

Indian Bend Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3633 E. Thunderbird Road, Phoenix, AZ 85032

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 : Mrs. Ibi Davila Haghighat

Schedule : 7:30 AM to 4:00 PM

Grades : Pre-K-6

2003 Enrollment : 792

Web Address :

Phone Number : (602) 493-6140

Fax Number : (602) 493-6146

E-mail : ihaghighat@IndianBend.PVUSD.k12.az.us

Mission

We have high expectations for all of our students and staff to be the best that they can be. We expect our students to demonstrate appropriate behavior, to strive for academic achievement, and to show respect and tolerance for others.

School / Academic Goals

Ü Using the collaborative process and the aligned curriculum, Indian Bend will develop a plan that will raise student achievement in reading, mathematics and language arts.

Ü By using flexible grouping students are placed in a reading group and taught skills which they have not mastered. Every quarter students are reassessed and placed in a new group based on their academic gains.

Instructional Programs

Ü Title I & ESL Full-day Kindergarten

Ü Gifted

Ü On-site Special Education

Ü Make My Day Citizenship Program

Enrollment

October 1, 2002 School Year Student Enrollment : 817

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

Number of Students Attending Under Open Enrollment in 2002-03 : 39

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

Indian Bend Elementary School

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 Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Promotion/Retention Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	4.00	Teacher Aide	10.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	1	4	0	0
7 to 9 years	2	2	0	0
10 or more years	7	24	2	0

Shared Responsibilities

School

We have high academic expectations and we have confidence that all students can and will put forth their best effort. Our Citizenship Program's fundamental rule - 'No one has the right to interfere with the learning, safety or rights of others'.

Parents

Our expectation of parents is that they support our programs and help their children to grow both academically and emotionally.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Math Lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Strings
- Ü Chorus

Social Services

- Ü Counseling & Parenting Programs
- Ü Lunch Program
- Ü Breakfast Program
- Ü On-site Day Care

Transportation Policy

All students at Indian Bend live within walking distance of the school. Kindergarten students receive bus service if they live more than one half mile from campus. Some students receive bus service because they live west of the Squaw Peak Parkway.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Indian Bend has a National Board Certified Teacher on staff.

- ü Three teachers have been President of the Greater Paradise Valley Reading Council. Three teachers have served as Vice-President, and one teacher has served as Secretary. Currently one teacher is serving as President and one as Vice President.

School Honors

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

Award/Honor	Year
ü A+ School Top 10	1985
ü A+ School Top 10	1986
ü A+ School Top 10	1987
ü A+ School #1	1988

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)	2	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	82
Grades 3-4	75	69
Grades 4-5	65	76
Grades 5-6	63	86

