

Hartford Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

700 N. Hartford Street, Chandler, AZ 85225

Chandler 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. James D. Tongring

Schedule : 7:30 AM to 4:30 PM

Grades : K-6

2003 Enrollment : 681

Web Address :

Phone Number : (480) 812-6700

Fax Number : (480) 812-6720

E-mail :

Mission

All students will have access to challenging, quality instruction compatible with their capabilities, which will prepare them to demonstrate the knowledge, personal qualities and values characteristic of successful students.

School / Academic Goals

ü Students will increase their overall skills in all academic areas and will achieve growth equal to one grade level during the school year.

ü Students will be able to successfully implement reading strategies and skills to demonstrate at least 75% mastery of District Reading Objectives.

Instructional Programs

ü Strong Phonics-based Reading Program

ü Math/Science/Technology Focus

ü Motorola Computer Mac Lab (32-station)

ü State-of-the-Art PC Computer Lab

Enrollment

October 1, 2002 School Year Student Enrollment : N/A

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

Number of Students Attending Under Open Enrollment in 2002-03 : 34

Calendar Information

Number of Instruction Days : 178

Average Daily Instruction Time : 6 hours 30 minutes

First Day of School : 7/30/2003

Last Day of School : 6/3/2004

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)
- 11 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü All-school Activities
- Ü Student Recognition
- Ü Budget
- Ü Student Dress/Attire/Behavior
- Ü School Improvement (Including Safety)
- Ü Parent/Educator Communication

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	32.10
Other Professional Staff	5.00	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	8	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	4	0	0
10 or more years	5	12	0	0

Shared Responsibilities

School

Hartford School will emphasize academic achievement; will create and maintain a safe and drug-free environment; and will enable each student to reach their maximum potential. Our positive school climate enhances feelings of self-worth and self-esteem.

Parents

Ensure that students attend regularly; provide a quiet time and place to work and review homework; read to and with students regularly; communicate with teachers; support the parent/school behavior plan; and be a positive role model.

Resources Available at School Site

Special Facilities

- Ü Motorola iMac Math/Science Computer Lab
- Ü State-of-the-Art PC Computer Lab

Extracurricular Activities

- Ü Spirit Team and Cheer Team
- Ü Before/After School Tutoring
- Ü Chorus
- Ü Boys and Girls Basketball

Social Services

- Ü Extensive Volunteer Program
- Ü Access to Wellness Clinic
- Ü Adult ESL Accessibility
- Ü Counseling Services

Transportation Policy

We are considered a walk-in school; therefore, busing is not provided. Self-contained special education students and gifted students (CATS) are bused to schools where these programs are located.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Hartford has been recognized by the school district for the cleanliness of the campus more times than any other district school.

ü Attendance at Hartford continues to meet or exceed district averages.

School Honors

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

Award/Honor	Year
ü Outstanding Elementary Science Teacher	1996
ü Top Ten A+ Finalist	1997
ü District Student Council Award	2003
ü Administrator of the Year Award	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	99	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	5	2	2	2
Transfers In ⁵ (Out of District)	10	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	55	50
Grades 3-4	66	67
Grades 4-5	63	70
Grades 5-6	80	66

