	511	1	8	13	13	23	24	66	59	53	20	11	10

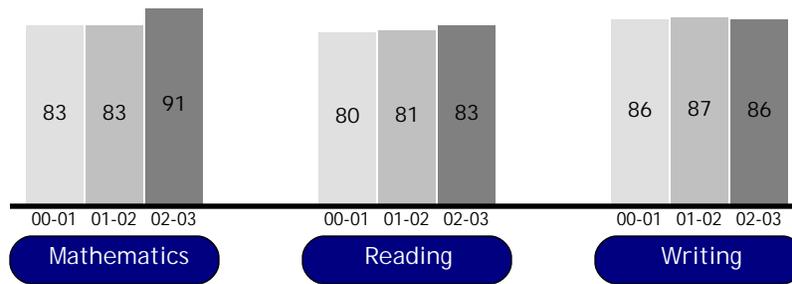
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	88	85	60	53	97	73	51	44	96	83	61	50
	Language	96	77	47	45	97	69	42	39	95	83	49	43
	Mathematics	93	90	63	56	97	82	57	52	96	91	67	57
3	Reading	99	79	56	50	99	71	50	43	96	80	57	47
	Language	98	85	58	55	99	75	53	50	98	81	61	54
	Mathematics	93	88	60	53	99	86	55	50	98	88	64	54
4	Reading	96	84	61	55	100	75	51	47	100	83	62	52
	Language	98	75	53	50	100	76	47	45	100	80	54	48
	Mathematics	98	88	66	56	100	86	59	52	99	90	68	57
5	Reading	96	77	59	51	100	71	51	46	96	81	59	50
	Language	99	66	50	46	100	65	45	43	96	73	53	46
	Mathematics	96	80	66	56	100	81	63	54	96	91	68	57
6	Reading	99	78	62	54	100	71	56	49	98	81	62	53
	Language	99	74	52	46	100	66	47	42	99	74	53	45
	Mathematics	99	91	73	61	100	87	71	58	100	92	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

Students receive a handbook of rules and expectations. Teachers and staff handle violations. Parents are notified when serious or repetitive problems occur. All visitors must sign-in at office and wear a badge. A separate bus area is used.

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	Jon Jerpbak	(480) 472-8750
Transportation Policy	Michael Yonkers	(480) 472-0178
Community Resources	Julia B. Kelly	(480) 472-8750
School Nutrition Programs	Lucy Wormsbaker	(480) 472-8745
Parent Organization	Melissa Poulson	(480) 472-8750
Student Health/Nurse	Tina Mahoney	(480) 472-8737

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)