Campo Bello Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2650 E. Contention Mine Road, Phoenix, AZ 85032

Paradise Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

Year 1

*** 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. Jenny Lee Robles
Schedule :	8:00 AM to 4:00 PM
Grades :	Pre-K-6
2003 Enrollment :	657
Web Address :	
Phone Number :	(602) 493-6060
Fax Number :	(602) 493-6065
E-mail :	jrobles@pvusd.k12.az.us

Mission

Our commitment is to prepare our students to be socially responsible individuals. We provide them with opportunities to further their intellectual, emotional, social and physical development. We establish a stimulating, positive learning environment.

School / Academic Goals

- Campo Bello Staff's goal is to continue to build a strong community-based school. Our Staff, PTSA, Site Council and business partnerships have developed strong academic programs which assist students in raising acedemic achievement.
- Our goal is to inspire students to achieve social responsibility through a schoolwide social skills program that includes conflict resolution training and Peer Mediation.

Instructional Programs

- Honors Classes
- Computer Instruction
- Instrumental Music
- Intramural Sports

Enrollment

October 1, 2002 School Year Student Enrollment :	638
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	87

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/18/2003
Last Day of School :	5/27/2004

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 Discipline Program Review/Survey
1 Non-certified Employee(s)	ü Buget Allocation for Tax Credit
2 Teacher(s)	ü Parent Involvement
2 Parent(s)	ü Parent Survey
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	7.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	4	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	1	0	0
10 or more years	6	19	0	4

Shared Responsibilities

School

Our school is responsible for providing a safe learning environment. We provide a challenging education giving students and parents learning opportunities. We will provide parent's information through newsletters, conferences and meetings.

Parents

A parent's responsibility is to stay informed about their child and to ensure students consistant attendance and on time arrival. They need to supervise and assist with homework activities and attend parent/teacher conferences.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü After school sports
- ü After school homework club
- ü After school drama club
- ü After school chess club

Social Services

- ü Peer Mediation
- ü Anti-Bullying Program
- ü Parenting Programs
- ü Food and Clothing Assistance

Transportation Policy

Students in grades 1-6 are transported at a distance of one mile, Kindergarten is 1/2 mile from the school. Transportation by school bus is a privilege. Following bus rules is the determining factor in students ability to continuing this privilege.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- One of Campo Bello is proud to have one of the most extensive special education inclusion programs. Children are integrated in the classrooms throughout the grade levels.

- We are very proud to have an extremely safe school environment. Through our Peer Mediation, Make Your Day, Parents as partners and our anti-bullying programs students and parents feel comfortable at Campo Bello Elementary.

School Honors

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

Award/Honor	Year
Juvenile Grant Program	2003
GREAT Program	2003
QT Grant Program	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona % K-6	Arizona % 7-8	Arizona % 9-12
Attendance Rate [2]	95	95	94	96
Transfers Out [3]	18	20	20	20
Transfers In[4] (Within District)	2	2	2	2
Transfers In[5] (Out of District)	9	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	73	66
Grades 3-4	86	81
Grades 4-5	71	81
Grades 5-6	73	68