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	127	2687	75372	101	101	101	533	538	523	2	4	9	23	19	25	37	36	36	39	42	30
All Students (Prior Year)	114	2686	70809	NA	NA	NA	536	533	518	0	6	11	21	19	27	33	37	35	46	38	27
Female	54	1298	36901	100	101	101	538	539	524	0	3	8	23	19	25	33	35	36	44	43	31
Male	73	1380	38385	101	99	101	530	538	523	3	4	9	22	19	24	40	36	36	34	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	43	519	29103	102	104	99	516	518	510	9	10	12	27	28	31	36	36	36	27	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	80	1962	34597	99	100	98	539	542	535	0	3	4	21	17	20	36	35	38	43	45	38
Students with Disabilities	16	386	8057	107	104	99	523	514	496	14	11	23	14	31	31	43	36	28	29	21	17
Students without Disabilities	111	2301	67315	100	100	101	534	541	525	1	3	8	23	18	24	36	35	37	39	44	31
Limited English Proficient Students	21	318	16925	100	102	112	NA	473	482	NA	44	27	NA	33	40	NA	11	26	NA	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	29	355	26325				488	522	504	13	7	15	56	33	34	25	31	33	6	30	18
Non-Economically Disadvantaged	98	2332	49047				542	540	530	0	4	6	16	18	21	39	36	37	45	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	126	2699	75221	100	101	101	523	532	523	2	4	8	16	11	16	67	57	56	15	28	21
All Students (Prior Year)	113	2685	70860	NA	NA	NA	541	535	524	0	5	9	12	11	17	46	43	45	43	40	30
Female	55	1301	36833	102	102	100	524	536	526	0	3	6	14	9	15	75	56	56	11	32	23
Male	71	1389	38319	99	100	101	522	529	520	4	4	9	18	12	17	61	59	56	18	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	40	522	29019	95	105	99	513	518	513	0	8	12	30	19	21	60	58	55	10	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	101	100	97	526	535	531	3	3	4	12	9	12	69	57	58	17	31	26
Students with Disabilities	14	389	8006	93	105	99	527	514	505	0	12	22	0	19	23	83	53	42	17	16	13
Students without Disabilities	112	2310	67215	101	101	101	523	534	524	2	3	7	17	10	16	66	58	56	15	30	21
Limited English Proficient Students	20	321	16853	95	103	112	NA	480	489	NA	44	29	NA	44	36	NA	0	32	NA	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	27	356	26256				488	516	509	13	10	14	67	24	24	20	52	51	0	14	11
Non-Economically Disadvantaged	99	2343	48965				529	533	528	0	3	5	7	10	13	76	58	58	17	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	125	2644	73654	99	99	99	533	541	530	3	4	9	13	8	13	79	78	70	5	10	7
All Students (Prior Year)	113	2640	68592	NA	NA	NA	555	560	542	1	5	9	10	7	12	70	65	63	19	23	16
Female	55	1283	36239	102	100	99	539	548	537	2	2	7	7	6	11	84	79	72	7	13	10
Male	70	1347	37301	97	97	98	528	534	523	4	6	12	18	10	15	75	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	41	506	28348	98	102	96	521	527	520	0	9	13	19	13	17	81	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	99	98	96	537	544	537	4	3	5	12	7	10	78	79	75	7	11	9
Students with Disabilities	13	357	7306	87	96	90	541	520	506	0	13	24	17	18	20	67	64	52	17	5	4
Students without Disabilities	112	2287	66348	101	100	100	532	544	531	3	3	8	13	7	13	80	79	71	4	11	8
Limited English Proficient Students	20	310	16422	95	99	109	NA	486	495	NA	44	30	NA	22	27	NA	33	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	28	349	25711				500	526	514	13	10	16	50	16	19	38	70	61	0	4	3
Non-Economically Disadvantaged	97	2295	47943				539	542	535	1	4	7	6	7	11	87	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	122	2748	76230	101	100	101	512	513	498	7	7	12	31	32	38	15	13	12	47	49	37
All Students (Prior Year)	108	2846	72888	NA	NA	NA	513	513	494	4	7	14	28	32	40	30	13	12	38	48	34
Female	65	1338	37247	100	100	100	512	515	500	2	6	11	36	32	40	21	13	13	41	49	37
Male	57	1390	38725	102	99	101	513	511	497	13	8	14	26	32	37	9	12	12	53	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	35	462	28100	97	102	98	500	481	482	8	18	18	52	49	47	8	10	11	32	23	24
Asian/Pacific Islander	--	64	1447	--	103	95	--	522	527	--	5	5	--	32	26	--	7	11	--	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	84	2089	35389	102	99	96	517	520	514	6	5	6	23	28	32	18	13	14	53	54	48
Students with Disabilities	11	384	9022	100	110	105	494	484	465	0	18	31	67	46	43	0	10	8	33	27	17
Students without Disabilities	111	2364	67208	101	99	100	513	517	500	7	6	12	30	30	38	16	13	12	47	51	38
Limited English Proficient Students	16	254	14826	107	98	113	463	448	460	29	36	31	57	55	51	14	8	8	0	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	23	342	25037				473	473	477	30	24	21	40	49	47	15	10	11	15	17	21
Non-Economically Disadvantaged	99	2406	51193				521	518	507	1	5	9	29	30	35	15	13	13	54	52	43

