

Val Vista Lakes Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1030 N. Blue Grotto Drive, 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 : Mrs. Susie Apel
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 718
Web Address : www.gilbert.k12.az.us
Phone Number : (480) 926-6301
Fax Number : (480) 813-9011
E-mail : www.valvista@gilbert.k12.az.us

Mission

We believe: If you provide children with a committed staff, a variety of special programs, and put them into a safe, warm and caring environment with strong, effective teaching, all children will regularly surpass achievement objectives.

School / Academic Goals

Ü Val Vista Lakes Elementary teachers and staff will improve student achievement in the area of Reading. We will continue to improve our teaching of reading skill strategies.

Ü To increase the time our students' practice reading through the use of our Accelerated Reader Program.

Instructional Programs

Ü Integrated Curriculum/Instruction
Ü Gifted Program - Math and Language Arts
Ü On-site Special Education
Ü English Language Learner Program

Enrollment

October 1, 2002 School Year Student Enrollment : 746
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 60

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 15 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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Developing Volunteer Programs
- ü School Safety Issues
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü Planning Special Events

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	40.50
Other Professional Staff	1.00	Teacher Aide	10.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	0	0	0
10 or more years	9	22	0	0

Shared Responsibilities

School

We adhere to high academic standards for all students. An emphasis is placed on student safety and self-esteem is fostered through parent/school partnerships. Parents are encouraged to be active partners in the educational lives of their children.

Parents

Parents are responsible for making sure their children come to school, on time, and ready to learn. VVL encourages parent participation and hosts special events for all families. By being involved, students achieve more.

Resources Available at School Site

Special Facilities

- ü Networked Computer Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Elements of Music
- ü Talent Team
- ü Chess Club

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Health Services
- ü After/Before School Day Care Program

Transportation Policy

Val Vista Lakes Elementary School serves an attendance area 1.5 square miles in size. Three buses serve our students who live outside the one mile range. Two crossing guards assist students walking at two different corners before and after school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our students have displayed high achievement on district and state assessment instruments. The teachers and students have high expectations for themselves and regularly achieve outstanding academic recognition.

- ü Our fine arts programs are of the finest quality. Our band and orchestra programs receive honors at the musical festivals both at the district and state level. Exceptional student art work is displayed at the district Art Show in May of each year.

School Honors

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

Award/Honor	Year
ü State Chess Tournament Winners	2002
ü District Oratorical Contest Winners	2002
ü District Writing Contest Winners	2002
ü District Math Team Winners	2002

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	15	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	4	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	73	71
Grades 3-4	84	71
Grades 4-5	76	79
Grades 5-6	82	89

