

Pueblo Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

6320 N. 82nd Street, Scottsdale, AZ 85250

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 : Ms. Terri L. Kellen

Schedule : 7:00 AM to 3:30 PM

Grades : K-6

2003 Enrollment : 600

Web Address : www.susd.org

Phone Number : (480) 484-3100

Fax Number : (480) 484-3101

E-mail : terri.kellen@susd.org

Mission

We believe each child in our school is unique; therefore, the staff and parents of Pueblo school, working together, are committed to establish high expectations for every child and assist them in fulfilling their role as responsible citizens.

School / Academic Goals

ü To increase the percentage of students in the 3rd/4th quartiles on the Total Math, Reading and/or Language subtest of the Stanford 9 Achievement Test.

ü To increase the percentage of students in the third and fifth grades to Meet and Exceed in all subject areas on AIMS.

Instructional Programs

ü Gifted Program

ü On-site Special Education

ü Speech & Language Special Education

ü English Immersion Student Program

Enrollment

October 1, 2002 School Year Student Enrollment : 609

Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes

Number of Students Attending Under Open Enrollment in 2002-03 : 70

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

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

Council Duties

- ü School Improvement Plan
- ü School Safety Issues
- ü School Climate
- ü Extracurricular Activities
- ü Technology
- ü Staff Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	6.00	Teacher Aide	9.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	3	0	0
10 or more years	25	5	0	0

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly and encourage parent participation in the life of the school.

Parents

Parents are urged to provide a home environment conducive to studying and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education and participating in school-wide events.

Resources Available at School Site

Special Facilities

- ü Library/Media Center
- ü 2 Computer Labs--Dell and iMac

Extracurricular Activities

- ü Band/Orchestra/Chorus (Grades 4-6)
- ü Yearbook (Grade 6)
- ü Student Council (Grades 4-6)
- ü Oasis (Senior Citizen) Tutors Grades 1-4

Social Services

- ü Health Services
- ü Breakfast and Lunch Program
- ü Community Specialist
- ü After School Program on Site

Transportation Policy

Transportation is provided for all students grades K-6 who are located at least one mile from the school. All vehicles are maintained to provide safe/efficient transportation. Service is provided for special education students whose IEPs require it.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü 2002-03 school student achievement goal of increasing students who scored in the 3rd and 4th quartile on the Total Math test of the Stanford 9 was achieved.

- ü Band and Orchestra students participated in the Scottsdale School District Honor Band and Honor Orchestra and the All State Band and the All State Orchestra.

School Honors

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

Award/Honor	Year
ü Word Masters	2001
ü Presidential Academic Awards	2001
ü Outstanding Science Teacher of the Year	2002
ü Honorable Mention for State Poetry Contest	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	10	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	55	78
Grades 3-4	73	62
Grades 4-5	64	76
Grades 5-6	69	85