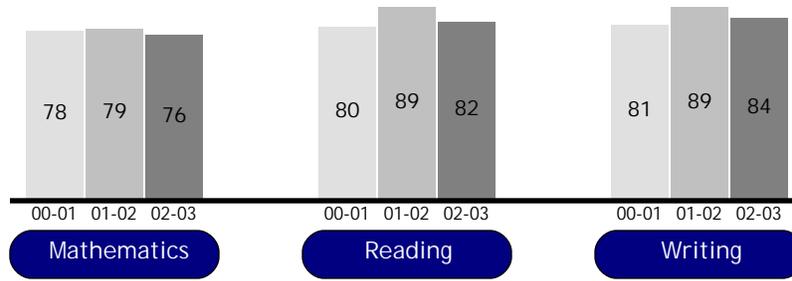
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2755	76202	101	100	101	506	513	505	15	11	19	19	20	24	55	51	46	10	18	11
All Students (Prior Year)	111	2845	72779	NA	NA	NA	506	514	505	12	12	21	16	16	20	63	47	43	8	25	15
Female	65	1340	37231	100	100	100	507	516	507	14	8	16	21	18	24	55	52	48	10	21	13
Male	57	1394	38718	102	99	101	506	510	503	17	13	22	17	21	24	55	50	44	11	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	35	462	28090	97	102	98	505	499	497	16	27	28	16	26	30	56	40	37	12	7	5
Asian/Pacific Islander	--	64	1443	--	103	95	--	511	515	--	8	9	--	20	19	--	53	53	--	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	84	2093	35371	102	99	96	507	516	512	14	7	10	21	18	20	55	54	54	10	21	16
Students with Disabilities	11	391	9097	100	112	106	485	502	493	67	25	39	33	26	27	0	40	29	0	8	5
Students without Disabilities	111	2364	67105	101	99	100	507	514	506	14	9	18	19	19	24	57	52	47	11	20	12
Limited English Proficient Students	16	255	14780	107	98	113	490	481	486	57	61	50	14	27	32	14	12	18	14	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	23	346	24961				490	492	495	35	34	32	20	31	30	45	34	34	0	2	4
Non-Economically Disadvantaged	99	2409	51241				510	516	509	11	8	14	19	18	22	58	53	51	13	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	116	2708	74692	96	99	99	506	519	502	13	10	18	25	22	27	56	56	47	6	12	8
All Students (Prior Year)	106	2802	70710	NA	NA	NA	521	534	512	6	8	17	23	19	26	57	49	42	13	24	16
Female	60	1326	36710	92	99	99	510	526	509	11	7	14	19	20	26	65	58	50	6	15	10
Male	56	1364	37742	100	97	98	501	513	495	15	12	22	33	24	28	46	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	35	456	27492	97	101	96	498	489	486	19	26	27	31	30	32	42	40	38	8	5	4
Asian/Pacific Islander	--	64	1428	--	103	94	--	526	528	--	5	8	--	31	20	--	49	54	--	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	78	2058	34785	95	97	94	509	526	517	10	6	10	24	20	23	61	60	56	6	14	11
Students with Disabilities	11	368	8428	100	105	98	467	494	472	0	21	38	100	34	30	0	38	29	0	7	3
Students without Disabilities	105	2340	66264	95	98	99	507	522	503	13	8	17	23	21	27	58	58	48	6	13	8
Limited English Proficient Students	15	248	14363	100	96	109	446	451	459	71	51	47	29	38	34	0	11	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	22	340	24507				479	476	480	25	31	31	40	34	33	30	33	33	5	2	3
Non-Economically Disadvantaged	94	2368	50185				512	525	511	10	7	13	21	21	24	63	59	53	6	14	10

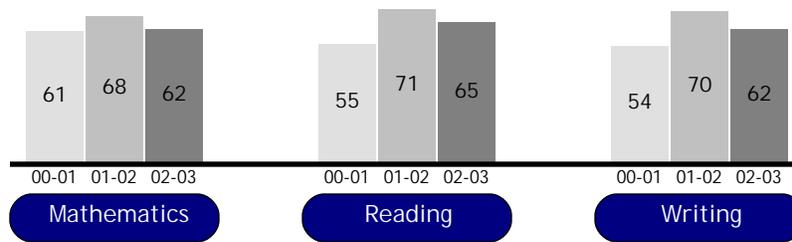
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	86	63	61	53	98	42	54	44	96	59	61	50
	Language	89	45	53	45	98	32	48	39	98	50	54	43
	Mathematics	93	59	59	56	98	47	57	52	98	67	67	57
3	Reading	87	63	60	50	91	52	55	43	90	49	60	47
	Language	87	67	66	55	91	61	63	50	93	54	64	54
	Mathematics	91	70	64	53	91	59	61	50	89	63	66	54
4	Reading	87	60	67	55	91	61	63	47	97	62	65	52
	Language	85	58	61	50	91	55	59	45	99	53	60	48
	Mathematics	92	67	67	56	91	64	65	52	100	66	69	57
5	Reading	80	63	66	51	89	56	62	46	97	59	64	50
	Language	83	55	58	46	89	46	57	43	99	58	58	46
	Mathematics	83	69	71	56	89	59	68	54	99	69	69	57
6	Reading	72	60	68	54	88	55	65	49	98	53	67	53
	Language	70	57	62	46	88	54	59	42	97	52	60	45
	Mathematics	71	68	73	61	88	68	73	58	96	68	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

Evacuation and fire drills are conducted monthly as required plus two lockdown drills per year. All classroom doors are locked and visitors are required to sign in. We have a crisis team. Our students are provided with Bullies & Victims training.

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	Ibi Davila Haghighat	(602) 493-6140
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Parent Teacher Association	(602) 493-6140
Student Health/Nurse	Beverly Hawley	(602) 493-6143

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