

Houston Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

500 E. Houston, Gilbert, AZ 85234

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 *

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. Shane McCord
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 545
Web Address : www.gilbert.k12.az.us/Schools/schools.html
Phone Number : (480) 497-9790
Fax Number : (480) 813-6997
E-mail :

Mission

We believe open, effective communication between home and school strengthens both institutions; that lifelong learning can be nurtured by the home/school partnership; that children thrive in an atmosphere which promotes excellence and dedication.

School / Academic Goals

- ü Focus on academic excellence through basic and critical-thinking skills. Diagnostic assessments, along with pre- and post-evaluations. Cooperative learning techniques that incorporate leadership and negotiation skill development.
- ü The integration of grade-level curricula with special curricula.

Instructional Programs

- ü Accelerated Learning Program
- ü Phonics-based Instruction (K-3)
- ü Special Education Preschool
- ü ESL

Enrollment

October 1, 2002 School Year Student Enrollment : 605
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 85

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 55 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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Teacher Relations
- Ü Communication/School Information
- Ü School Safety Issues
- Ü Campus-wide Morale Building Activities
- Ü Extracurricular Activities
- Ü Curriculum Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	35.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	14	8	0	0
7 to 9 years	21	7	0	0
10 or more years	14	13	1	0

Shared Responsibilities

School

Student safety: visitor sign-in; crossing guards; safety assemblies and evacuation drills. Academic success: staff work collegially; develop student-focused programs. Quarterly report cards; Home/school communication: monthly newsletters.

Parents

Active participation by parents is encouraged. Parents are responsible for their child's attendance and should ensure that students are on time and prepared to learn by sending the child to school well-fed, well-rested and dressed appropriately.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose/Gymnasium

Extracurricular Activities

- Ü Drama Club
- Ü Student Council
- Ü Chess Club
- Ü Oceanography Club

Social Services

- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services

Transportation Policy

Houston Elementary serves an attendance area which is approximately 1.5 square miles in size. We provide one bus for our regular education students and approximately 7 special needs buses. Many of our students walk or ride bikes to our school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Students Helping Students, Peer Assistance and Mediation Awards.

ü Community/business/volunteer partnership achievements.

School Honors

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

Award/Honor	Year
ü Gilbert Days Parade Award	1998
ü District Poetry/Writing Awards	2003
ü Academic Achievement Awards (4-6)	2003
ü United Way Food Drive Goal Accomplished	2001

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	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	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	71	73
Grades 3-4	74	65
Grades 4-5	83	82
Grades 5-6	86	83