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	90	2032	75372	100	98	101	530	547	523	2	2	9	21	14	25	45	36	36	32	47	30
All Students (Prior Year)	90	1994	70809	NA	NA	NA	540	545	518	0	3	11	13	14	27	46	36	35	40	47	27
Female	47	988	36901	98	98	101	529	545	524	2	3	8	16	15	25	57	37	36	25	45	31
Male	43	1044	38385	102	99	101	530	549	523	3	2	9	26	14	24	32	35	36	39	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	NC	275	29103	NC	93	99	NC	519	510	NC	9	12	NC	28	31	NC	38	36	NC	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	78	1570	34597	108	96	98	532	550	535	1	1	4	21	13	20	44	36	38	33	50	38
Students with Disabilities	NC	189	8057	NC	69	99	NC	522	496	NC	10	23	NC	22	31	NC	41	28	NC	27	17
Students without Disabilities	81	1843	67315	107	103	101	531	548	525	3	2	8	19	14	24	46	36	37	33	48	31
Limited English Proficient Students	NC	188	16925	NC	106	112	NC	462	482	NC	45	27	NC	40	40	NC	15	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	90	1886	49047				530	548	530	2	2	6	21	13	21	45	36	37	32	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	90	2023	75221	100	98	101	531	540	523	1	2	8	7	8	16	65	56	56	26	34	21
All Students (Prior Year)	94	1998	70860	NA	NA	NA	546	543	524	1	3	9	6	9	17	48	42	45	45	46	30
Female	47	987	36833	98	98	100	532	543	526	0	2	6	5	8	15	68	53	56	27	38	23
Male	43	1036	38319	102	98	101	530	536	520	3	3	9	11	9	17	62	59	56	24	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	NC	268	29019	NC	90	99	NC	522	513	NC	12	12	NC	16	21	NC	52	55	NC	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	78	1566	34543	108	96	97	533	542	531	1	1	4	6	7	12	65	56	58	28	35	26
Students with Disabilities	NC	184	8006	NC	68	99	NC	526	505	NC	5	22	NC	17	23	NC	55	42	NC	23	13
Students without Disabilities	81	1839	67215	107	103	101	531	540	524	1	2	7	6	8	16	66	56	56	26	34	21
Limited English Proficient Students	NC	180	16853	NC	102	112	NC	477	489	NC	47	29	NC	42	36	NC	11	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	90	1879	48965				531	541	528	1	2	5	7	8	13	65	56	58	26	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	90	1992	73654	100	96	99	541	554	530	1	2	9	9	6	13	80	73	70	10	19	7
All Students (Prior Year)	91	1949	68592	NA	NA	NA	557	571	542	1	3	9	6	6	12	75	61	63	18	31	16
Female	47	972	36239	98	97	99	547	561	537	0	2	7	5	4	11	86	70	72	9	24	10
Male	43	1020	37301	102	96	98	534	547	523	3	2	12	14	8	15	72	76	68	11	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	NC	261	28348	NC	88	96	NC	531	520	NC	11	13	NC	13	17	NC	66	65	NC	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	78	1547	33924	108	95	96	542	556	537	0	1	5	10	5	10	80	73	75	10	20	9
Students with Disabilities	NC	171	7306	NC	63	90	NC	533	506	NC	11	24	NC	8	20	NC	71	52	NC	11	4
Students without Disabilities	81	1821	66348	107	102	100	541	555	531	1	2	8	9	6	13	80	73	71	10	20	8
Limited English Proficient Students	NC	177	16422	NC	100	109	NC	476	495	NC	53	30	NC	26	27	NC	21	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	90	1855	47943				541	555	535	1	2	7	9	5	11	80	73	74	10	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	78	2110	76230	99	98	101	514	521	498	3	4	12	31	28	38	24	14	12	42	54	37
All Students (Prior Year)	106	2193	72888	NA	NA	NA	500	523	494	11	5	14	35	26	40	14	13	12	40	56	34
Female	42	1048	37247	100	99	100	522	522	500	3	3	11	26	29	40	21	14	13	50	55	37
Male	36	1060	38725	97	98	101	504	521	497	3	4	14	38	27	37	28	15	12	31	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	NC	239	28100	NC	93	98	NC	489	482	NC	11	18	NC	49	47	NC	11	11	NC	28	24
Asian/Pacific Islander	--	56	1447	--	77	95	--	534	527	--	0	5	--	16	26	--	14	11	--	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	60	1571	35389	97	90	96	516	526	514	0	3	6	33	25	32	23	15	14	44	58	48
Students with Disabilities	10	171	9022	71	80	105	505	467	465	0	29	31	50	38	43	50	16	8	0	16	17
Students without Disabilities	68	1939	67208	105	100	100	514	523	500	3	3	12	31	28	38	23	14	12	43	55	38
Limited English Proficient Students	NC	157	14826	NC	101	113	NC	470	460	NC	15	31	NC	65	51	NC	9	8	NC	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	78	1985	51193				514	523	507	3	3	9	31	27	35	24	14	13	42	55	43