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	80	2687	75372	101	101	101	534	538	523	2	4	9	22	19	25	40	36	36	37	42	30
All Students (Prior Year)	97	2686	70809	NA	NA	NA	512	533	518	10	6	11	29	19	27	39	37	35	22	38	27
Female	40	1298	36901	103	101	101	531	539	524	3	3	8	24	19	25	38	35	36	35	43	31
Male	40	1380	38385	100	99	101	538	538	523	0	4	9	19	19	24	42	36	36	39	41	30
African American	NC	98	3589	NC	96	96	NC	514	501	NC	10	18	NC	31	33	NC	38	33	NC	21	16
Hispanic	31	519	29103	103	104	99	519	518	510	5	10	12	27	28	31	36	36	36	32	26	20
Asian/Pacific Islander	--	70	1574	--	96	96	--	555	549	--	2	3	--	11	14	--	32	34	--	55	48
American Indian/Alaskan Native	NC	26	5086	NC	100	114	NC	522	491	NC	0	22	NC	26	38	NC	61	28	NC	13	12
White	39	1962	34597	103	100	98	545	542	535	0	3	4	17	17	20	40	35	38	43	45	38
Students with Disabilities	10	386	8057	91	104	99	491	514	496	0	11	23	50	31	31	50	36	28	0	21	17
Students without Disabilities	70	2301	67315	103	100	101	537	541	525	2	3	8	20	18	24	39	35	37	39	44	31
Limited English Proficient Students	12	318	16925	109	102	112	577	473	482	0	44	27	0	33	40	0	11	26	100	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	28	355	26325				517	522	504	4	7	15	39	33	34	30	31	33	26	30	18
Non-Economically Disadvantaged	52	2332	49047				544	540	530	0	4	6	12	18	21	45	36	37	43	43	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	80	2699	75221	101	101	101	534	532	523	0	4	8	8	11	16	62	57	56	30	28	21
All Students (Prior Year)	97	2685	70860	NA	NA	NA	532	535	524	5	5	9	11	11	17	49	43	45	34	40	30
Female	40	1301	36833	103	102	100	536	536	526	0	3	6	13	9	15	53	56	56	34	32	23
Male	40	1389	38319	100	100	101	531	529	520	0	4	9	3	12	17	72	59	56	24	25	18
African American	NC	99	3597	NC	97	97	NC	517	510	NC	10	14	NC	20	22	NC	55	53	NC	15	11
Hispanic	31	522	29019	103	105	99	524	518	513	0	8	12	5	19	21	90	58	55	5	14	13
Asian/Pacific Islander	--	70	1572	--	96	95	--	538	536	--	2	2	--	2	9	--	61	57	--	36	31
American Indian/Alaskan Native	NC	26	5071	NC	100	114	NC	525	502	NC	0	20	NC	17	27	NC	65	46	NC	17	8
White	39	1971	34543	103	100	97	539	535	531	0	3	4	9	9	12	44	57	58	47	31	26
Students with Disabilities	10	389	8006	91	105	99	NA	514	505	NA	12	22	NA	19	23	NA	53	42	NA	16	13
Students without Disabilities	70	2310	67215	103	101	101	534	534	524	0	3	7	8	10	16	62	58	56	30	30	21
Limited English Proficient Students	12	321	16853	109	103	112	567	480	489	0	44	29	0	44	36	0	0	32	100	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	28	356	26256				526	516	509	0	10	14	11	24	24	79	52	51	11	14	11
Non-Economically Disadvantaged	52	2343	48965				537	533	528	0	3	5	7	10	13	55	58	58	38	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	79	2644	73654	100	99	99	536	541	530	3	4	9	5	8	13	86	78	70	6	10	7
All Students (Prior Year)	91	2640	68592	NA	NA	NA	552	560	542	3	5	9	7	7	12	75	65	63	15	23	16
Female	39	1283	36239	100	100	99	543	548	537	3	2	7	6	6	11	82	79	72	9	13	10
Male	40	1347	37301	100	97	98	528	534	523	3	6	12	3	10	15	90	77	68	3	7	5
African American	NC	91	3488	NC	89	94	NC	523	515	NC	8	16	NC	16	18	NC	73	62	NC	4	4
Hispanic	30	506	28348	100	102	96	533	527	520	5	9	13	0	13	17	95	75	65	0	4	5
Asian/Pacific Islander	--	68	1558	--	93	95	--	557	547	--	2	3	--	0	8	--	80	76	--	19	13
American Indian/Alaskan Native	NC	26	4947	NC	100	111	NC	536	507	NC	4	22	NC	9	22	NC	78	53	NC	9	3
White	39	1938	33924	103	98	96	539	544	537	3	3	5	9	7	10	76	79	75	12	11	9
Students with Disabilities	NC	357	7306	NC	96	90	NC	520	506	NC	13	24	NC	18	20	NC	64	52	NC	5	4
Students without Disabilities	70	2287	66348	103	100	100	538	544	531	2	3	8	3	7	13	89	79	71	7	11	8
Limited English Proficient Students	11	310	16422	100	99	109	530	486	495	0	44	30	0	22	27	100	33	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	28	349	25711				529	526	514	5	10	16	10	16	19	86	70	61	0	4	3
Non-Economically Disadvantaged	51	2295	47943				539	542	535	2	4	7	2	7	11	86	79	74	10	10	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	78	2748	76230	96	100	101	498	513	498	6	7	12	52	32	38	10	13	12	32	49	37
All Students (Prior Year)	98	2846	72888	NA	NA	NA	492	513	494	13	7	14	47	32	40	9	13	12	31	48	34
Female	45	1338	37247	96	100	100	493	515	500	5	6	11	61	32	40	7	13	13	27	49	37
Male	33	1390	38725	97	99	101	504	511	497	7	8	14	40	32	37	13	12	12	40	48	37
African American	NC	87	3594	NC	98	96	NC	487	476	NC	16	22	NC	43	46	NC	10	11	NC	31	21
Hispanic	24	462	28100	100	102	98	480	481	482	0	18	18	86	49	47	0	10	11	14	23	24
Asian/Pacific Islander	--	64	1447	--	103	95	--	522	527	--	5	5	--	32	26	--	7	11	--	57	58
American Indian/Alaskan Native	NC	20	5292	NC	83	113	NC	486	463	NC	20	31	NC	30	47	NC	15	8	NC	35	14
White	48	2089	35389	94	99	96	506	520	514	9	5	6	34	28	32	16	13	14	41	54	48
Students with Disabilities	11	384	9022	100	110	105	460	484	465	33	18	31	33	46	43	17	10	8	17	27	17
Students without Disabilities	67	2364	67208	96	99	100	501	517	500	3	6	12	54	30	38	9	13	12	34	51	38
Limited English Proficient Students	NC	254	14826	NC	98	113	NC	448	460	NC	36	31	NC	55	51	NC	8	8	NC	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	33	342	25037				488	473	477	9	24	21	58	49	47	12	10	11	21	17	21
Non-Economically Disadvantaged	45	2406	51193				506	518	507	3	5	9	47	30	35	8	13	13	42	52	43

