

Islands Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

245 S. McQueen Road, Gilbert, AZ 85233

Gilbert 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. Jeff Filloon
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2003 Enrollment : 722
Web Address : www.gilbert.k12.az.us
Phone Number : (480) 497-0742
Fax Number : (480) 813-6809
E-mail :

Mission

Islands School Mission is to provide a safe and positive educational environment for all students, where the Islands team works together to assure that our students achieve academic and personal success.

School / Academic Goals

ü Islands Elementary School teachers will improve student achievement in reading.

ü Islands Elementary School will provide the students, staff, and visitors with a safe, friendly, and neat learning environment.

Instructional Programs

ü Accelerated Learning Program (ALP)
ü Title I Reading Program
ü English Language Learners (ELL)
ü Preschool

Enrollment

October 1, 2002 School Year Student Enrollment : 736
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 122

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 5 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

Islands Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Quality Improvement
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Textbook Selection
- ü School Safety Issues
- ü Educational Advocacy

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	19.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	10	1	0	0
7 to 9 years	1	2	0	0
10 or more years	4	18	0	0

Shared Responsibilities

School

Islands Elementary adheres to high academic standards for all students. Student success is provided through quality teaching practices and team work. Islands provides a safe learning environment dedicated to the success of every student.

Parents

Active participation by Islands' parents is encouraged. Parents are encouraged to be involved with PTA and Site Council. They are also encouraged to support and attend school functions. Islands provides annual parenting classes with child care.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library/Media Center

Extracurricular Activities

- ü Student Council
- ü Dolphin Production Company
- ü Chess Club
- ü Intramurals

Social Services

- ü Recreational Activities
- ü Adult Education
- ü Breakfast/Lunch Programs
- ü Foreign Language Program

Transportation Policy

School bus transportation is provided for students who live within one mile of the school. Bus transportation is a privilege and students must adhere to the rules while on the bus. Bus rules are sent home for parent signature annually.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Islands Elementary School is computer networked and most students are competent in the use of computers.

- ü The Accelerated Reader Program has increased students' use of books, library checkout rates, and made an impact on reading scores.

School Honors

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

Award/Honor	Year
ü State Qualifier in 6th Grade Geography Bee	2003
ü Largest Regional PTA Membership	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	10	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	9	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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	55	66
Grades 3-4	90	77
Grades 4-5	65	86
Grades 5-6	87	91

