

Quail Run Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3303 E. Utopia Road, Phoenix, AZ 85050

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 : Mr. Gerald Michels
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 605
Web Address : pvsud.k12.az.us
Phone Number : (602) 493-6240
Fax Number : (602) 493-6248
E-mail :

Mission

A safe learning environment is provided for students. Educators with the community will guide students toward mastery in learning through a variety of educational settings so that each student can increase his or her personal achievement for success.

School / Academic Goals

ü Students will read at a minimum of a sixth grade level when they leave the sixth grade.

ü Students will be able to demonstrate competence on AIMS and the Stanford 9 Achievement Test.

Instructional Programs

ü Honors Classes
ü On-site Special Education
ü ELL
ü Accelerated Reader

Enrollment

October 1, 2002 School Year Student Enrollment : 634
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 31

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

Quail Run Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Purpose of Quail Run
- Ü Time of Teaching in Each Subject
- Ü Define Basic Academic Education
- Ü Mission Statement
- Ü Student Dress Code
- Ü Homework Policy

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.00	Teacher Aide	5.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	9	0	0
10 or more years	0	22	0	0

Shared Responsibilities

School

Provide curriculum, materials, books; establish high academic standards; provide a safe learning environment; include all stake holders in decision making; continue to provide teachers with training; provide a good home school communication process.

Parents

Parents are responsible for student attendance, providing proper support to the school through home reading, homework support and active participation at school events. Parents are responsible to communicate their needs and concerns to the school.

Resources Available at School Site

Special Facilities

- Ü Computer Lab with 32 iMac Computers
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Chorus
- Ü Tutoring Club
- Ü Homework Club

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü After School Child Care

Transportation Policy

The district transportation policy allows for bus service to Kindergartners (exceeding 1/2 mile) and grades 1-6 (exceeding 1 mile). Transportation is provided for students who have an IEP that requires transportation.

School Honors

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

Award/Honor	Year
Ü National Teacher Certification	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	6	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	63
Grades 3-4	87	100
Grades 4-5	69	58
Grades 5-6	68	82

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	109	2687	75372	100	101	101	529	538	523	6	4	9	19	19	25	40	36	36	35	42	30
All Students (Prior Year)	83	2686	70809	NA	NA	NA	529	533	518	4	6	11	27	19	27	33	37	35	37	38	27
Female	54	1298	36901	100	101	101	530	539	524	6	3	8	19	19	25	40	35	36	36	43	31
Male	55	1380	38385	100	99	101	529	538	523	6	4	9	20	19	24	41	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	10	519	29103	100	104	99	535	518	510	0	10	12	20	28	31	40	36	36	40	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	93	1962	34597	100	100	98	528	542	535	7	3	4	19	17	20	41	35	38	33	45	38
Students with Disabilities	20	386	8057	91	104	99	468	514	496	31	11	23	50	31	31	19	36	28	0	21	17
Students without Disabilities	89	2301	67315	102	100	101	540	541	525	1	3	8	14	18	24	44	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	108	2332	49047				530	540	530	6	4	6	18	18	21	41	36	37	35	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	99	101	101	528	532	523	4	4	8	12	11	16	64	57	56	20	28	21
All Students (Prior Year)	83	2685	70860	NA	NA	NA	539	535	524	3	5	9	11	11	17	43	43	45	43	40	30
Female	54	1301	36833	100	102	100	533	536	526	2	3	6	9	9	15	58	56	56	30	32	23
Male	54	1389	38319	98	100	101	523	529	520	6	4	9	14	12	17	71	59	56	10	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	10	522	29019	100	105	99	539	518	513	0	8	12	0	19	21	70	58	55	30	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	92	1971	34543	99	100	97	526	535	531	5	3	4	14	9	12	64	57	58	18	31	26
Students with Disabilities	19	389	8006	86	105	99	493	514	505	19	12	22	31	19	23	50	53	42	0	16	13
Students without Disabilities	89	2310	67215	102	101	101	534	534	524	1	3	7	8	10	16	67	58	56	24	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	107	2343	48965				528	533	528	4	3	5	11	10	13	65	58	58	20	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	106	2644	73654	97	99	99	538	541	530	8	4	9	8	8	13	78	78	70	6	10	7
All Students (Prior Year)	83	2640	68592	NA	NA	NA	558	560	542	3	5	9	6	7	12	73	65	63	18	23	16
Female	53	1283	36239	98	100	99	547	548	537	6	2	7	0	6	11	85	79	72	10	13	10
Male	53	1347	37301	96	97	98	529	534	523	10	6	12	16	10	15	72	77	68	2	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	NC	506	28348	NC	102	96	NC	527	520	NC	9	13	NC	13	17	NC	75	65	NC	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	91	1938	33924	98	98	96	536	544	537	9	3	5	9	7	10	76	79	75	6	11	9
Students with Disabilities	17	357	7306	77	96	90	489	520	506	43	13	24	36	18	20	21	64	52	0	5	4
Students without Disabilities	89	2287	66348	102	100	100	546	544	531	2	3	8	3	7	13	88	79	71	7	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	105	2295	47943				538	542	535	8	4	7	8	7	11	78	79	74	6	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	96	2748	76230	101	100	101	495	513	498	9	7	12	43	32	38	22	13	12	27	49	37
All Students (Prior Year)	88	2846	72888	NA	NA	NA	502	513	494	5	7	14	48	32	40	14	13	12	34	48	34
Female	53	1338	37247	100	100	100	496	515	500	8	6	11	42	32	40	26	13	13	24	49	37
Male	43	1390	38725	102	99	101	494	511	497	9	8	14	44	32	37	16	12	12	30	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	NC	462	28100	NC	102	98	NC	481	482	NC	18	18	NC	49	47	NC	10	11	NC	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	79	2089	35389	99	99	96	499	520	514	8	5	6	40	28	32	22	13	14	30	54	48
Students with Disabilities	14	384	9022	93	110	105	471	484	465	17	18	31	67	46	43	17	10	8	0	27	17
Students without Disabilities	82	2364	67208	103	99	100	499	517	500	7	6	12	40	30	38	22	13	12	31	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	95	2406	51193				495	518	507	9	5	9	42	30	35	22	13	13	27	52	43