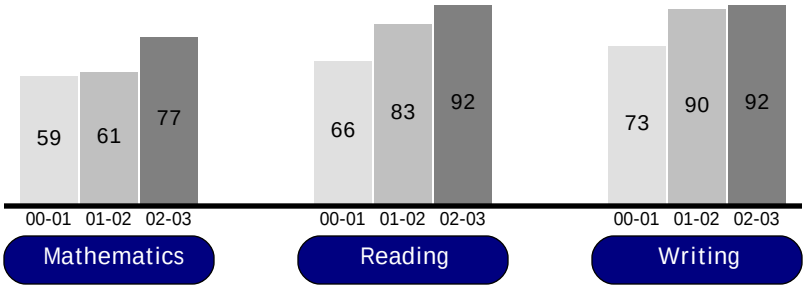
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2755	76202	100	100	101	505	513	505	13	11	19	32	20	24	50	51	46	6	18	11
All Students (Prior Year)	100	2845	72779	NA	NA	NA	504	514	505	20	12	21	29	16	20	36	47	43	15	25	15
Female	47	1340	37231	100	100	100	503	516	507	10	8	16	38	18	24	50	52	48	2	21	13
Male	34	1394	38718	100	99	101	508	510	503	17	13	22	23	21	24	50	50	44	10	16	10
African American	NC	88	3600	NC	99	97	NC	502	497	NC	16	28	NC	36	29	NC	40	39	NC	8	5
Hispanic	24	462	28090	100	102	98	501	499	497	9	27	28	45	26	30	41	40	37	5	7	5
Asian/Pacific Islander	--	64	1443	--	103	95	--	511	515	--	8	9	--	20	19	--	53	53	--	19	19
American Indian/Alaskan Native	NC	20	5311	NC	83	113	NC	500	491	NC	30	38	NC	25	31	NC	25	28	NC	20	3
White	51	2093	35371	100	99	96	507	516	512	16	7	10	27	18	20	50	54	54	7	21	16
Students with Disabilities	12	391	9097	109	112	106	486	502	493	60	25	39	20	26	27	20	40	29	0	8	5
Students without Disabilities	69	2364	67105	99	99	100	507	514	506	9	9	18	33	19	24	52	52	47	6	20	12
Limited English Proficient Students	NC	255	14780	NC	98	113	NC	481	486	NC	61	50	NC	27	32	NC	12	18	NC	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	34	346	24961				502	492	495	12	34	32	35	31	30	47	34	34	6	2	4
Non-Economically Disadvantaged	47	2409	51241				508	516	509	13	8	14	29	18	22	53	53	51	5	20	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	2708	74692	95	99	99	506	519	502	8	10	18	35	22	27	50	56	47	7	12	8
All Students (Prior Year)	99	2802	70710	NA	NA	NA	506	534	512	13	8	17	40	19	26	35	49	42	12	24	16
Female	46	1326	36710	98	99	99	509	526	509	5	7	14	38	20	26	50	58	50	7	15	10
Male	31	1364	37742	91	97	98	501	513	495	13	12	22	30	24	28	50	54	44	7	10	6
African American	NC	87	3516	NC	98	94	NC	502	487	NC	16	26	NC	30	31	NC	46	39	NC	7	4
Hispanic	24	456	27492	100	101	96	498	489	486	9	26	27	45	30	32	41	40	38	5	5	4
Asian/Pacific Islander	--	64	1428	--	103	94	--	526	528	--	5	8	--	31	20	--	49	54	--	15	18
American Indian/Alaskan Native	NC	19	5166	NC	79	110	NC	503	470	NC	32	39	NC	21	32	NC	37	27	NC	11	2
White	47	2058	34785	92	97	94	510	526	517	9	6	10	30	20	23	52	60	56	9	14	11
Students with Disabilities	NC	368	8428	NC	105	98	NC	494	472	NC	21	38	NC	34	30	NC	38	29	NC	7	3
Students without Disabilities	68	2340	66264	97	98	99	510	522	503	6	8	17	32	21	27	55	58	48	8	13	8
Limited English Proficient Students	NC	248	14363	NC	96	109	NC	451	459	NC	51	47	NC	38	34	NC	11	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	33	340	24507				499	476	480	9	31	31	42	34	33	42	33	33	6	2	3
Non-Economically Disadvantaged	44	2368	50185				512	525	511	8	7	13	28	21	24	56	59	53	8	14	10