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2623	75372	102	99	101	549	539	523	2	3	9	13	16	25	36	40	36	50	40	30
All Students (Prior Year)	115	2444	70809	NA	NA	NA	537	538	518	3	3	11	21	17	27	33	39	35	43	40	27
Female	56	1285	36901	102	99	101	550	540	524	2	3	8	17	15	25	33	40	36	48	41	31
Male	72	1338	38385	101	99	101	549	538	523	2	3	9	10	17	24	38	40	36	51	39	30
African American	NC	109	3589	NC	96	96	NC	510	501	NC	9	18	NC	34	33	NC	42	33	NC	15	16
Hispanic	17	368	29103	106	97	99	528	523	510	10	6	12	10	24	31	60	44	36	20	26	20
Asian/Pacific Islander	10	90	1574	100	96	96	556	554	549	0	0	3	14	13	14	29	37	34	57	50	48
American Indian/Alaskan Native	NC	20	5086	NC	74	114	NC	520	491	NC	6	22	NC	35	38	NC	35	28	NC	24	12
White	94	1979	34597	101	97	98	550	542	535	1	3	4	14	14	20	34	40	38	51	43	38
Students with Disabilities	12	242	8057	80	80	99	521	523	496	0	12	23	50	26	31	50	36	28	0	26	17
Students without Disabilities	116	2381	67315	105	102	101	550	540	525	2	3	8	12	16	24	36	40	37	50	41	31
Limited English Proficient Students	10	114	16925	91	103	112	548	518	482	0	9	27	0	36	40	50	36	26	50	18	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	23	108	26325				511	500	504	5	11	15	42	41	34	42	36	33	11	12	18
Non-Economically Disadvantaged	105	2515	49047				557	541	530	1	3	6	7	15	21	35	40	37	58	41	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	127	2633	75221	101	99	101	532	535	523	6	2	8	5	8	16	63	61	56	27	28	21
All Students (Prior Year)	114	2439	70860	NA	NA	NA	531	541	524	1	1	9	16	10	17	52	46	45	31	43	30
Female	56	1286	36833	102	99	100	533	540	526	4	1	6	6	6	15	61	61	56	29	33	23
Male	71	1347	38319	100	99	101	532	530	520	7	3	9	3	10	17	65	62	56	25	24	18
African American	NC	107	3597	NC	94	97	NC	518	510	NC	8	14	NC	13	22	NC	66	53	NC	13	11
Hispanic	17	371	29019	106	98	99	507	526	513	27	3	12	0	9	21	73	70	55	0	18	13
Asian/Pacific Islander	10	90	1572	100	96	95	546	543	536	0	1	2	0	4	9	43	66	57	57	28	31
American Indian/Alaskan Native	NC	20	5071	NC	74	114	NC	523	502	NC	0	20	NC	18	27	NC	59	46	NC	24	8
White	93	1988	34543	100	98	97	534	536	531	4	2	4	6	8	12	65	60	58	26	30	26
Students with Disabilities	12	238	8006	80	78	99	502	519	505	0	12	22	0	21	23	100	53	42	0	15	13
Students without Disabilities	115	2395	67215	104	102	101	533	535	524	6	2	7	5	8	16	63	61	56	27	29	21
Limited English Proficient Students	10	114	16853	91	103	112	517	513	489	0	0	29	0	36	36	100	55	32	0	9	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	23	109	26256				506	501	509	28	18	14	17	28	24	44	51	51	11	4	11
Non-Economically Disadvantaged	104	2524	48965				538	536	528	1	2	5	2	7	13	67	62	58	30	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	126	2563	73654	100	97	99	545	542	530	3	3	9	5	7	13	81	78	70	11	11	7
All Students (Prior Year)	114	2420	68592	NA	NA	NA	547	561	542	2	2	9	9	7	12	74	69	63	15	22	16
Female	55	1259	36239	100	97	99	554	550	537	4	2	7	2	4	11	73	80	72	21	15	10
Male	71	1304	37301	100	96	98	537	533	523	2	5	12	7	11	15	88	77	68	3	7	5
African American	NC	103	3488	NC	90	94	NC	525	515	NC	9	16	NC	10	18	NC	74	62	NC	7	4
Hispanic	17	364	28348	106	96	96	518	534	520	18	4	13	9	11	17	73	78	65	0	6	5
Asian/Pacific Islander	10	89	1558	100	95	95	538	546	547	0	1	3	0	7	8	100	78	76	0	13	13
American Indian/Alaskan Native	NC	19	4947	NC	70	111	NC	527	507	NC	13	22	NC	13	22	NC	75	53	NC	0	3
White	92	1932	33924	99	95	96	549	544	537	1	3	5	5	7	10	81	79	75	13	12	9
Students with Disabilities	12	205	7306	80	67	90	473	525	506	100	9	24	0	13	20	0	72	52	0	6	4
Students without Disabilities	114	2358	66348	103	101	100	545	542	531	2	3	8	5	7	13	82	78	71	11	11	8
Limited English Proficient Students	10	111	16422	91	100	109	555	519	495	0	0	30	0	45	27	100	55	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	23	109	25711				528	511	514	6	13	16	28	24	19	61	62	61	6	1	3
Non-Economically Disadvantaged	103	2454	47943				548	543	535	2	3	7	0	7	11	86	79	74	12	11	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	111	2679	76230	99	99	101	507	513	498	4	4	12	35	34	38	17	15	12	43	47	37
All Students (Prior Year)	100	2528	72888	NA	NA	NA	517	512	494	5	5	14	35	36	40	13	15	12	47	44	34
Female	47	1282	37247	100	100	100	507	514	500	5	3	11	34	35	40	23	14	13	39	47	37
Male	64	1396	38725	98	99	101	507	512	497	4	5	14	36	33	37	13	15	12	47	48	37
African American	NC	111	3594	NC	101	96	NC	493	476	NC	12	22	NC	41	46	NC	18	11	NC	29	21
Hispanic	17	374	28100	94	98	98	502	494	482	8	9	18	31	45	47	23	13	11	38	33	24
Asian/Pacific Islander	NC	74	1447	NC	90	95	NC	535	527	NC	2	5	NC	21	26	NC	16	11	NC	61	58
American Indian/Alaskan Native	--	24	5292	--	77	113	--	505	463	--	5	31	--	50	47	--	9	8	--	36	14
White	85	2020	35389	100	97	96	507	516	514	3	3	6	39	32	32	16	15	14	43	50	48
Students with Disabilities	10	247	9022	63	88	105	NA	476	465	NA	24	31	NA	44	43	NA	6	8	NA	25	17
Students without Disabilities	101	2432	67208	105	101	100	507	514	500	4	4	12	35	34	38	17	15	12	43	48	38
Limited English Proficient Students	NC	89	14826	NC	84	113	NC	468	460	NC	11	31	NC	74	51	NC	0	8	NC	16	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	50	25037	NC	--	--	NC	479	477	NC	14	21	NC	58	47	NC	14	11	NC	14	21
Non-Economically Disadvantaged	102	2629	51193	--	--	--	512	514	507	1	4	9	35	33	35	17	15	13	46	48	43

