

Hohokam Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8451 E. Oak Street, Scottsdale, AZ 85257

Scottsdale 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. Kevin R. Flynn
Schedule : 7:15 AM to 3:15 PM
Grades : K-6
2003 Enrollment : 579
Web Address : www.hohokam.org
Phone Number : (480) 484-1800
Fax Number : (480) 484-1801
E-mail : kflynn@susd.org

Mission

The mission of Hohokam School is to provide an effective learning environment in order to develop lifelong learners who become contributing members of society.

School / Academic Goals

ü To increase individual student academic achievement on the Stanford 9 test in the area of Language Arts.

ü To provide a safe learning environment for our students and staff.

Instructional Programs

ü Title I Target Assistance Reading (1-3)
ü Self-contained Special Education Classes
ü Spanish Enrichment
ü Language Acquisition

Enrollment

October 1, 2002 School Year Student Enrollment : 578
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 84

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Oversee School Improvement Plan
- Ü Oversee School Committees
- Ü Personnel Decisions - Interviews
- Ü School Safety Issues
- Ü Communication--School and Community
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	4.00	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	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	1	2	0	0
10 or more years	9	12	0	0

Shared Responsibilities

School

Hohokam will address the needs of the child by providing a safe, non-discriminatory environment where students can think, create and explore; maintain open communication; encourage parent participation and maintain a highly qualified staff.

Parents

Parents will show support of their children in several areas: Get them safely to school; encourage satisfactory completion of homework; motivate them to do their best; and serve as role models by valuing education.

Resources Available at School Site

Special Facilities

- Ü Two Computer Laboratories
- Ü Networked Media Center

Extracurricular Activities

- Ü Student Council
- Ü Outdoor Education
- Ü Tutoring
- Ü Fine Art Activities

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Community Resource Specialist
- Ü Intervention Specialist (SPI)

Transportation Policy

The safety of student riders is our first consideration. Vehicles are maintained and bus evacuation drills are conducted twice each year. Transportation is provided daily for Kindergarten through 6th grade students who reside south of McDowell Road.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The students and staff were able to successfully reach 100% of our goals for the school improvement plan. The school improvement plan dealt with the following areas: academic performance, school safety, technology, and professional development.
- ü A full-time Community Specialist has been able to improve student attendance by working with students and families who were not achieving success at Hohokam.

School Honors

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

Award/Honor	Year
ü Scottsdale Charros Elementary Teacher of the Year	2003
ü State/District Art Winners - 1st-4th Place	2003
ü City of Scottsdale Essay Contest Winner	2003
ü District Poetry Winners - 1st-4th Place	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	23	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	11	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	62	55
Grades 3-4	76	57
Grades 4-5	81	87
Grades 5-6	80	97

