

Eagle Ridge Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

19801 N. 13th Street, Phoenix, AZ 85024

Paradise Valley 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. Mary E. Parese
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 729
Web Address : eagleridge.pvUSD.k12.az.us
Phone Number : (623) 587-6700
Fax Number : (623) 587-6702
E-mail : mparese@pvUSD.k12.az.us

Mission

TOGETHER WITH PARENTS, WE PLACE CHILDREN AND THEIR FUTURE FIRST IN INSTRUCTIONAL PLANNING AND IN THE DECISIONS WE MAKE. Our mission is to hold ourselves accountable for improving academic and behavioral success for each student.

School / Academic Goals

- ü Through a safe, distraction free learning environment: We align instruction to AZ Academic Standards and provide data-driven student instruction. We provide a phonics-based balanced literacy program for K-3 and Writer's Workshop program for 4-6.
- ü We implement a mathematics program that includes hands-on math concept building, basic skill mastery without use of a calculator, and critical thinking applications which incorporates technology resources.

Instructional Programs

- ü Alignment to Arizona Academic Standards
- ü CORE Knowledge
- ü Honors (Gifted) Classes
- ü Character Education

Enrollment

October 1, 2002 School Year Student Enrollment : 779
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 61

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 20 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

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

Council Duties

- Ü Goals for Budget
- Ü Goals for Student Behavior
- Ü Goals for Instruction/Achievement
- Ü Goals for School Safety
- Ü Goals for Community Relations
- Ü Goals for Before/After School Programs

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	14.00	Teacher Aide	12.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	5	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	4	0	0
10 or more years	2	15	0	0

Shared Responsibilities

School

The staff provides: a safe, orderly learning environment for students and staff; productive communication necessary for student success; data-driven instructional planning and teaching for each student; and an AZ Standards-Based student report card.

Parents

Eagle Ridge parents: attend school functions/meetings in support of their child; send their child(ren) to school ready to learn each day; provide a time/place at home to support their child's need to practice; and read each day to their child.

Resources Available at School Site

Special Facilities

- Ü Mac and PC Computer Labs
- Ü Math and Science Labs

Extracurricular Activities

- Ü Student Council
- Ü Strings/Band Concerts
- Ü Perfect Harmony K-3 Chorus
- Ü 4-6 Chorus

Social Services

- Ü Breakfast/Lunch Program
- Ü Parenting Classes
- Ü On-site Before/After School Care
- Ü After School Phoenix Parks/Rec. Program

Transportation Policy

Bus for K-6 living more than 1 mi. from school. Pre-K: bus door to door. Bus for K students living more than 1/2 mile. Parent permission required for students on field trips. Students' bus privileges are dependent upon ability to ride the bus safely.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Alignment of curriculum to the Arizona Academic Standards as demonstrated by observations, data-driven instructional lesson plans, classroom displays, and AIMS scores.

- ü Use of K-3 monies to fund reading consultants who service second and third grade students in the area of reading in order to bring these students up to grade-level proficiency.

School Honors

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

Award/Honor	Year
ü PTA Golden Oak Award	2002
ü Arizona PTA Teacher of the Year Outstanding Achievement	2002
ü Greater AZ Child Abuse Council Award	2002
ü AZ Dept. of Ed. Star of Educ. Principal Distinction	2002

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	18	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	2	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	58	78
Grades 3-4	84	81
Grades 4-5	70	56
Grades 5-6	68	84

