Sonoma Ranch Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

601 N. Key Biscayne Drive, Gilbert, AZ 85234
Gilbert Unified District

AZ LEARNS[1]

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.

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.

School Overview

Principal/Administrator :	Mrs. Sharon Skoworn
Schedule :	8:00 AM to 4:00 PM
Grades :	Pre-K-6
2003 Enrollment :	788
Web Address :	sonoma-es.gilbert.k12.az.us
Phone Number :	(480) 497-9343
Fax Number :	(480) 497-9574
E-mail :	brenda_heyen@gilbert.k12.az.us

Mission

Sonoma Ranch provides a secure & nurturing environment which promotes trustworthiness, responsibility, respect, fairness, caring & citizenship. Students are encouraged to learn to the best of their ability, & realize their full potential for success.

School / Academic Goals

- Students will become successful learners and good citizens with high expectations.
- Excellence in instruction and student learning will result in grades two through six having cumulative Stanford 9 Achievement Test scores that are above district and state averages.

Instructional Programs

- Full-day Kindergarten
- Advanced Learning Program (ALP)
- Special Education & Amanecer PreSchool
- Accelerated Reader Program

Enrollment

October 1, 2002 School Year Student Enrollment :	843
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	110

Calendar Information

Number of Instruction Days :	178
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

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü School Safety Issues
1 Non-certified Employee(s)	ü Multicultural Awareness
8 Teacher(s)	ü Parent/Teacher Relations
9 Parent(s)	ü Special Events Planning
0 Community Member(s)	ü School Facility Improvements
4 Student(s)	ü School Program Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	16.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	1
4 to 6 years	3	4	0	1
7 to 9 years	2	3	0	1
10 or more years	12	7	0	1

Shared Responsibilities

School

We provide a welcome environment for our parents through our volunteer program. All parents receive a District Handbook and Curriculum Standards. Monthly newsletters, weekly classroom newsletters and daily agendas for each student are sent home.

Parents

Parents are responsible for sending children to school rested, well-fed, and ready to learn. Parents are encouraged to be active in school learning through monitoring communication and student homework. Involvement in school activities is encouraged.

Resources Available at School Site

Special Facilities

- ü Computer Lab/Networked Classrooms
- ü Classroom Access to Media/Phone/Video

Extracurricular Activities

- ü Oceanography Club
- ü Outdoor Science Camp
- ü Student Council
- ü Choir

Social Services

- ü Breakfast/Lunch Programs
- ü Before/After School Day Care
- ü Tobacco/Drug Prevention Education
- ü Health Services

Transportation Policy

Sonoma has an attendance area of 2 square miles. Seven buses transport students living more than 1 mile from school. Students walk to and from school within the subdivision. We have four crossing guards monitoring student traffic and safety.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Sonoma Ranch has achieved Model and Master school recogintion with Reading Renaissance. This has made a significant positive difference in our reading growth and enjoyment.

- 2003 Stanford 9 Achievement Test and AIMS scores are above district and state averages.

School Honors

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

Award/Honor	Year
Gilbert District Spelling Bee Contestant	2003
Gilbert Student of the Month	2003
District Battle of the Books Contestants	2003
District Student Poetry & Essay Winners	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate [2]	97	95	94	96
Transfers Out [3]	13	20	20	20
Transfers In[4] (Within District)	0	2	2	2
Transfers In[5] (Out of District)	6	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	80	76
Grades 3-4	78	61
Grades 4-5	69	85
Grades 5-6	84	80