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	99	2034	75372	102	98	101	522	529	523	15	7	9	24	20	25	28	39	36	34	34	30
All Students (Prior Year)	86	1949	70809	NA	NA	NA	500	522	518	18	8	11	29	26	27	39	37	35	14	30	27
Female	50	1023	36901	106	98	101	521	529	524	15	8	8	17	20	25	37	39	36	32	34	31
Male	49	1011	38385	98	98	101	522	529	523	15	6	9	31	21	24	18	39	36	36	33	30
African American	NC	114	3589	NC	96	96	NC	505	501	NC	19	18	NC	25	33	NC	36	33	NC	20	16
Hispanic	81	655	29103	104	100	99	511	506	510	19	15	12	27	30	31	29	37	36	25	18	20
Asian/Pacific Islander	NC	83	1574	NC	98	96	NC	561	549	NC	0	3	NC	12	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	--	26	5086	--	93	114	--	507	491	--	9	22	--	35	38	--	43	28	--	13	12
White	13	1148	34597	87	97	98	569	541	535	0	3	4	8	15	20	15	40	38	77	42	38
Students with Disabilities	NC	210	8057	NC	NA	99	NC	506	496	NC	20	23	NC	31	31	NC	26	28	NC	23	17
Students without Disabilities	97	1824	67315	100	88	101	519	530	525	15	6	8	24	20	24	28	40	37	33	35	31
Limited English Proficient Students	44	357	16925	NA	NA	112	484	482	482	40	27	27	24	42	40	24	26	26	12	5	7
Migrant Students	NC	55	869				NC	486	501	NC	29	17	NC	35	30	NC	29	39	NC	6	14
Economically Disadvantaged	99	433	26325				522	503	504	15	19	15	24	31	34	28	30	33	34	20	18
Non-Economically Disadvantaged	--	1601	49047				--	535	530	--	4	6	--	18	21	--	41	37	--	37	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	99	2040	75221	102	98	101	519	529	523	15	5	8	18	12	16	44	57	56	24	25	21
All Students (Prior Year)	88	1951	70860	NA	NA	NA	509	531	524	12	6	9	24	14	17	55	47	45	9	32	30
Female	50	1024	36833	106	98	100	523	532	526	15	5	6	17	12	15	41	56	56	27	28	23
Male	49	1016	38319	98	98	101	516	526	520	15	6	9	18	13	17	46	58	56	21	23	18
African American	NC	113	3597	NC	95	97	NC	516	510	NC	10	14	NC	17	22	NC	57	53	NC	16	11
Hispanic	80	656	29019	103	100	99	515	512	513	18	13	12	23	23	21	40	51	55	19	13	13
Asian/Pacific Islander	NC	84	1572	NC	99	95	NC	546	536	NC	2	2	NC	2	9	NC	60	57	NC	37	31
American Indian/Alaskan Native	--	26	5071	--	93	114	--	509	502	--	13	20	--	22	27	--	65	46	--	0	8
White	14	1153	34543	93	97	97	530	537	531	7	2	4	0	8	12	57	59	58	36	32	26
Students with Disabilities	NC	211	8006	NC	NA	99	NC	512	505	NC	16	22	NC	19	23	NC	49	42	NC	16	13
Students without Disabilities	97	1829	67215	100	88	101	519	530	524	15	5	7	18	12	16	44	57	56	23	26	21
Limited English Proficient Students	44	358	16853	NA	NA	112	492	491	489	36	28	29	32	37	36	24	32	32	8	3	3
Migrant Students	NC	55	866				NC	496	503	NC	32	19	NC	19	23	NC	39	49	NC	10	8
Economically Disadvantaged	99	430	26256				519	510	509	15	16	14	18	24	24	44	46	51	24	14	11
Non-Economically Disadvantaged	--	1610	48965				--	534	528	--	3	5	--	10	13	--	59	58	--	28	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	98	2003	73654	101	96	99	537	540	530	11	6	9	9	10	13	65	74	70	15	10	7
All Students (Prior Year)	84	1933	68592	NA	NA	NA	523	552	542	14	6	9	19	9	12	59	64	63	8	20	16
Female	50	1010	36239	106	97	99	543	546	537	10	4	7	7	9	11	71	74	72	12	13	10
Male	48	992	37301	96	96	98	531	533	523	13	7	12	11	11	15	58	75	68	18	7	5
African American	NC	113	3488	NC	95	94	NC	524	515	NC	8	16	NC	20	18	NC	66	62	NC	6	4
Hispanic	79	636	28348	101	97	96	533	524	520	13	12	13	11	15	17	59	66	65	16	6	5
Asian/Pacific Islander	NC	83	1558	NC	98	95	NC	553	547	NC	0	3	NC	5	8	NC	75	76	NC	20	13
American Indian/Alaskan Native	--	26	4947	--	93	111	--	524	507	--	13	22	--	13	22	--	70	53	--	4	3
White	14	1140	33924	93	96	96	549	548	537	7	2	5	0	6	10	86	79	75	7	12	9
Students with Disabilities	NC	194	7306	NC	NA	90	NC	517	506	NC	18	24	NC	14	20	NC	63	52	NC	5	4
Students without Disabilities	96	1809	66348	99	87	100	537	541	531	12	5	8	9	9	13	65	75	71	14	11	8
Limited English Proficient Students	44	346	16422	NA	NA	109	506	502	495	32	24	30	8	26	27	52	49	43	8	1	0
Migrant Students	NC	54	849				NC	512	511	NC	29	19	NC	13	22	NC	48	56	NC	10	4
Economically Disadvantaged	98	426	25711				537	521	514	11	15	16	9	17	19	65	61	61	15	7	3
Non-Economically Disadvantaged	--	1577	47943				--	544	535	--	3	7	--	8	11	--	78	74	--	11	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	90	2101	76230	102	99	101	488	510	498	15	8	12	37	33	38	16	15	12	32	45	37
All Students (Prior Year)	92	1912	72888	NA	NA	NA	476	498	494	19	10	14	47	40	40	14	14	12	20	36	34
Female	42	999	37247	108	98	100	495	510	500	14	7	11	36	35	40	17	15	13	33	43	37
Male	48	1097	38725	98	100	101	481	510	497	16	8	14	38	31	37	16	14	12	31	47	37
African American	NC	129	3594	NC	95	96	NC	489	476	NC	17	22	NC	40	46	NC	11	11	NC	32	21
Hispanic	67	693	28100	102	100	98	487	493	482	17	14	18	33	40	47	17	14	11	33	32	24
Asian/Pacific Islander	--	70	1447	--	93	95	--	548	527	--	0	5	--	17	26	--	14	11	--	69	58
American Indian/Alaskan Native	NC	20	5292	NC	77	113	NC	492	463	NC	19	31	NC	38	47	NC	13	8	NC	31	14
White	20	1168	35389	105	98	96	490	518	514	11	4	6	50	30	32	11	15	14	28	51	48
Students with Disabilities	15	260	9022	NA	NA	105	501	474	465	0	27	31	50	37	43	25	7	8	25	29	17
Students without Disabilities	75	1841	67208	85	87	100	488	512	500	16	7	12	36	32	38	16	15	12	33	46	38
Limited English Proficient Students	29	316	14826	NA	NA	113	452	467	460	36	25	31	36	52	51	29	9	8	0	14	10
Migrant Students	NC	53	837				NC	483	478	NC	18	19	NC	47	51	NC	6	8	NC	29	21
Economically Disadvantaged	89	423	25037				488	493	477	15	14	21	37	39	47	16	14	11	31	33	21
Non-Economically Disadvantaged	NC	1678	51193				NC	514	507	NC	6	9	NC	31	35	NC	15	13	NC	48	43