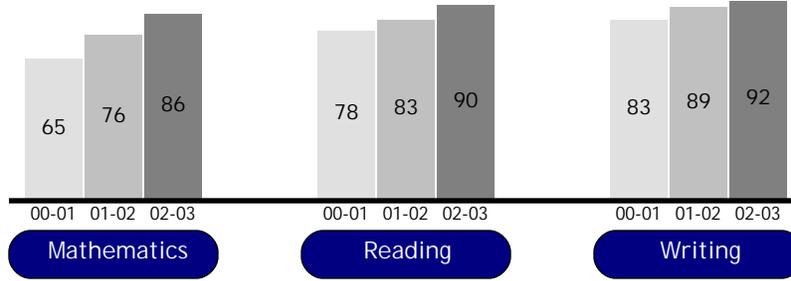
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2678	76202	99	99	101	512	514	505	4	6	19	27	19	24	53	58	46	16	17	11
All Students (Prior Year)	103	2532	72779	NA	NA	NA	516	514	505	8	8	21	20	16	20	47	54	43	25	21	15
Female	47	1284	37231	100	100	100	510	516	507	2	5	16	25	17	24	61	59	48	11	19	13
Male	64	1393	38718	98	99	101	514	512	503	5	7	22	29	21	24	45	58	44	20	15	10
African American	NC	111	3600	NC	101	97	NC	507	497	NC	9	28	NC	24	29	NC	58	39	NC	8	5
Hispanic	17	378	28090	94	99	98	503	508	497	0	9	28	46	27	30	46	54	37	8	9	5
Asian/Pacific Islander	NC	74	1443	NC	90	95	NC	525	515	NC	2	9	NC	10	19	NC	60	53	NC	29	19
American Indian/Alaskan Native	--	24	5311	--	77	113	--	508	491	--	9	38	--	18	31	--	68	28	--	5	3
White	85	2014	35371	100	96	96	514	515	512	4	6	10	26	17	20	55	59	54	16	18	16
Students with Disabilities	10	244	9097	63	87	106	NA	498	493	NA	19	39	NA	37	27	NA	38	29	NA	6	5
Students without Disabilities	101	2434	67105	105	101	100	512	514	506	4	6	18	27	19	24	53	59	47	16	17	12
Limited English Proficient Students	NC	91	14780	NC	86	113	NC	494	486	NC	26	50	NC	42	32	NC	32	18	NC	0	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	50	24961	NC	--	--	NC	496	495	NC	23	32	NC	35	30	NC	40	34	NC	2	4
Non-Economically Disadvantaged	102	2628	51241	--	--	--	514	514	509	2	6	14	27	19	22	54	59	51	17	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2627	74692	99	97	99	517	520	502	6	7	18	29	23	27	54	59	47	11	11	8
All Students (Prior Year)	102	2497	70710	NA	NA	NA	536	536	512	10	5	17	9	19	26	54	52	42	26	23	16
Female	47	1265	36710	100	98	99	520	527	509	7	5	14	27	19	26	50	62	50	16	13	10
Male	64	1361	37742	98	97	98	514	513	495	5	9	22	31	27	28	56	56	44	7	8	6
African American	NC	105	3516	NC	95	94	NC	513	487	NC	11	26	NC	29	31	NC	48	39	NC	12	4
Hispanic	17	371	27492	94	97	96	509	506	486	15	12	27	31	28	32	38	52	38	15	8	4
Asian/Pacific Islander	NC	73	1428	NC	89	94	NC	545	528	NC	2	8	NC	10	20	NC	67	54	NC	22	18
American Indian/Alaskan Native	--	23	5166	--	74	110	--	518	470	--	10	39	--	24	32	--	57	27	--	10	2
White	85	1979	34785	100	95	94	516	521	517	4	6	10	31	22	23	57	60	56	8	11	11
Students with Disabilities	10	223	8428	63	79	98	NA	483	472	NA	33	38	NA	29	30	NA	33	29	NA	4	3
Students without Disabilities	101	2404	66264	105	100	99	517	520	503	6	6	17	29	23	27	54	60	48	11	11	8
Limited English Proficient Students	NC	88	14363	NC	83	109	NC	478	459	NC	21	47	NC	53	34	NC	26	19	NC	0	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	49	24507	NC	--	--	NC	483	480	NC	14	31	NC	55	33	NC	29	33	NC	2	3
Non-Economically Disadvantaged	102	2578	50185	--	--	--	522	520	511	3	7	13	28	23	24	57	60	53	12	11	10