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	95	2032	75372	101	98	101	519	547	523	1	2	9	29	14	25	48	36	36	22	47	30
All Students (Prior Year)	75	1994	70809	NA	NA	NA	528	545	518	0	3	11	26	14	27	48	36	35	26	47	27
Female	51	988	36901	100	98	101	522	545	524	2	3	8	24	15	25	46	37	36	27	45	31
Male	44	1044	38385	102	99	101	516	549	523	0	2	9	34	14	24	50	35	36	16	50	30
African American	NC	40	3589	NC	89	96	NC	522	501	NC	8	18	NC	25	33	NC	36	33	NC	31	16
Hispanic	31	275	29103	103	93	99	512	519	510	0	9	12	31	28	31	56	38	36	13	25	20
Asian/Pacific Islander	NC	58	1574	NC	89	96	NC	564	549	NC	0	3	NC	9	14	NC	28	34	NC	64	48
American Indian/Alaskan Native	NC	20	5086	NC	74	114	NC	528	491	NC	13	22	NC	13	38	NC	31	28	NC	44	12
White	56	1570	34597	100	96	98	525	550	535	0	1	4	28	13	20	44	36	38	28	50	38
Students with Disabilities	23	189	8057	96	69	99	506	522	496	0	10	23	45	22	31	55	41	28	0	27	17
Students without Disabilities	72	1843	67315	103	103	101	522	548	525	2	2	8	26	14	24	47	36	37	26	48	31
Limited English Proficient Students	15	188	16925	115	106	112	NA	462	482	NA	45	27	NA	40	40	NA	15	26	NA	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	19	146	26325				492	526	504	7	6	15	64	34	34	29	28	33	0	33	18
Non-Economically Disadvantaged	76	1886	49047				526	548	530	0	2	6	20	13	21	53	36	37	27	48	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	95	2023	75221	101	98	101	523	540	523	7	2	8	13	8	16	62	56	56	17	34	21
All Students (Prior Year)	76	1998	70860	NA	NA	NA	530	543	524	0	3	9	16	9	17	62	42	45	22	46	30
Female	51	987	36833	100	98	100	525	543	526	5	2	6	15	8	15	54	53	56	26	38	23
Male	44	1036	38319	102	98	101	521	536	520	10	3	9	10	9	17	73	59	56	7	30	18
African American	NC	42	3597	NC	93	97	NC	518	510	NC	3	14	NC	21	22	NC	67	53	NC	10	11
Hispanic	31	268	29019	103	90	99	518	522	513	13	12	12	13	16	21	63	52	55	13	20	13
Asian/Pacific Islander	NC	58	1572	NC	89	95	NC	551	536	NC	0	2	NC	4	9	NC	44	57	NC	51	31
American Indian/Alaskan Native	NC	19	5071	NC	70	114	NC	518	502	NC	0	20	NC	21	27	NC	79	46	NC	0	8
White	56	1566	34543	100	96	97	528	542	531	4	1	4	11	7	12	63	56	58	22	35	26
Students with Disabilities	23	184	8006	96	68	99	522	526	505	0	5	22	0	17	23	100	55	42	0	23	13
Students without Disabilities	72	1839	67215	103	103	101	523	540	524	8	2	7	14	8	16	59	56	56	19	34	21
Limited English Proficient Students	15	180	16853	115	102	112	NA	477	489	NA	47	29	NA	42	36	NA	11	32	NA	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	19	144	26256				489	514	509	36	12	14	36	21	24	29	55	51	0	12	11
Non-Economically Disadvantaged	76	1879	48965				532	541	528	0	2	5	7	8	13	71	56	58	22	35	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	92	1992	73654	98	96	99	531	554	530	1	2	9	16	6	13	80	73	70	3	19	7
All Students (Prior Year)	73	1949	68592	NA	NA	NA	541	571	542	2	3	9	11	6	12	79	61	63	8	31	16
Female	49	972	36239	96	97	99	532	561	537	3	2	7	13	4	11	82	70	72	3	24	10
Male	43	1020	37301	100	96	98	530	547	523	0	2	12	19	8	15	77	76	68	3	14	5
African American	NC	40	3488	NC	89	94	NC	533	515	NC	6	16	NC	6	18	NC	75	62	NC	14	4
Hispanic	29	261	28348	97	88	96	527	531	520	7	11	13	13	13	17	80	66	65	0	9	5
Asian/Pacific Islander	NC	58	1558	NC	89	95	NC	572	547	NC	0	3	NC	0	8	NC	72	76	NC	28	13
American Indian/Alaskan Native	NC	17	4947	NC	63	111	NC	546	507	NC	0	22	NC	14	22	NC	71	53	NC	14	3
White	57	1547	33924	102	95	96	534	556	537	0	1	5	17	5	10	79	73	75	4	20	9
Students with Disabilities	21	171	7306	88	63	90	532	533	506	0	11	24	0	8	20	100	71	52	0	11	4
Students without Disabilities	71	1821	66348	101	102	100	531	555	531	2	2	8	18	6	13	77	73	71	3	20	8
Limited English Proficient Students	14	177	16422	108	100	109	NA	476	495	NA	53	30	NA	26	27	NA	21	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	19	137	25711				506	529	514	7	10	16	43	20	19	50	58	61	0	12	3
Non-Economically Disadvantaged	73	1855	47943				537	555	535	0	2	7	9	5	11	87	73	74	4	20	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	107	2110	76230	101	98	101	503	521	498	5	4	12	45	28	38	18	14	12	33	54	37
All Students (Prior Year)	99	2193	72888	NA	NA	NA	510	523	494	4	5	14	43	26	40	15	13	12	39	56	34
Female	57	1048	37247	100	99	100	496	522	500	2	3	11	53	29	40	22	14	13	22	55	37
Male	50	1060	38725	102	98	101	511	521	497	8	4	14	35	27	37	13	15	12	45	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	32	239	28100	100	93	98	482	489	482	9	11	18	57	49	47	13	11	11	22	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	NC	32	5292	NC	91	113	NC	496	463	NC	4	31	NC	44	47	NC	19	8	NC	33	14
White	63	1571	35389	100	90	96	510	526	514	4	3	6	43	25	32	19	15	14	35	58	48
Students with Disabilities	16	171	9022	94	80	105	424	467	465	50	29	31	50	38	43	0	16	8	0	16	17
Students without Disabilities	91	1939	67208	102	100	100	505	523	500	4	3	12	45	28	38	18	14	12	34	55	38
Limited English Proficient Students	21	157	14826	100	101	113	471	470	460	18	15	31	64	65	51	0	9	8	18	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	107	1985	51193				503	523	507	5	3	9	45	27	35	18	14	13	33	55	43