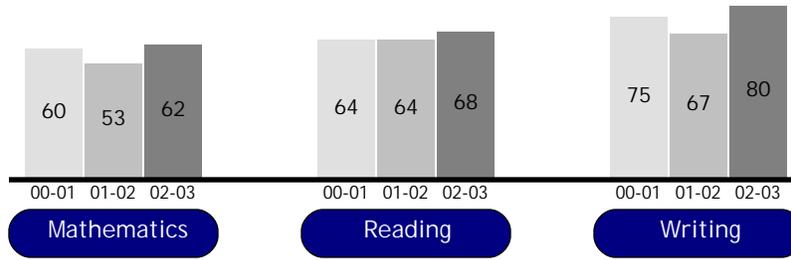
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2096	76202	99	99	101	495	509	505	29	13	19	31	22	24	37	52	46	3	13	11
All Students (Prior Year)	92	1915	72779	NA	NA	NA	492	506	505	43	17	21	22	22	20	28	46	43	7	16	15
Female	40	998	37231	103	98	100	495	510	507	26	10	16	35	22	24	38	55	48	0	13	13
Male	47	1093	38718	96	99	101	495	507	503	32	15	22	26	24	24	35	49	44	6	12	10
African American	NC	129	3600	NC	95	97	NC	504	497	NC	21	28	NC	22	29	NC	48	39	NC	9	5
Hispanic	66	689	28090	100	99	98	494	498	497	34	25	28	26	30	30	38	38	37	2	6	5
Asian/Pacific Islander	--	70	1443	--	93	95	--	526	515	--	0	9	--	14	19	--	54	53	--	32	19
American Indian/Alaskan Native	NC	21	5311	NC	81	113	NC	494	491	NC	29	38	NC	29	31	NC	35	28	NC	6	3
White	18	1166	35371	95	98	96	498	514	512	19	7	10	44	20	20	31	59	54	6	15	16
Students with Disabilities	14	258	9097	NA	NA	106	507	496	493	0	36	39	67	27	27	0	31	29	33	6	5
Students without Disabilities	73	1838	67105	83	87	100	495	509	506	31	12	18	29	22	24	39	53	47	2	13	12
Limited English Proficient Students	29	315	14780	NA	NA	113	479	486	486	71	45	50	21	40	32	7	15	18	0	0	1
Migrant Students	NC	53	832				NC	491	492	NC	41	36	NC	32	31	NC	26	31	NC	0	3
Economically Disadvantaged	86	420	24961				495	497	495	30	27	32	31	33	30	36	35	34	3	6	4
Non-Economically Disadvantaged	NC	1676	51241				NC	511	509	NC	10	14	NC	20	22	NC	56	51	NC	14	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	88	2069	74692	100	98	99	490	514	502	19	11	18	36	24	27	40	55	47	4	10	8
All Students (Prior Year)	90	1886	70710	NA	NA	NA	489	519	512	27	12	17	37	25	26	32	44	42	4	18	16
Female	43	996	36710	110	98	99	496	520	509	14	9	14	35	20	26	49	59	50	3	12	10
Male	45	1068	37742	92	97	98	481	507	495	27	13	22	37	28	28	30	51	44	7	9	6
African American	NC	124	3516	NC	91	94	NC	508	487	NC	16	26	NC	28	31	NC	45	39	NC	11	4
Hispanic	65	684	27492	98	99	96	486	493	486	23	21	27	36	31	32	36	43	38	4	5	4
Asian/Pacific Islander	--	69	1428	--	92	94	--	548	528	--	2	8	--	19	20	--	47	54	--	32	18
American Indian/Alaskan Native	NC	20	5166	NC	77	110	NC	481	470	NC	38	39	NC	19	32	NC	44	27	NC	0	2
White	20	1156	34785	105	97	94	500	523	517	11	6	10	33	20	23	50	62	56	6	11	11
Students with Disabilities	14	243	8428	NA	NA	98	500	481	472	0	30	38	50	29	30	50	37	29	0	4	3
Students without Disabilities	74	1826	66264	84	86	99	489	515	503	21	10	17	35	24	27	40	56	48	5	10	8
Limited English Proficient Students	29	308	14363	NA	NA	109	448	463	459	50	39	47	43	39	34	7	21	19	0	0	1
Migrant Students	NC	51	814				NC	469	475	NC	41	33	NC	28	37	NC	31	27	NC	0	2
Economically Disadvantaged	87	416	24507				489	491	480	20	23	31	36	31	33	39	41	33	5	5	3
Non-Economically Disadvantaged	NC	1653	50185				NC	519	511	NC	9	13	NC	22	24	NC	58	53	NC	11	10

