

John M. Andersen Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1350 N. Pennington Street, Chandler, AZ 85224

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 *

Highly 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. Joyce Hunt
Schedule : 7:15 AM to 4:15 PM
Grades : K-6
2003 Enrollment : 535
Web Address : ww2.chandler.k12.az.us/andersen-elementary/
Phone Number : (480) 812-6000
Fax Number : (480) 812-6020
E-mail : hunt.joyce@chandler.k12.az.us

Mission

We value the commitment to excellence and the unified effort of our school/parents/community. Our goal is to create a community of learners where the environment is safe, fosters responsibility and respect, and offers diverse learning opportunities.

School / Academic Goals

- ü Each student will improve application and conceptual development of skills relating to mathematical problem solving and computation.
- ü Each student will improve and apply skills of word analysis and comprehension relating to reading proficiency.

Instructional Programs

- ü Standards Based Curriculum
- ü Phonics/Decoding/Literature
- ü Art Masterpiece
- ü Gifted

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 : 535

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 50 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)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Activities
- ü Extracurricular Programs
- ü Student Discipline Issues
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Review Budget

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	2.00	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	2	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	4	0	0
10 or more years	5	21	0	0

Shared Responsibilities

School

Parents are informed of school goals/student progress via conferences, report cards, midterm reports, curriculum and open house evenings, class/building newsletters, and phone calls. High standards result in achievement above district/state norms.

Parents

Most students come to school well cared for and ready to learn. Parents are expected to notify the school of absences, health history, emergency contacts, custodial agreements, and share in two-way communications. Parents volunteered over 600 hours.

Resources Available at School Site

Special Facilities

- ü Closed-circuit Television System
- ü State-of-the-Art Technology Lab

Extracurricular Activities

- ü Student Council
- ü Running Club/Basketball Club
- ü Andersen Service Club/Interest Clubs
- ü Mission Control News/Camera Crew

Social Services

- ü Breakfast/Lunch Programs
- ü Counseling Services
- ü Before/After School Program - YMCA

Transportation Policy

Bus transportation is provided for gifted and special education students residing one mile or more from school. Eight percent of our students are bus riders. Three commercial day care providers transport approximately four percent of our students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü After school tutoring, additional instructional aides, leveled reading materials, and focused staff development were implemented this year to support student achievement in language arts. AIMS scores were above district and state levels.
- ü Andersen students took first place in the Mousecar Project at the Intel Science Fair, won the City of Chandler's Unity Poster Contest, and competed at state level Geography Bowl, district finals-Battle of the Books, and regional-level Spelling Bee.

School Honors

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

Award/Honor	Year
ü Clean School Award	2003
ü Intel Teach to the Future Award	2002
ü Technology Integration Project Award	2003
ü Intel Science Fair - 1st Place Project/State Geography	2003