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	127	2623	75372	100	99	101	560	539	523	0	3	9	9	16	25	36	40	36	56	40	30
All Students (Prior Year)	141	2444	70809	NA	NA	NA	558	538	518	3	3	11	9	17	27	26	39	35	63	40	27
Female	70	1285	36901	100	99	101	564	540	524	0	3	8	6	15	25	41	40	36	52	41	31
Male	57	1338	38385	100	99	101	556	538	523	0	3	9	12	17	24	29	40	36	60	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	100	97	99	533	523	510	0	6	12	8	24	31	58	44	36	33	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	100	1979	34597	100	97	98	563	542	535	0	3	4	7	14	20	33	40	38	60	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	121	2381	67315	103	102	101	560	540	525	0	3	8	9	16	24	36	40	37	56	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	127	2515	49047				560	541	530	0	3	6	9	15	21	36	40	37	56	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	126	2633	75221	99	99	101	546	535	523	0	2	8	5	8	16	54	61	56	40	28	21
All Students (Prior Year)	141	2439	70860	NA	NA	NA	542	541	524	6	1	9	7	10	17	37	46	45	50	43	30
Female	69	1286	36833	99	99	100	552	540	526	0	1	6	3	6	15	53	61	56	44	33	23
Male	57	1347	38319	100	99	101	539	530	520	0	3	9	8	10	17	56	62	56	37	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	100	98	99	540	526	513	0	3	12	0	9	21	75	70	55	25	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	99	1988	34543	99	98	97	545	536	531	0	2	4	6	8	12	50	60	58	44	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	120	2395	67215	103	102	101	546	535	524	0	2	7	5	8	16	54	61	56	40	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	126	2524	48965				546	536	528	0	2	5	5	7	13	54	62	58	40	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	99	97	99	555	542	530	2	3	9	4	7	13	78	78	70	16	11	7
All Students (Prior Year)	141	2420	68592	NA	NA	NA	567	561	542	4	2	9	2	7	12	66	69	63	28	22	16
Female	69	1259	36239	99	97	99	559	550	537	2	2	7	2	4	11	84	80	72	13	15	10
Male	57	1304	37301	100	96	98	550	533	523	2	5	12	8	11	15	71	77	68	19	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	100	96	96	579	534	520	0	4	13	0	11	17	92	78	65	8	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	99	1932	33924	99	95	96	553	544	537	2	3	5	4	7	10	76	79	75	18	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	121	2358	66348	103	101	100	555	542	531	2	3	8	4	7	13	78	78	71	16	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	126	2454	47943				555	543	535	2	3	7	4	7	11	78	79	74	16	11	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	109	2679	76230	99	99	101	542	513	498	1	4	12	16	34	38	11	15	12	72	47	37
All Students (Prior Year)	132	2528	72888	NA	NA	NA	526	512	494	1	5	14	28	36	40	16	15	12	56	44	34
Female	54	1282	37247	100	100	100	547	514	500	0	3	11	15	35	40	10	14	13	75	47	37
Male	55	1396	38725	98	99	101	536	512	497	2	5	14	17	33	37	13	15	12	68	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	11	374	28100	100	98	98	518	494	482	0	9	18	38	45	47	0	13	11	63	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	83	2020	35389	97	97	96	541	516	514	1	3	6	14	32	32	13	15	14	72	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	103	2432	67208	100	101	100	542	514	500	1	4	12	16	34	38	11	15	12	72	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	--	50	25037				--	479	477	--	14	21	--	58	47	--	14	11	--	14	21
Non-Economically Disadvantaged	109	2629	51193				542	514	507	1	4	9	16	33	35	11	15	13	72	48	43