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	108	2687	75372	102	101	101	527	538	523	8	4	9	21	19	25	36	36	36	36	42	30
All Students (Prior Year)	116	2686	70809	NA	NA	NA	526	533	518	5	6	11	12	19	27	54	37	35	29	38	27
Female	45	1298	36901	100	101	101	537	539	524	0	3	8	23	19	25	37	35	36	40	43	31
Male	63	1380	38385	103	99	101	520	538	523	14	4	9	19	19	24	34	36	36	33	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	20	519	29103	100	104	99	517	518	510	21	10	12	7	28	31	43	36	36	29	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	--	26	5086	--	100	114	--	522	491	--	0	22	--	26	38	--	61	28	--	13	12
White	82	1962	34597	103	100	98	531	542	535	6	3	4	20	17	20	36	35	38	38	45	38
Students with Disabilities	22	386	8057	105	104	99	490	514	496	29	11	23	29	31	31	29	36	28	14	21	17
Students without Disabilities	86	2301	67315	101	100	101	537	541	525	3	3	8	19	18	24	38	35	37	41	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	355	26325				NC	522	504	NC	7	15	NC	33	34	NC	31	33	NC	30	18
Non-Economically Disadvantaged	104	2332	49047				529	540	530	7	4	6	20	18	21	36	36	37	37	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	108	2699	75221	102	101	101	518	532	523	6	4	8	18	11	16	58	57	56	18	28	21
All Students (Prior Year)	116	2685	70860	NA	NA	NA	527	535	524	4	5	9	16	11	17	52	43	45	28	40	30
Female	45	1301	36833	100	102	100	529	536	526	0	3	6	12	9	15	63	56	56	26	32	23
Male	63	1389	38319	103	100	101	510	529	520	10	4	9	22	12	17	55	59	56	12	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	20	522	29019	100	105	99	512	518	513	7	8	12	21	19	21	64	58	55	7	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	--	26	5071	--	100	114	--	525	502	--	0	20	--	17	27	--	65	46	--	17	8
White	82	1971	34543	103	100	97	518	535	531	6	3	4	17	9	12	58	57	58	19	31	26
Students with Disabilities	22	389	8006	105	105	99	494	514	505	24	12	22	29	19	23	38	53	42	10	16	13
Students without Disabilities	86	2310	67215	101	101	101	524	534	524	1	3	7	15	10	16	64	58	56	20	30	21
Limited English Proficient Students	NC	321	16853	NC	103	112	NC	480	489	NC	44	29	NC	44	36	NC	0	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	356	26256				NC	516	509	NC	10	14	NC	24	24	NC	52	51	NC	14	11
Non-Economically Disadvantaged	104	2343	48965				519	533	528	5	3	5	17	10	13	59	58	58	18	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	107	2644	73654	101	99	99	530	541	530	7	4	9	9	8	13	80	78	70	4	10	7
All Students (Prior Year)	114	2640	68592	NA	NA	NA	546	560	542	4	5	9	8	7	12	73	65	63	14	23	16
Female	45	1283	36239	100	100	99	545	548	537	0	2	7	0	6	11	95	79	72	5	13	10
Male	61	1347	37301	100	97	98	518	534	523	12	6	12	16	10	15	68	77	68	4	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	20	506	28348	100	102	96	516	527	520	21	9	13	7	13	17	71	75	65	0	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	--	26	4947	--	100	111	--	536	507	--	4	22	--	9	22	--	78	53	--	9	3
White	80	1938	33924	100	98	96	532	544	537	5	3	5	9	7	10	81	79	75	5	11	9
Students with Disabilities	21	357	7306	100	96	90	512	520	506	14	13	24	24	18	20	57	64	52	5	5	4
Students without Disabilities	86	2287	66348	101	100	100	534	544	531	5	3	8	5	7	13	86	79	71	4	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	349	25711				NC	526	514	NC	10	16	NC	16	19	NC	70	61	NC	4	3
Non-Economically Disadvantaged	103	2295	47943				531	542	535	6	4	7	8	7	11	82	79	74	4	10	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	114	2748	76230	99	100	101	508	513	498	9	7	12	30	32	38	11	13	12	50	49	37
All Students (Prior Year)	128	2846	72888	NA	NA	NA	504	513	494	8	7	14	39	32	40	13	13	12	40	48	34
Female	58	1338	37247	100	100	100	509	515	500	13	6	11	25	32	40	9	13	13	54	49	37
Male	56	1390	38725	98	99	101	507	511	497	6	8	14	35	32	37	13	12	12	46	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	16	462	28100	100	102	98	499	481	482	0	18	18	40	49	47	33	10	11	27	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	93	2089	35389	99	99	96	511	520	514	10	5	6	27	28	32	7	13	14	57	54	48
Students with Disabilities	22	384	9022	116	110	105	476	484	465	29	18	31	33	46	43	10	10	8	29	27	17
Students without Disabilities	92	2364	67208	96	99	100	515	517	500	4	6	12	29	30	38	11	13	12	55	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	NC	342	25037				NC	473	477	NC	24	21	NC	49	47	NC	10	11	NC	17	21
Non-Economically Disadvantaged	110	2406	51193				509	518	507	9	5	9	27	30	35	11	13	13	52	52	43