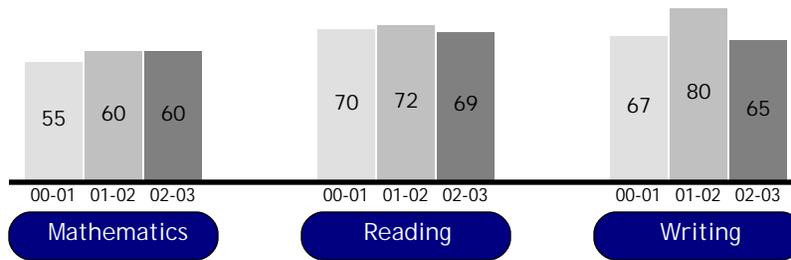
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	84	61	68	53	97	66	64	44	97	71	68	50
	Language	86	52	66	45	97	63	60	39	100	62	62	43
	Mathematics	86	62	74	56	97	67	70	52	99	71	72	57
3	Reading	79	60	66	50	92	62	64	43	100	63	67	47
	Language	79	71	73	55	92	69	72	50	100	73	72	54
	Mathematics	79	65	70	53	92	69	68	50	100	69	70	54
4	Reading	75	77	72	55	88	73	68	47	100	69	73	52
	Language	75	71	66	50	88	66	62	45	100	69	66	48
	Mathematics	75	84	73	56	88	67	71	52	100	72	74	57
5	Reading	81	66	68	51	88	66	64	46	100	67	69	50
	Language	81	63	62	46	88	64	59	43	99	63	63	46
	Mathematics	82	78	74	56	89	75	73	54	99	76	76	57
6	Reading	85	70	70	54	95	67	67	49	100	70	69	53
	Language	86	62	64	46	92	61	60	42	100	64	63	45
	Mathematics	84	81	80	61	93	77	78	58	100	86	80	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

Islands has built a security fence to secure the campus during the day. In addition, Islands has rerouted the parent pick up lane so that all students are picked up inside the school grounds. Islands has also updated the school crisis plan.

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) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Lee Meschino	(480) 497-0742
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Kim Schammel	(480) 497-0742
School Nutrition Programs	B.J. Gross	(480) 497-0742
Parent Organization	Cheryl Pollack	(480) 497-5422
Student Health/Nurse	Darlene Carroll\Anita Walker	(480) 497-0742

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