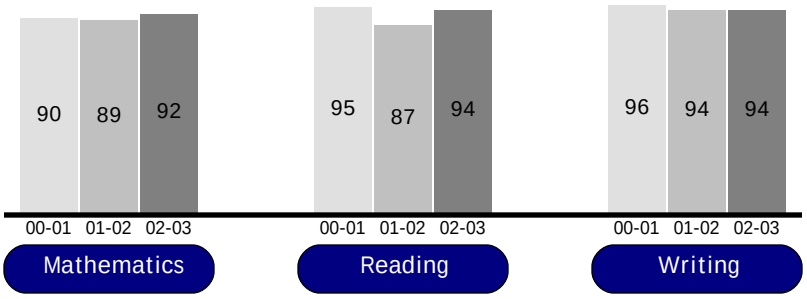
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2678	76202	99	99	101	519	514	505	4	6	19	18	19	24	53	58	46	25	17	11
All Students (Prior Year)	132	2532	72779	NA	NA	NA	525	514	505	2	8	21	11	16	20	58	54	43	29	21	15
Female	54	1284	37231	100	100	100	523	516	507	0	5	16	15	17	24	54	59	48	31	19	13
Male	55	1393	38718	98	99	101	514	512	503	9	7	22	21	21	24	51	58	44	19	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	11	378	28090	100	99	98	530	508	497	0	9	28	50	27	30	25	54	37	25	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	83	2014	35371	97	96	96	518	515	512	4	6	10	16	17	20	57	59	54	23	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	103	2434	67105	100	101	100	519	514	506	4	6	18	18	19	24	53	59	47	25	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	109	2628	51241				519	514	509	4	6	14	18	19	22	53	59	51	25	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	110	2627	74692	100	97	99	523	520	502	6	7	18	21	23	27	60	59	47	13	11	8
All Students (Prior Year)	131	2497	70710	NA	NA	NA	539	536	512	2	5	17	17	19	26	54	52	42	26	23	16
Female	54	1265	36710	100	98	99	530	527	509	0	5	14	15	19	26	75	62	50	10	13	10
Male	56	1361	37742	100	97	98	516	513	495	13	9	22	27	27	28	44	56	44	17	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	11	371	27492	100	97	96	520	506	486	13	12	27	25	28	32	50	52	38	13	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	84	1979	34785	98	95	94	524	521	517	5	6	10	19	22	23	64	60	56	13	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	104	2404	66264	101	100	99	523	520	503	6	6	17	21	23	27	60	60	48	13	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	110	2578	50185				523	520	511	6	7	13	21	23	24	60	60	53	13	11	10

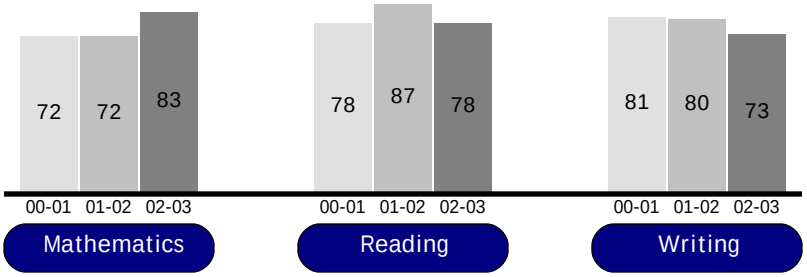
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 adminstration complete the state assessments will meet the AYP standard estabilished 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

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	79	68	53	98	77	64	44	99	73	68	50
	Language	93	77	66	45	98	71	60	39	99	65	62	43
	Mathematics	94	82	74	56	98	78	70	52	99	78	72	57
3	Reading	95	77	66	50	98	75	64	43	100	78	67	47
	Language	96	83	73	55	98	81	72	50	99	82	72	54
	Mathematics	96	85	70	53	98	84	68	50	100	83	70	54
4	Reading	90	74	72	55	100	70	68	47	100	80	73	52
	Language	90	72	66	50	100	65	62	45	98	74	66	48
	Mathematics	91	78	73	56	97	77	71	52	99	81	74	57
5	Reading	96	72	68	51	100	74	64	46	99	75	69	50
	Language	96	66	62	46	100	69	59	43	98	71	63	46
	Mathematics	98	81	74	56	99	82	73	54	99	86	76	57
6	Reading	98	77	70	54	100	74	67	49	100	75	69	53
	Language	98	71	64	46	100	63	60	42	100	66	63	45
	Mathematics	98	86	80	61	99	82	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

Sonoma has high expectations for student behavior and achievement. We use the Character Counts! program to promote successful citizens. Students have the opportunity to identify and redirect inappropriate behavior through our Responsibility Center.

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	Sharon Skoworn	(480) 497-9343
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Sharon Skoworn	(480) 497-9343
School Nutrition Programs	Debbie Dunn	(480) 497-9343
Parent Organization	Debbie Ament	(480) 926-1855
Student Health/Nurse	Shallena Zapata	(480) 497-9343

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."

Footnotes

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