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	76	2623	75372	100	99	101	539	539	523	3	3	9	23	16	25	28	40	36	45	40	30
All Students (Prior Year)	66	2444	70809	NA	NA	NA	550	538	518	2	3	11	15	17	27	34	39	35	49	40	27
Female	29	1285	36901	100	99	101	531	540	524	9	3	8	27	15	25	32	40	36	32	41	31
Male	47	1338	38385	100	99	101	544	538	523	0	3	9	21	17	24	26	40	36	53	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	NC	368	29103	NC	97	99	NC	523	510	NC	6	12	NC	24	31	NC	44	36	NC	26	20
Asian/Pacific Islander	NC	90	1574	NC	96	96	NC	554	549	NC	0	3	NC	13	14	NC	37	34	NC	50	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	520	491	--	6	22	--	35	38	--	35	28	--	24	12
White	59	1979	34597	98	97	98	539	542	535	4	3	4	22	14	20	28	40	38	46	43	38
Students with Disabilities	15	242	8057	79	80	99	NA	523	496	NA	12	23	NA	26	31	NA	36	28	NA	26	17
Students without Disabilities	61	2381	67315	107	102	101	539	540	525	3	3	8	23	16	24	28	40	37	45	41	31
Limited English Proficient Students	NC	114	16925	NC	103	112	NC	518	482	NC	9	27	NC	36	40	NC	36	26	NC	18	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	108	26325				--	500	504	--	11	15	--	41	34	--	36	33	--	12	18
Non-Economically Disadvantaged	76	2515	49047				539	541	530	3	3	6	23	15	21	28	40	37	45	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	74	2633	75221	97	99	101	532	535	523	3	2	8	12	8	16	54	61	56	31	28	21
All Students (Prior Year)	65	2439	70860	NA	NA	NA	568	541	524	2	1	9	5	10	17	30	46	45	64	43	30
Female	28	1286	36833	97	99	100	537	540	526	10	1	6	5	6	15	52	61	56	33	33	23
Male	46	1347	38319	98	99	101	530	530	520	0	3	9	16	10	17	55	62	56	29	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	NC	371	29019	NC	98	99	NC	526	513	NC	3	12	NC	9	21	NC	70	55	NC	18	13
Asian/Pacific Islander	NC	90	1572	NC	96	95	NC	543	536	NC	1	2	NC	4	9	NC	66	57	NC	28	31
American Indian/Alaskan Native	--	20	5071	--	74	114	--	523	502	--	0	20	--	18	27	--	59	46	--	24	8
White	58	1988	34543	97	98	97	532	536	531	4	2	4	12	8	12	51	60	58	33	30	26
Students with Disabilities	14	238	8006	74	78	99	NA	519	505	NA	12	22	NA	21	23	NA	53	42	NA	15	13
Students without Disabilities	60	2395	67215	105	102	101	532	535	524	3	2	7	12	8	16	54	61	56	31	29	21
Limited English Proficient Students	NC	114	16853	NC	103	112	NC	513	489	NC	0	29	NC	36	36	NC	55	32	NC	9	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	109	26256				--	501	509	--	18	14	--	28	24	--	51	51	--	4	11
Non-Economically Disadvantaged	74	2524	48965				532	536	528	3	2	5	12	7	13	54	62	58	31	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	68	2563	73654	89	97	99	539	542	530	7	3	9	9	7	13	72	78	70	12	11	7
All Students (Prior Year)	65	2420	68592	NA	NA	NA	571	561	542	2	2	9	5	7	12	62	69	63	31	22	16
Female	25	1259	36239	86	97	99	552	550	537	10	2	7	10	4	11	52	80	72	29	15	10
Male	43	1304	37301	91	96	98	532	533	523	5	5	12	8	11	15	84	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	NC	364	28348	NC	96	96	NC	534	520	NC	4	13	NC	11	17	NC	78	65	NC	6	5
Asian/Pacific Islander	NC	89	1558	NC	95	95	NC	546	547	NC	1	3	NC	7	8	NC	78	76	NC	13	13
American Indian/Alaskan Native	--	19	4947	--	70	111	--	527	507	--	13	22	--	13	22	--	75	53	--	0	3
White	54	1932	33924	90	95	96	538	544	537	8	3	5	8	7	10	73	79	75	10	12	9
Students with Disabilities	NC	205	7306	NC	67	90	NC	525	506	NC	9	24	NC	13	20	NC	72	52	NC	6	4
Students without Disabilities	59	2358	66348	104	101	100	539	542	531	7	3	8	9	7	13	72	78	71	12	11	8
Limited English Proficient Students	NC	111	16422	NC	100	109	NC	519	495	NC	0	30	NC	45	27	NC	55	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	109	25711				--	511	514	--	13	16	--	24	19	--	62	61	--	1	3
Non-Economically Disadvantaged	68	2454	47943				539	543	535	7	3	7	9	7	11	72	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	88	2679	76230	100	99	101	530	513	498	1	4	12	23	34	38	17	15	12	59	47	37
All Students (Prior Year)	95	2528	72888	NA	NA	NA	524	512	494	5	5	14	22	36	40	19	15	12	55	44	34
Female	45	1282	37247	102	100	100	530	514	500	0	3	11	20	35	40	17	14	13	63	47	37
Male	43	1396	38725	98	99	101	529	512	497	3	5	14	26	33	37	18	15	12	53	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	12	374	28100	120	98	98	517	494	482	0	9	18	22	45	47	22	13	11	56	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	73	2020	35389	97	97	96	533	516	514	2	3	6	22	32	32	17	15	14	59	50	48
Students with Disabilities	13	247	9022	100	88	105	NA	476	465	NA	24	31	NA	44	43	NA	6	8	NA	25	17
Students without Disabilities	75	2432	67208	100	101	100	530	514	500	1	4	12	23	34	38	17	15	12	59	48	38
Limited English Proficient Students	--	89	14826	--	84	113	--	468	460	--	11	31	--	74	51	--	0	8	--	16	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	50	25037	--	--	--	--	479	477	--	14	21	--	58	47	--	14	11	--	14	21
Non-Economically Disadvantaged	88	2629	51193	--	--	--	530	514	507	1	4	9	23	33	35	17	15	13	59	48	43