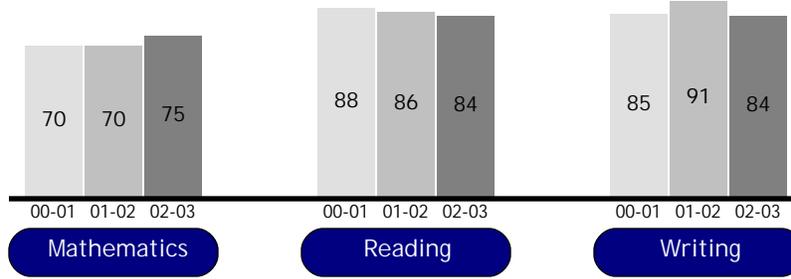
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2755	76202	101	100	101	511	513	505	11	11	19	21	20	24	54	51	46	14	18	11
All Students (Prior Year)	89	2845	72779	NA	NA	NA	514	514	505	5	12	21	20	16	20	56	47	43	20	25	15
Female	53	1340	37231	100	100	100	515	516	507	10	8	16	24	18	24	46	52	48	20	21	13
Male	43	1394	38718	102	99	101	506	510	503	12	13	22	17	21	24	64	50	44	7	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	NC	462	28090	NC	102	98	NC	499	497	NC	27	28	NC	26	30	NC	40	37	NC	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	79	2093	35371	99	99	96	513	516	512	9	7	10	21	18	20	53	54	54	17	21	16
Students with Disabilities	14	391	9097	93	112	106	501	502	493	9	25	39	36	26	27	55	40	29	0	8	5
Students without Disabilities	82	2364	67105	103	99	100	512	514	506	11	9	18	19	19	24	54	52	47	16	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	95	2409	51241				511	516	509	11	8	14	21	18	22	54	53	51	14	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	95	2708	74692	100	99	99	511	519	502	8	10	18	25	22	27	64	56	47	3	12	8
All Students (Prior Year)	89	2802	70710	NA	NA	NA	537	534	512	3	8	17	20	19	26	49	49	42	28	24	16
Female	52	1326	36710	98	99	99	516	526	509	4	7	14	22	20	26	70	58	50	4	15	10
Male	43	1364	37742	102	97	98	505	513	495	12	12	22	29	24	28	57	54	44	2	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	NC	456	27492	NC	101	96	NC	489	486	NC	26	27	NC	30	32	NC	40	38	NC	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	79	2058	34785	99	97	94	516	526	517	5	6	10	24	20	23	67	60	56	4	14	11
Students with Disabilities	13	368	8428	87	105	98	483	494	472	18	21	38	45	34	30	36	38	29	0	7	3
Students without Disabilities	82	2340	66264	103	98	99	515	522	503	6	8	17	22	21	27	68	58	48	4	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	94	2368	50185				511	525	511	8	7	13	24	21	24	65	59	53	3	14	10

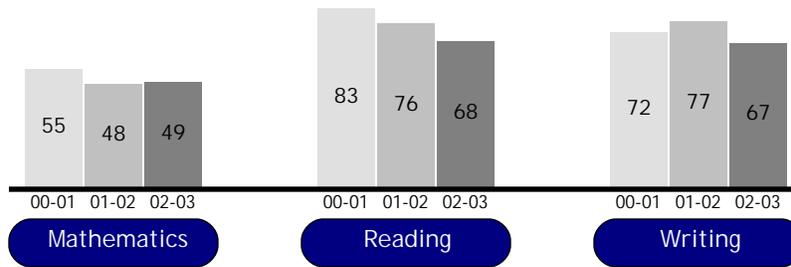
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	65	61	53	88	65	54	44	99	68	61	50
	Language	97	58	53	45	89	60	48	39	100	59	54	43
	Mathematics	97	61	59	56	93	61	57	52	100	65	67	57
3	Reading	99	62	60	50	92	64	55	43	100	66	60	47
	Language	99	70	66	55	93	70	63	50	100	69	64	54
	Mathematics	99	62	64	53	94	66	61	50	100	63	66	54
4	Reading	94	71	67	55	93	75	63	47	100	76	65	52
	Language	98	63	61	50	95	65	59	45	99	69	60	48
	Mathematics	97	70	67	56	97	72	65	52	100	89	69	57
5	Reading	99	74	66	51	94	69	62	46	99	69	64	50
	Language	96	68	58	46	96	67	57	43	100	63	58	46
	Mathematics	98	74	71	56	98	66	68	54	99	66	69	57
6	Reading	99	74	68	54	97	72	65	49	100	66	67	53
	Language	99	73	62	46	97	69	59	42	100	66	60	45
	Mathematics	99	78	73	61	98	70	73	58	100	73	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

The Safety Committee deals with all physical aspects and procedural safety issues within the school. The Crisis Committees deals with social concerns, building evacuations, lock-downs and major emergency activities. These committees meet quarterly.

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	Gerald Michels	(602) 493-6240
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Gerald Michels	(602) 493-6240
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Becky Aungst	(602) 493-6241
Student Health/Nurse	Diane Tasev	(602) 493-6240

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