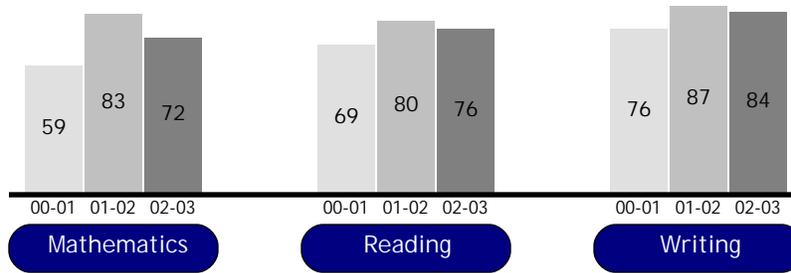
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2755	76202	99	100	101	503	513	505	18	11	19	17	20	24	54	51	46	11	18	11
All Students (Prior Year)	128	2845	72779	NA	NA	NA	508	514	505	13	12	21	20	16	20	56	47	43	11	25	15
Female	58	1340	37231	100	100	100	506	516	507	16	8	16	21	18	24	45	52	48	18	21	13
Male	56	1394	38718	98	99	101	501	510	503	20	13	22	13	21	24	63	50	44	4	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	16	462	28090	100	102	98	498	499	497	13	27	28	27	26	30	60	40	37	0	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	93	2093	35371	99	99	96	505	516	512	19	7	10	14	18	20	53	54	54	13	21	16
Students with Disabilities	22	391	9097	116	112	106	491	502	493	38	25	39	24	26	27	33	40	29	5	8	5
Students without Disabilities	92	2364	67105	96	99	100	506	514	506	13	9	18	16	19	24	58	52	47	12	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	NC	346	24961				NC	492	495	NC	34	32	NC	31	30	NC	34	34	NC	2	4
Non-Economically Disadvantaged	110	2409	51241				504	516	509	18	8	14	16	18	22	55	53	51	11	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	112	2708	74692	97	99	99	519	519	502	8	10	18	22	22	27	58	56	47	12	12	8
All Students (Prior Year)	124	2802	70710	NA	NA	NA	527	534	512	9	8	17	25	19	26	44	49	42	22	24	16
Female	57	1326	36710	98	99	99	531	526	509	11	7	14	7	20	26	66	58	50	16	15	10
Male	55	1364	37742	96	97	98	506	513	495	6	12	22	37	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	15	456	27492	94	101	96	509	489	486	7	26	27	47	30	32	40	40	38	7	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	92	2058	34785	98	97	94	522	526	517	8	6	10	18	20	23	61	60	56	13	14	11
Students with Disabilities	21	368	8428	111	105	98	482	494	472	24	21	38	33	34	30	43	38	29	0	7	3
Students without Disabilities	91	2340	66264	95	98	99	528	522	503	4	8	17	19	21	27	62	58	48	15	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	NC	340	24507				NC	476	480	NC	31	31	NC	34	33	NC	33	33	NC	2	3
Non-Economically Disadvantaged	108	2368	50185				520	525	511	8	7	13	20	21	24	59	59	53	12	14	10

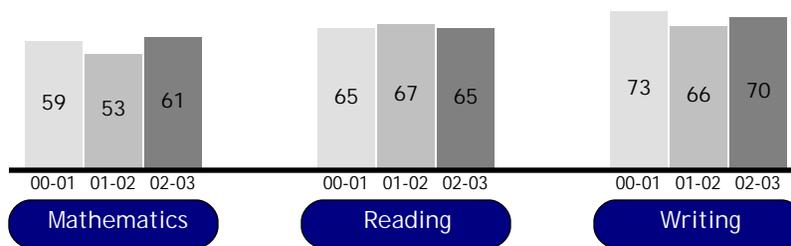
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	87	60	61	53	93	55	54	44	97	59	61	50
	Language	88	47	53	45	94	45	48	39	100	53	54	43
	Mathematics	92	55	59	56	95	58	57	52	98	65	67	57
3	Reading	93	51	60	50	86	57	55	43	100	56	60	47
	Language	93	55	66	55	86	65	63	50	100	61	64	54
	Mathematics	93	61	64	53	87	65	61	50	100	67	66	54
4	Reading	89	69	67	55	94	59	63	47	100	63	65	52
	Language	88	60	61	50	95	55	59	45	100	60	60	48
	Mathematics	88	77	67	56	95	74	65	52	97	70	69	57
5	Reading	93	63	66	51	88	69	62	46	100	59	64	50
	Language	90	56	58	46	90	54	57	43	100	50	58	46
	Mathematics	92	67	71	56	90	71	68	54	100	69	69	57
6	Reading	90	76	68	54	89	64	65	49	99	65	67	53
	Language	90	63	62	46	88	61	59	42	100	59	60	45
	Mathematics	89	77	73	61	89	72	73	58	99	76	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

ERES Safety & Crisis teams meet to review concerns and implement plans. Monthly evacuations & bi-annual lockdowns. Make Your Day holds students accountable for unsafe behavior. Disruptive students leave class until parent comes to school conference.

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	Mary E. Parese	(623) 587-6700
Transportation Policy	Jeffrey A. Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Julie Berlin/Heather Hallows	(623) 587-6700
Student Health/Nurse	Dona Drury	(623) 587-6709

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