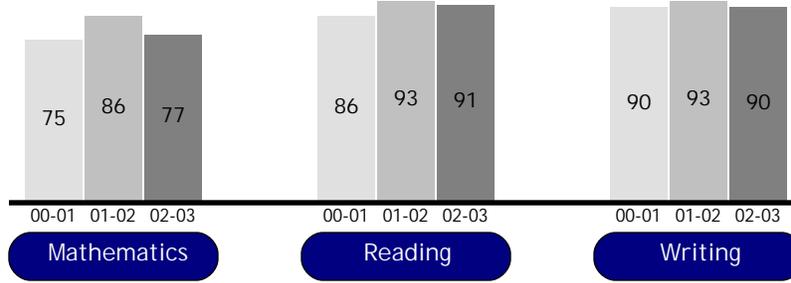
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2103	76202	99	98	101	507	516	505	19	8	19	16	17	24	57	55	46	9	20	11
All Students (Prior Year)	106	2198	72779	NA	NA	NA	505	518	505	16	9	21	22	12	20	45	48	43	16	31	15
Female	42	1037	37231	100	98	100	507	519	507	13	5	16	15	15	24	59	56	48	13	23	13
Male	36	1064	38718	97	98	101	506	514	503	27	10	22	17	18	24	53	55	44	3	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	NC	237	28090	NC	92	98	NC	500	497	NC	19	28	NC	36	30	NC	37	37	NC	8	5
Asian/Pacific Islander	--	55	1443	--	75	95	--	524	515	--	2	9	--	6	19	--	65	53	--	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	60	1566	35371	97	90	96	507	518	512	19	6	10	20	14	20	54	58	54	7	22	16
Students with Disabilities	10	173	9097	71	80	106	494	490	493	25	39	39	25	30	27	50	30	29	0	2	5
Students without Disabilities	68	1930	67105	105	100	100	507	517	506	18	7	18	15	17	24	57	56	47	9	21	12
Limited English Proficient Students	NC	158	14780	NC	102	113	NC	489	486	NC	36	50	NC	45	32	NC	17	18	NC	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	78	1980	51241				507	517	509	19	6	14	16	16	22	57	57	51	9	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	77	2048	74692	97	95	99	505	529	502	10	6	18	30	18	27	54	57	47	6	18	8
All Students (Prior Year)	105	2146	70710	NA	NA	NA	530	550	512	8	5	17	21	14	26	53	47	42	18	34	16
Female	42	1020	36710	100	96	99	515	538	509	5	4	14	26	16	26	61	58	50	8	23	10
Male	35	1026	37742	95	95	98	492	520	495	17	9	22	34	21	28	45	57	44	3	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	NC	232	27492	NC	90	96	NC	501	486	NC	17	27	NC	28	32	NC	45	38	NC	9	4
Asian/Pacific Islander	--	54	1428	--	74	94	--	554	528	--	4	8	--	6	20	--	55	54	--	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	59	1523	34785	95	88	94	505	533	517	10	5	10	37	18	23	48	59	56	6	19	11
Students with Disabilities	10	152	8428	71	71	98	517	481	472	0	23	38	67	42	30	0	32	29	33	3	3
Students without Disabilities	67	1896	66264	103	98	99	504	530	503	11	6	17	28	18	27	56	58	48	5	18	8
Limited English Proficient Students	NC	151	14363	NC	97	109	NC	474	459	NC	33	47	NC	41	34	NC	25	19	NC	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	77	1929	50185				505	531	511	10	6	13	30	17	24	54	59	53	6	18	10

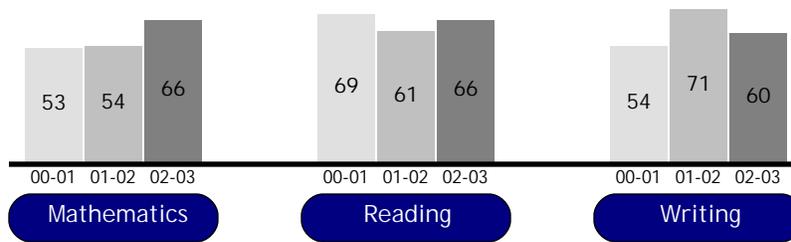
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	72	71	53	93	55	67	44	91	64	66	50
	Language	94	66	65	45	93	61	63	39	95	58	61	43
	Mathematics	90	78	74	56	95	64	75	52	95	69	72	57
3	Reading	88	66	72	50	93	63	67	43	90	65	70	47
	Language	88	72	76	55	93	69	72	50	99	76	75	54
	Mathematics	88	72	76	53	92	72	72	50	98	76	73	54
4	Reading	84	64	77	55	93	61	71	47	99	75	75	52
	Language	85	59	69	50	90	56	65	45	100	62	68	48
	Mathematics	86	66	77	56	90	56	74	52	99	67	78	57
5	Reading	93	62	72	51	92	49	69	46	90	64	70	50
	Language	92	55	66	46	87	47	64	43	92	56	65	46
	Mathematics	95	68	78	56	85	56	76	54	92	66	77	57
6	Reading	93	71	72	54	96	57	72	49	96	61	72	53
	Language	90	64	66	46	91	57	66	42	94	61	67	45
	Mathematics	94	74	80	61	93	72	78	58	94	75	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

We have a District Crisis Plan that includes lock-downs, fire drills and a communication plan. We work closely with the community should an alternate safe environment become necessary. We have a school-wide phone tree to notify parents if necessary.

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	Terri Kellen	(480) 484-3110
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Angela Hayworth	(480) 484-3100
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Doug Johnson	(480) 994-5928
Student Health/Nurse	Darlene Hahn	(480) 484-3100

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