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	14	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	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	68	80
Grades 3-4	81	71
Grades 4-5	55	75
Grades 5-6	69	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	93	2034	75372	96	98	101	545	529	523	2	7	9	7	20	25	47	39	36	44	34	30
All Students (Prior Year)	75	1949	70809	NA	NA	NA	546	522	518	1	8	11	16	26	27	36	37	35	46	30	27
Female	49	1023	36901	96	98	101	548	529	524	2	8	8	4	20	25	39	39	36	54	34	31
Male	44	1011	38385	96	98	101	540	529	523	3	6	9	10	21	24	55	39	36	33	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	18	655	29103	95	100	99	526	506	510	0	15	12	13	30	31	75	37	36	13	18	20
Asian/Pacific Islander	11	83	1574	92	98	96	575	561	549	0	0	3	0	12	14	50	32	34	50	55	48
American Indian/Alaskan Native	--	26	5086	--	93	114	--	507	491	--	9	22	--	35	38	--	43	28	--	13	12
White	62	1148	34597	97	97	98	545	541	535	3	3	4	7	15	20	38	40	38	52	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	86	1824	67315	89	88	101	544	530	525	2	6	8	7	20	24	46	40	37	44	35	31
Limited English Proficient Students	NC	357	16925	NC	NA	112	NC	482	482	NC	27	27	NC	42	40	NC	26	26	NC	5	7
Migrant Students	--	55	869				--	486	501	--	29	17	--	35	30	--	29	39	--	6	14
Economically Disadvantaged	--	433	26325				--	503	504	--	19	15	--	31	34	--	30	33	--	20	18
Non-Economically Disadvantaged	93	1601	49047				545	535	530	2	4	6	7	18	21	47	41	37	44	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	93	2040	75221	96	98	101	543	529	523	1	5	8	8	12	16	50	57	56	41	25	21
All Students (Prior Year)	75	1951	70860	NA	NA	NA	539	531	524	1	6	9	4	14	17	51	47	45	43	32	30
Female	49	1024	36833	96	98	100	547	532	526	2	5	6	7	12	15	43	56	56	48	28	23
Male	44	1016	38319	96	98	101	538	526	520	0	6	9	10	13	17	58	58	56	33	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	18	656	29019	95	100	99	533	512	513	0	13	12	13	23	21	63	51	55	25	13	13
Asian/Pacific Islander	11	84	1572	92	99	95	571	546	536	0	2	2	10	2	9	40	60	57	50	37	31
American Indian/Alaskan Native	--	26	5071	--	93	114	--	509	502	--	13	20	--	22	27	--	65	46	--	0	8
White	62	1153	34543	97	97	97	541	537	531	2	2	4	7	8	12	48	59	58	43	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	86	1829	67215	89	88	101	543	530	524	1	5	7	8	12	16	50	57	56	40	26	21
Limited English Proficient Students	NC	358	16853	NC	NA	112	NC	491	489	NC	28	29	NC	37	36	NC	32	32	NC	3	3
Migrant Students	--	55	866				--	496	503	--	32	19	--	19	23	--	39	49	--	10	8
Economically Disadvantaged	--	430	26256				--	510	509	--	16	14	--	24	24	--	46	51	--	14	11
Non-Economically Disadvantaged	93	1610	48965				543	534	528	1	3	5	8	10	13	50	59	58	41	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	93	2003	73654	96	96	99	550	540	530	0	6	9	6	10	13	83	74	70	12	10	7
All Students (Prior Year)	74	1933	68592	NA	NA	NA	579	552	542	2	6	9	5	9	12	53	64	63	41	20	16
Female	49	1010	36239	96	97	99	555	546	537	0	4	7	4	9	11	78	74	72	17	13	10
Male	44	992	37301	96	96	98	544	533	523	0	7	12	8	11	15	88	75	68	5	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	18	636	28348	95	97	96	536	524	520	0	12	13	13	15	17	75	66	65	13	6	5
Asian/Pacific Islander	11	83	1558	92	98	95	555	553	547	0	0	3	0	5	8	70	75	76	30	20	13
American Indian/Alaskan Native	--	26	4947	--	93	111	--	524	507	--	13	22	--	13	22	--	70	53	--	4	3
White	62	1140	33924	97	96	96	552	548	537	0	2	5	5	6	10	86	79	75	9	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	86	1809	66348	89	87	100	549	541	531	0	5	8	6	9	13	82	75	71	12	11	8
Limited English Proficient Students	NC	346	16422	NC	NA	109	NC	502	495	NC	24	30	NC	26	27	NC	49	43	NC	1	0
Migrant Students	--	54	849				--	512	511	--	29	19	--	13	22	--	48	56	--	10	4
Economically Disadvantaged	--	426	25711				--	521	514	--	15	16	--	17	19	--	61	61	--	7	3
Non-Economically Disadvantaged	93	1577	47943				550	544	535	0	3	7	6	8	11	83	78	74	12	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	80	2101	76230	100	99	101	522	510	498	1	8	12	27	33	38	15	15	12	57	45	37
All Students (Prior Year)	69	1912	72888	NA	NA	NA	511	498	494	6	10	14	38	40	40	14	14	12	42	36	34
Female	32	999	37247	97	98	100	536	510	500	0	7	11	23	35	40	10	15	13	68	43	37
Male	48	1097	38725	102	100	101	512	510	497	2	8	14	30	31	37	18	14	12	50	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	18	693	28100	95	100	98	501	493	482	0	14	18	50	40	47	13	14	11	38	32	24
Asian/Pacific Islander	NC	70	1447	NC	93	95	NC	548	527	NC	0	5	NC	17	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	20	5292	--	77	113	--	492	463	--	19	31	--	38	47	--	13	8	--	31	14
White	57	1168	35389	104	98	96	526	518	514	2	4	6	20	30	32	16	15	14	62	51	48
Students with Disabilities	11	260	9022	NA	NA	105	492	474	465	0	27	31	43	37	43	14	7	8	43	29	17
Students without Disabilities	69	1841	67208	86	87	100	525	512	500	1	7	12	25	32	38	15	15	12	59	46	38
Limited English Proficient Students	NC	316	14826	NC	NA	113	NC	467	460	NC	25	31	NC	52	51	NC	9	8	NC	14	10
Migrant Students	--	53	837				--	483	478	--	18	19	--	47	51	--	6	8	--	29	21
Economically Disadvantaged	--	423	25037				--	493	477	--	14	21	--	39	47	--	14	11	--	33	21
Non-Economically Disadvantaged	80	1678	51193				522	514	507	1	6	9	27	31	35	15	15	13	57	48	43