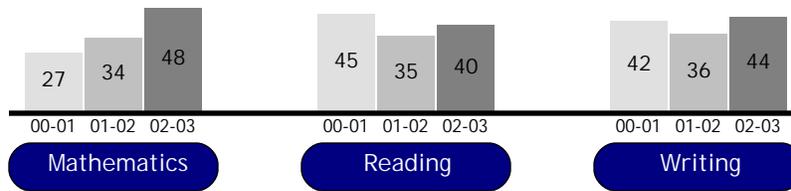
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	70	53	60	53	97	33	53	44	89	41	57	50
	Language	65	39	53	45	97	33	50	39	97	32	53	43
	Mathematics	72	57	63	56	97	57	63	52	98	46	63	57
3	Reading	69	45	56	50	93	29	51	43	93	41	56	47
	Language	66	52	61	55	93	36	57	50	96	56	63	54
	Mathematics	70	58	59	53	93	40	56	50	98	56	61	54
4	Reading	83	36	59	55	88	26	56	47	95	28	60	52
	Language	79	37	55	50	88	36	53	45	99	31	54	48
	Mathematics	85	56	60	56	88	45	59	52	100	35	61	57
5	Reading	91	38	57	51	92	27	54	46	96	31	58	50
	Language	82	47	51	46	92	30	50	43	97	33	54	46
	Mathematics	92	50	63	56	92	51	60	54	97	47	65	57
6	Reading	93	44	59	54	90	42	57	49	100	32	59	53
	Language	88	43	52	46	90	38	51	42	100	30	52	45
	Mathematics	93	46	68	61	90	43	65	58	100	46	68	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have formulated comprehensive evacuation and lock-down procedures. All employees and visitors wear ID badges. We teach Stranger Danger at ALL grade levels. We provide before/after school supervised activities. We have a DARE office on campus.

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	James Tongring	(480) 812-6707
Transportation Policy	James Tongring	(480) 812-6707
Community Resources	James Tongring	(480) 812-6707
School Nutrition Programs	Tammy Maldonado	(480) 812-6704
Parent Organization	Maria Elena Uribe	(480) 812-6700
Student Health/Nurse	Sandra Palomo	(480) 812-6702

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