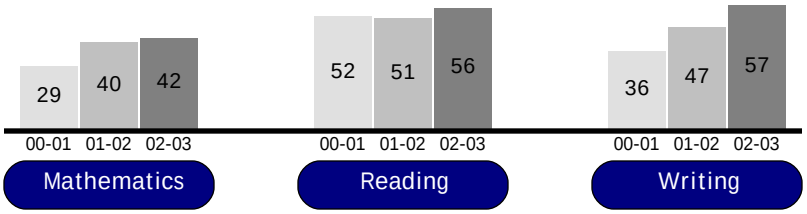
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	78	61	61	53	90	24	54	44	94	53	61	50
	Language	81	50	53	45	92	41	48	39	98	38	54	43
	Mathematics	85	62	59	56	94	51	57	52	95	61	67	57
3	Reading	95	44	60	50	100	40	55	43	97	54	60	47
	Language	98	52	66	55	100	42	63	50	99	60	64	54
	Mathematics	96	59	64	53	100	49	61	50	96	61	66	54
4	Reading	99	56	67	55	93	52	63	47	96	54	65	52
	Language	100	47	61	50	92	53	59	45	100	52	60	48
	Mathematics	100	56	67	56	96	52	65	52	100	61	69	57
5	Reading	91	50	66	51	94	56	62	46	97	54	64	50
	Language	92	45	58	46	94	51	57	43	97	48	58	46
	Mathematics	90	47	71	56	97	50	68	54	100	56	69	57
6	Reading	96	56	68	54	95	54	65	49	98	54	67	53
	Language	94	49	62	46	95	47	59	42	98	49	60	45
	Mathematics	98	57	73	61	94	52	73	58	98	49	74	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

Campo Bello Elementary will continue the Anti-bullying Programs, Peer Mediation, Make Your Day Program. We will have a summer program called Gang Resistance Education and Training (GREAT) with Phoenix PD for our sixth grade students.

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	Jenny Robles	(602) 493-6060
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Meryl Lawrence	(602) 493-6060
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Nancy Shelly	(602) 493-6060
Student Health/Nurse	Roberta Burns	(602) 493-6063

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