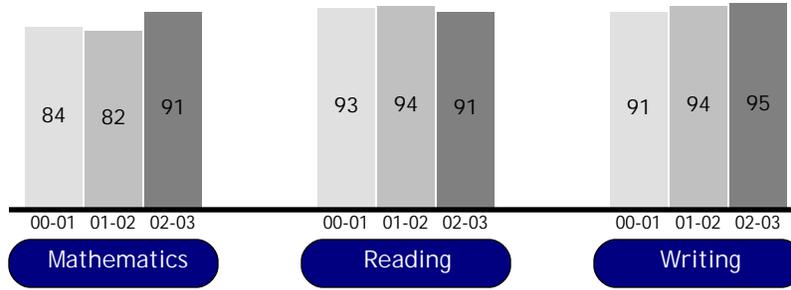
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2096	76202	100	99	101	508	509	505	10	13	19	22	22	24	55	52	46	14	13	11
All Students (Prior Year)	72	1915	72779	NA	NA	NA	516	506	505	9	17	21	19	22	20	43	46	43	28	16	15
Female	32	998	37231	97	98	100	514	510	507	10	10	16	6	22	24	65	55	48	19	13	13
Male	48	1093	38718	102	99	101	504	507	503	10	15	22	33	24	24	48	49	44	10	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	18	689	28090	95	99	98	498	498	497	20	25	28	47	30	30	27	38	37	7	6	5
Asian/Pacific Islander	NC	70	1443	NC	93	95	NC	526	515	NC	0	9	NC	14	19	NC	54	53	NC	32	19
American Indian/Alaskan Native	--	21	5311	--	81	113	--	494	491	--	29	38	--	29	31	--	35	28	--	6	3
White	57	1166	35371	104	98	96	510	514	512	7	7	10	15	20	20	63	59	54	15	15	16
Students with Disabilities	11	258	9097	NA	NA	106	489	496	493	60	36	39	20	27	27	20	31	29	0	6	5
Students without Disabilities	69	1838	67105	86	87	100	510	509	506	6	12	18	22	22	24	57	53	47	15	13	12
Limited English Proficient Students	NC	315	14780	NC	NA	113	NC	486	486	NC	45	50	NC	40	32	NC	15	18	NC	0	1
Migrant Students	--	53	832				--	491	492	--	41	36	--	32	31	--	26	31	--	0	3
Economically Disadvantaged	--	420	24961				--	497	495	--	27	32	--	33	30	--	35	34	--	6	4
Non-Economically Disadvantaged	80	1676	51241				508	511	509	10	10	14	22	20	22	55	56	51	14	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	80	2069	74692	100	98	99	522	514	502	5	11	18	24	24	27	59	55	47	11	10	8
All Students (Prior Year)	71	1886	70710	NA	NA	NA	538	519	512	3	12	17	17	25	26	53	44	42	27	18	16
Female	32	996	36710	97	98	99	538	520	509	0	9	14	23	20	26	58	59	50	19	12	10
Male	48	1068	37742	102	97	98	510	507	495	9	13	22	26	28	28	60	51	44	5	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	18	684	27492	95	99	96	512	493	486	7	21	27	47	31	32	33	43	38	13	5	4
Asian/Pacific Islander	NC	69	1428	NC	92	94	NC	548	528	NC	2	8	NC	19	20	NC	47	54	NC	32	18
American Indian/Alaskan Native	--	20	5166	--	77	110	--	481	470	--	38	39	--	19	32	--	44	27	--	0	2
White	57	1156	34785	104	97	94	521	523	517	5	6	10	20	20	23	67	62	56	7	11	11
Students with Disabilities	11	243	8428	NA	NA	98	481	481	472	17	30	38	33	29	30	50	37	29	0	4	3
Students without Disabilities	69	1826	66264	86	86	99	526	515	503	4	10	17	24	24	27	60	56	48	12	10	8
Limited English Proficient Students	NC	308	14363	NC	NA	109	NC	463	459	NC	39	47	NC	39	34	NC	21	19	NC	0	1
Migrant Students	--	51	814				--	469	475	--	41	33	--	28	37	--	31	27	--	0	2
Economically Disadvantaged	--	416	24507				--	491	480	--	23	31	--	31	33	--	41	33	--	5	3
Non-Economically Disadvantaged	80	1653	50185				522	519	511	5	9	13	24	22	24	59	58	53	11	11	10