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	98	2623	75372	101	99	101	551	539	523	2	3	9	9	16	25	39	40	36	50	40	30
All Students (Prior Year)	113	2444	70809	NA	NA	NA	555	538	518	1	3	11	6	17	27	44	39	35	50	40	27
Female	47	1285	36901	104	99	101	548	540	524	2	3	8	12	15	25	42	40	36	44	41	31
Male	51	1338	38385	98	99	101	554	538	523	2	3	9	6	17	24	36	40	36	55	39	30
African American	--	109	3589	--	96	96	--	510	501	--	9	18	--	34	33	--	42	33	--	15	16
Hispanic	10	368	29103	111	97	99	526	523	510	0	6	12	11	24	31	67	44	36	22	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	NC	20	5086	NC	74	114	NC	520	491	NC	6	22	NC	35	38	NC	35	28	NC	24	12
White	81	1979	34597	96	97	98	554	542	535	3	3	4	8	14	20	34	40	38	55	43	38
Students with Disabilities	NC	242	8057	NC	80	99	NC	523	496	NC	12	23	NC	26	31	NC	36	28	NC	26	17
Students without Disabilities	90	2381	67315	103	102	101	551	540	525	2	3	8	9	16	24	39	40	37	50	41	31
Limited English Proficient Students	--	114	16925	--	103	112	--	518	482	--	9	27	--	36	40	--	36	26	--	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	98	2515	49047				551	541	530	2	3	6	9	15	21	39	40	37	50	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	97	2633	75221	100	99	101	541	535	523	1	2	8	9	8	16	53	61	56	37	28	21
All Students (Prior Year)	112	2439	70860	NA	NA	NA	547	541	524	0	1	9	10	10	17	34	46	45	56	43	30
Female	46	1286	36833	102	99	100	544	540	526	0	1	6	10	6	15	48	61	56	43	33	23
Male	51	1347	38319	98	99	101	538	530	520	2	3	9	9	10	17	57	62	56	32	24	18
African American	--	107	3597	--	94	97	--	518	510	--	8	14	--	13	22	--	66	53	--	13	11
Hispanic	10	371	29019	111	98	99	542	526	513	0	3	12	11	9	21	44	70	55	44	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	NC	20	5071	NC	74	114	NC	523	502	NC	0	20	NC	18	27	NC	59	46	NC	24	8
White	80	1988	34543	95	98	97	541	536	531	1	2	4	10	8	12	52	60	58	37	30	26
Students with Disabilities	NC	238	8006	NC	78	99	NC	519	505	NC	12	22	NC	21	23	NC	53	42	NC	15	13
Students without Disabilities	89	2395	67215	102	102	101	541	535	524	1	2	7	9	8	16	53	61	56	37	29	21
Limited English Proficient Students	--	114	16853	--	103	112	--	513	489	--	0	29	--	36	36	--	55	32	--	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	97	2524	48965				541	536	528	1	2	5	9	7	13	53	62	58	37	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	95	2563	73654	98	97	99	547	542	530	2	3	9	3	7	13	83	78	70	11	11	7
All Students (Prior Year)	111	2420	68592	NA	NA	NA	560	561	542	2	2	9	9	7	12	68	69	63	22	22	16
Female	45	1259	36239	100	97	99	552	550	537	2	2	7	2	4	11	76	80	72	20	15	10
Male	50	1304	37301	96	96	98	542	533	523	2	5	12	4	11	15	89	77	68	4	7	5
African American	--	103	3488	--	90	94	--	525	515	--	9	16	--	10	18	--	74	62	--	7	4
Hispanic	10	364	28348	111	96	96	546	534	520	0	4	13	0	11	17	89	78	65	11	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	NC	19	4947	NC	70	111	NC	527	507	NC	13	22	NC	13	22	NC	75	53	NC	0	3
White	79	1932	33924	94	95	96	547	544	537	3	3	5	4	7	10	82	79	75	11	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	87	2358	66348	100	101	100	547	542	531	2	3	8	3	7	13	83	78	71	11	11	8
Limited English Proficient Students	--	111	16422	--	100	109	--	519	495	--	0	30	--	45	27	--	55	43	--	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	95	2454	47943				547	543	535	2	3	7	3	7	11	83	79	74	11	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	127	2679	76230	99	99	101	530	513	498	2	4	12	21	34	38	14	15	12	64	47	37
All Students (Prior Year)	129	2528	72888	NA	NA	NA	520	512	494	6	5	14	28	36	40	15	15	12	51	44	34
Female	63	1282	37247	100	100	100	528	514	500	3	3	11	20	35	40	13	14	13	64	47	37
Male	64	1396	38725	98	99	101	532	512	497	0	5	14	22	33	37	14	15	12	63	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	NC	374	28100	NC	98	98	NC	494	482	NC	9	18	NC	45	47	NC	13	11	NC	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	107	2020	35389	91	97	96	530	516	514	1	3	6	21	32	32	13	15	14	64	50	48
Students with Disabilities	NC	247	9022	NC	88	105	NC	476	465	NC	24	31	NC	44	43	NC	6	8	NC	25	17
Students without Disabilities	122	2432	67208	103	101	100	530	514	500	2	4	12	20	34	38	14	15	12	64	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	127	2629	51193				530	514	507	2	4	9	21	33	35	14	15	13	64	48	43