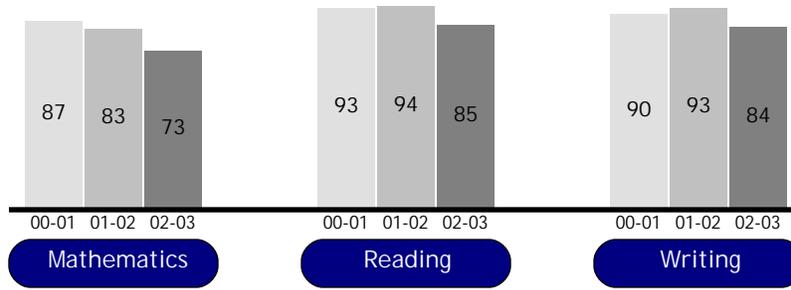
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2678	76202	100	99	101	512	514	505	7	6	19	11	19	24	67	58	46	16	17	11
All Students (Prior Year)	96	2532	72779	NA	NA	NA	517	514	505	8	8	21	14	16	20	50	54	43	28	21	15
Female	45	1284	37231	102	100	100	516	516	507	2	5	16	7	17	24	66	59	48	24	19	13
Male	43	1393	38718	98	99	101	507	512	503	12	7	22	15	21	24	68	58	44	6	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	12	378	28090	120	99	98	517	508	497	0	9	28	11	27	30	78	54	37	11	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	73	2014	35371	97	96	96	511	515	512	8	6	10	10	17	20	67	59	54	16	18	16
Students with Disabilities	13	244	9097	100	87	106	NA	498	493	NA	19	39	NA	37	27	NA	38	29	NA	6	5
Students without Disabilities	75	2434	67105	100	101	100	512	514	506	7	6	18	11	19	24	67	59	47	16	17	12
Limited English Proficient Students	--	91	14780	--	86	113	--	494	486	--	26	50	--	42	32	--	32	18	--	0	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	50	24961	--	--	--	--	496	495	--	23	32	--	35	30	--	40	34	--	2	4
Non-Economically Disadvantaged	88	2628	51241	--	--	--	512	514	509	7	6	14	11	19	22	67	59	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	87	2627	74692	99	97	99	532	520	502	4	7	18	19	23	27	61	59	47	16	11	8
All Students (Prior Year)	96	2497	70710	NA	NA	NA	551	536	512	7	5	17	10	19	26	49	52	42	34	23	16
Female	45	1265	36710	102	98	99	539	527	509	2	5	14	12	19	26	71	62	50	15	13	10
Male	42	1361	37742	95	97	98	524	513	495	6	9	22	26	27	28	50	56	44	18	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	12	371	27492	120	97	96	532	506	486	0	12	27	0	28	32	78	52	38	22	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	72	1979	34785	96	95	94	532	521	517	5	6	10	22	22	23	57	60	56	16	11	11
Students with Disabilities	12	223	8428	92	79	98	NA	483	472	NA	33	38	NA	29	30	NA	33	29	NA	4	3
Students without Disabilities	75	2404	66264	100	100	99	532	520	503	4	6	17	19	23	27	61	60	48	16	11	8
Limited English Proficient Students	--	88	14363	--	83	109	--	478	459	--	21	47	--	53	34	--	26	19	--	0	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	49	24507	--	--	--	--	483	480	--	14	31	--	55	33	--	29	33	--	2	3
Non-Economically Disadvantaged	87	2578	50185	--	--	--	532	520	511	4	7	13	19	23	24	61	60	53	16	11	10

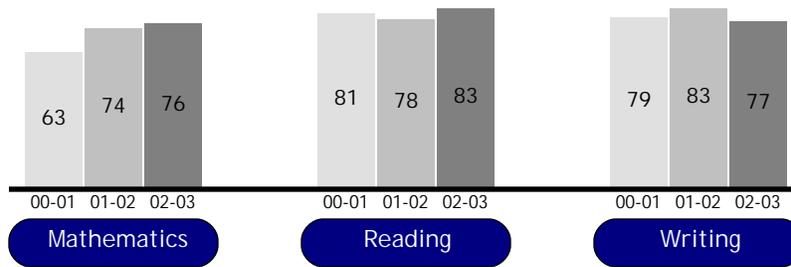
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	73	68	53	94	63	64	44	99	65	68	50
	Language	87	63	66	45	94	50	60	39	100	51	62	43
	Mathematics	86	69	74	56	93	57	70	52	99	64	72	57
3	Reading	91	68	66	50	97	75	64	43	100	68	67	47
	Language	91	71	73	55	97	77	72	50	100	71	72	54
	Mathematics	91	66	70	53	95	76	68	50	98	67	70	54
4	Reading	92	75	72	55	93	71	68	47	97	74	73	52
	Language	91	64	66	50	93	58	62	45	98	62	66	48
	Mathematics	92	72	73	56	93	69	71	52	98	69	74	57
5	Reading	97	69	68	51	96	72	64	46	100	80	69	50
	Language	97	65	62	46	96	65	59	43	100	66	63	46
	Mathematics	97	77	74	56	96	77	73	54	99	77	76	57
6	Reading	95	67	70	54	94	68	67	49	100	75	69	53
	Language	96	60	64	46	94	65	60	42	100	64	63	45
	Mathematics	95	74	80	61	94	73	78	58	100	80	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

Our dynamic staff are wonderful role models for their students in and out of the classrooms. We require all visitors to sign-in, and request them to wear a visitor's badge upon their arrival to protect the safety of each child.

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	Shane McCord	(480) 497-9790
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Tammy Callison	(480) 497-9790
School Nutrition Programs	Gail Tressler	(480) 497-9790
Parent Organization	Sherrie Pierce	(480) 497-9790
Student Health/Nurse	Chris Ingram	(480) 497-9790

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