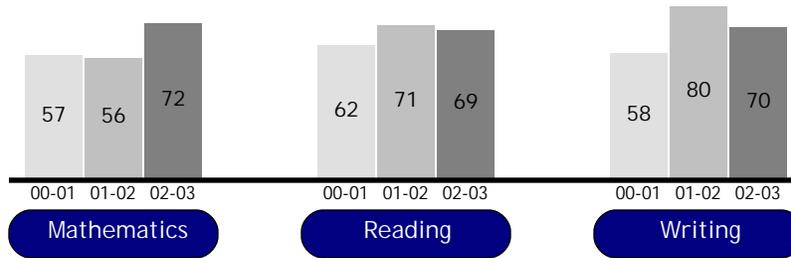
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	72	71	60	53	93	66	53	44	99	65	57	50
	Language	72	67	53	45	93	60	50	39	100	59	53	43
	Mathematics	72	70	63	56	93	60	63	52	100	61	63	57
3	Reading	92	62	56	50	100	70	51	43	99	71	56	47
	Language	92	73	61	55	100	73	57	50	98	76	63	54
	Mathematics	93	74	59	53	100	75	56	50	99	77	61	54
4	Reading	90	69	59	55	93	70	56	47	99	79	60	52
	Language	91	67	55	50	93	61	53	45	100	70	54	48
	Mathematics	90	68	60	56	93	73	59	52	100	80	61	57
5	Reading	88	65	57	51	100	70	54	46	99	65	58	50
	Language	92	57	51	46	100	63	50	43	100	62	54	46
	Mathematics	93	69	63	56	100	76	60	54	100	73	65	57
6	Reading	94	66	59	54	97	62	57	49	99	73	59	53
	Language	96	63	52	46	97	60	51	42	100	65	52	45
	Mathematics	96	75	68	61	98	76	65	58	100	82	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

Campus visitors must sign-in at the office and wear a badge. A Security Guard is available as needed and each classroom has a telephone. Children travel in pairs on campus. Safety procedures are updated and drills are conducted regularly.

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	Joyce Hunt	(480) 812-6000
Transportation Policy	Sterling Skousen	(480) 812-7704
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7704
Parent Organization	Grace Anderson	(480) 812-6000
Student Health/Nurse	Trish Veo	(480) 812-6002

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