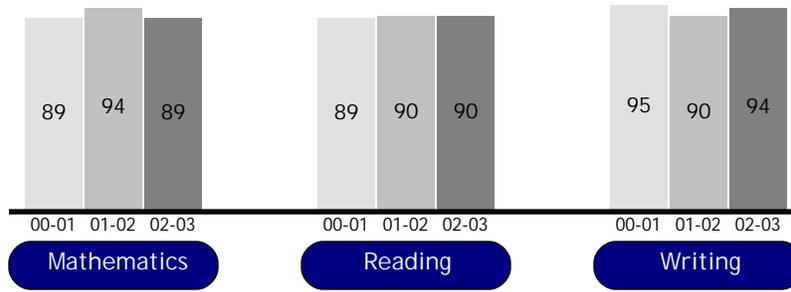
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2678	76202	100	99	101	517	514	505	2	6	19	20	19	24	61	58	46	17	17	11
All Students (Prior Year)	129	2532	72779	NA	NA	NA	511	514	505	8	8	21	19	16	20	58	54	43	15	21	15
Female	64	1284	37231	102	100	100	516	516	507	3	5	16	16	17	24	59	59	48	21	19	13
Male	64	1393	38718	98	99	101	518	512	503	2	7	22	23	21	24	63	58	44	13	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	NC	378	28090	NC	99	98	NC	508	497	NC	9	28	NC	27	30	NC	54	37	NC	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	107	2014	35371	91	96	96	517	515	512	2	6	10	18	17	20	64	59	54	16	18	16
Students with Disabilities	NC	244	9097	NC	87	106	NC	498	493	NC	19	39	NC	37	27	NC	38	29	NC	6	5
Students without Disabilities	123	2434	67105	104	101	100	517	514	506	2	6	18	20	19	24	61	59	47	17	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	--	50	24961				--	496	495	--	23	32	--	35	30	--	40	34	--	2	4
Non-Economically Disadvantaged	128	2628	51241				517	514	509	2	6	14	20	19	22	61	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	128	2627	74692	100	97	99	529	520	502	1	7	18	16	23	27	74	59	47	9	11	8
All Students (Prior Year)	127	2497	70710	NA	NA	NA	539	536	512	3	5	17	18	19	26	57	52	42	22	23	16
Female	64	1265	36710	102	98	99	538	527	509	0	5	14	10	19	26	80	62	50	10	13	10
Male	64	1361	37742	98	97	98	519	513	495	2	9	22	23	27	28	68	56	44	8	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	NC	371	27492	NC	97	96	NC	506	486	NC	12	27	NC	28	32	NC	52	38	NC	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	107	1979	34785	91	95	94	528	521	517	1	6	10	16	22	23	77	60	56	7	11	11
Students with Disabilities	NC	223	8428	NC	79	98	NC	483	472	NC	33	38	NC	29	30	NC	33	29	NC	4	3
Students without Disabilities	123	2404	66264	104	100	99	529	520	503	1	6	17	16	23	27	74	60	48	9	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	--	49	24507				--	483	480	--	14	31	--	55	33	--	29	33	--	2	3
Non-Economically Disadvantaged	128	2578	50185				529	520	511	1	7	13	16	23	24	74	60	53	9	11	10

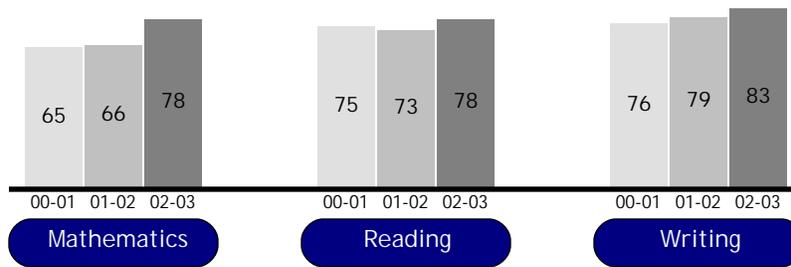
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	92	76	68	53	93	74	64	44	100	74	68	50
	Language	95	71	66	45	93	61	60	39	100	63	62	43
	Mathematics	95	78	74	56	93	73	70	52	99	72	72	57
3	Reading	94	69	66	50	99	71	64	43	100	76	67	47
	Language	94	74	73	55	99	75	72	50	99	77	72	54
	Mathematics	94	75	70	53	100	77	68	50	100	75	70	54
4	Reading	94	72	72	55	99	69	68	47	99	78	73	52
	Language	95	66	66	50	97	63	62	45	100	70	66	48
	Mathematics	94	71	73	56	96	78	71	52	99	80	74	57
5	Reading	96	74	68	51	98	67	64	46	98	75	69	50
	Language	96	71	62	46	95	59	59	43	98	66	63	46
	Mathematics	95	76	74	56	96	78	73	54	99	84	76	57
6	Reading	96	77	70	54	98	74	67	49	98	73	69	53
	Language	96	72	64	46	96	73	60	42	98	73	63	45
	Mathematics	96	86	80	61	97	82	78	58	99	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

Orderly and quiet hallways are enforced throughout the building in order to maintain a quiet learning environment. Fire, Evacuation, and Lockdown Drills are practiced monthly to ensure safe emergency procedures for all.

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	Susie Apel	(480) 926-6301
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Lori Martinez	(480) 926-6301
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Kim Rushton	(480) 926-6301
Student Health/Nurse	Terri Ballard	(480) 926-6301

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