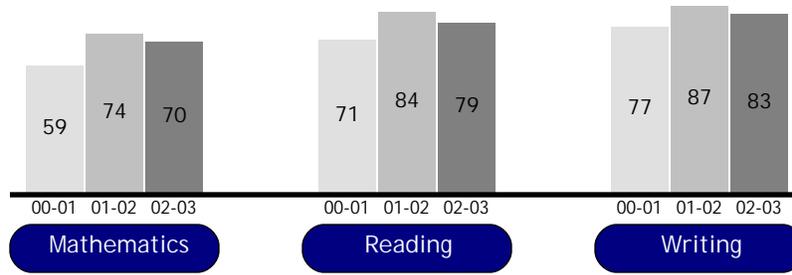
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2103	76202	101	98	101	508	516	505	11	8	19	30	17	24	50	55	46	10	20	11
All Students (Prior Year)	98	2198	72779	NA	NA	NA	513	518	505	7	9	21	26	12	20	49	48	43	17	31	15
Female	57	1037	37231	100	98	100	509	519	507	7	5	16	33	15	24	54	56	48	7	23	13
Male	50	1064	38718	102	98	101	505	514	503	16	10	22	26	18	24	45	55	44	13	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	32	237	28090	100	92	98	499	500	497	14	19	28	45	36	30	36	37	37	5	8	5
Asian/Pacific Islander	NC	55	1443	NC	75	95	NC	524	515	NC	2	9	NC	6	19	NC	65	53	NC	27	19
American Indian/Alaskan Native	NC	32	5311	NC	91	113	NC	501	491	NC	15	38	NC	26	31	NC	56	28	NC	4	3
White	63	1566	35371	100	90	96	512	518	512	11	6	10	22	14	20	56	58	54	11	22	16
Students with Disabilities	17	173	9097	100	80	106	486	490	493	50	39	39	50	30	27	0	30	29	0	2	5
Students without Disabilities	90	1930	67105	101	100	100	508	517	506	10	7	18	29	17	24	51	56	47	10	21	12
Limited English Proficient Students	21	158	14780	100	102	113	496	489	486	20	36	50	50	45	32	30	17	18	0	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	107	1980	51241				508	517	509	11	6	14	30	16	22	50	57	51	10	21	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	105	2048	74692	99	95	99	516	529	502	13	6	18	24	18	27	52	57	47	11	18	8
All Students (Prior Year)	93	2146	70710	NA	NA	NA	539	550	512	9	5	17	21	14	26	41	47	42	28	34	16
Female	55	1020	36710	96	96	99	520	538	509	4	4	14	27	16	26	60	58	50	9	23	10
Male	50	1026	37742	102	95	98	511	520	495	24	9	22	21	21	28	42	57	44	13	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	31	232	27492	97	90	96	512	501	486	14	17	27	19	28	32	52	45	38	14	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	NC	29	5166	NC	83	110	NC	498	470	NC	15	39	NC	26	32	NC	56	27	NC	4	2
White	63	1523	34785	100	88	94	519	533	517	13	5	10	26	18	23	50	59	56	11	19	11
Students with Disabilities	16	152	8428	94	71	98	442	481	472	50	23	38	50	42	30	0	32	29	0	3	3
Students without Disabilities	89	1896	66264	100	98	99	518	530	503	12	6	17	23	18	27	53	58	48	11	18	8
Limited English Proficient Students	20	151	14363	95	97	109	506	474	459	22	33	47	11	41	34	56	25	19	11	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	105	1929	50185				516	531	511	13	6	13	24	17	24	52	59	53	11	18	10

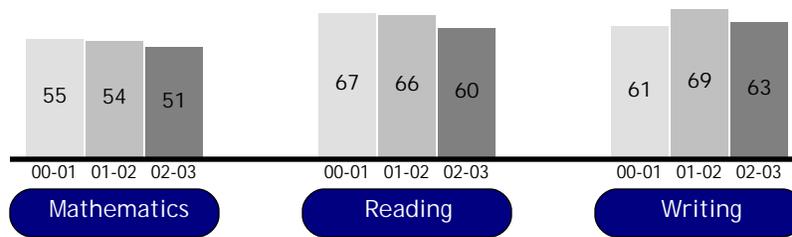
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	88	56	71	53	91	59	67	44	97	45	66	50
	Language	90	50	65	45	91	53	63	39	99	36	61	43
	Mathematics	90	79	74	56	92	81	75	52	99	64	72	57
3	Reading	86	45	72	50	96	51	67	43	99	55	70	47
	Language	87	57	76	55	96	60	72	50	100	63	75	54
	Mathematics	84	54	76	53	96	66	72	50	99	72	73	54
4	Reading	92	60	77	55	98	41	71	47	100	55	75	52
	Language	93	53	69	50	97	43	65	45	100	50	68	48
	Mathematics	93	55	77	56	98	47	74	52	100	60	78	57
5	Reading	98	55	72	51	97	57	69	46	98	53	70	50
	Language	98	56	66	46	94	56	64	43	98	50	65	46
	Mathematics	98	66	78	56	94	69	76	54	98	66	77	57
6	Reading	97	51	72	54	96	74	72	49	96	66	72	53
	Language	97	56	66	46	96	64	66	42	95	56	67	45
	Mathematics	98	77	80	61	99	85	78	58	97	80	78	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

Visitors sign-in; buddy system for our students; staff on duty; safety drills; attendance verified; locked doors as teachers leave rooms; security fence; two-way radio communication; plant supervisor & principal visible, as well as SRO when possible.

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) :

2

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	Kevin R. Flynn	(480) 484-1800
Transportation Policy	Robert Flach	(480) 484-6128
Community Resources	Carol Hughes	(480) 484-6188
School Nutrition Programs	Barbara Savastio	(480) 484-8680
Parent Organization	Jim Valley	(480) 484-1800
Student Health/Nurse	Janelle Liffiton	(480) 484-1811

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