

# Marshall Humphrey II Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

125 S. 132nd 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 LEARNS<sup>1</sup>

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. Sam Merrill  
Schedule : 7:15 AM to 4:15 PM  
Grades : K-6  
2003 Enrollment : 720  
Web Address : ww2.chandler.k12.az.us  
Phone Number : (480) 812-6800  
Fax Number : (480) 812-6820  
E-mail : merrill.sam@chandler.k12.az.us

### Mission

We will work in partnership with parents and community to provide students with the skills to be lifelong learners and good citizens. We will provide each student with positive experiences in a climate that fosters respect and positive interactions.

### School / Academic Goals

ü Each student will strengthen and improve reading comprehension and achievement.

ü Each student will strengthen and improve utilization of critical thinking and mathematical problem solving skills.

### Instructional Programs

ü Gifted  
ü On-site Special Education  
ü ELL  
ü Counseling

### Enrollment

October 1, 2002 School Year Student Enrollment : N/A  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 53

### Calendar Information

Number of Instruction Days : 177  
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)
- 7 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Monitor Student Discipline Plan
- Ü School Safety Issues
- Ü Curriculum Implementation
- Ü Parent/Educator Relations
- Ü Implementation of BOE Goals & 301 Plan

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	41.50
Other Professional Staff	6.00	Teacher Aide	9.00

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

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

Shared Responsibilities

School

All students and staff have the right to a safe, secure school. Parents receive a handbook, monthly newsletters, and weekly communication from teachers. Report cards and progress reports are sent quarterly; formal conferences are held tri-annually.

Parents

Our parents are responsible for their child's attendance; support for school policies is expected. Parents should set expectations to support the homework policy and communicate regularly with the school. Parents and volunteers are always welcome.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Outdoor Amphitheater/Covered Ramadas

Extracurricular Activities

- Ü Intersession Classes
- Ü Homework Help and Afterschool Tutoring
- Ü Sports
- Ü Arts/Chess/Math/News Clubs

Social Services

- Ü Breakfast Program
- Ü Afterschool Day Care/Medallion
- Ü Parenting Classes
- Ü Clothing/Food Banks

Transportation Policy

Our boundaries encompass 4 square miles from Ray Road south to Germann and from Cooper Road east to Gilbert Road. Busing is provided to our students who reside more than a mile from the school. Students are expected to follow the district bus rules.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Humphrey students won the 2001 District Battle of the Books championship.
  
- ü Humphrey students scoring at or above the 50th percentile in Reading on the SAT-9 increased by over 8 percent during the 2001-02 school year.

School Honors

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

Award/Honor	Year
ü Principal of the Year	2003
ü Chandler Teacher AAA Award	2002
ü CCC Teacher Extra Mile Award	2001
ü District Volunteer Award	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	17	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	88	66
Grades 3-4	63	61
Grades 4-5	66	72
Grades 5-6	82	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	95	2034	75372	97	98	101	516	529	523	6	7	9	28	20	25	45	39	36	22	34	30
All Students (Prior Year)	109	1949	70809	NA	NA	NA	519	522	518	5	8	11	31	26	27	36	37	35	27	30	27
Female	48	1023	36901	96	98	101	514	529	524	12	8	8	24	20	25	37	39	36	27	34	31
Male	47	1011	38385	98	98	101	518	529	523	0	6	9	31	21	24	52	39	36	17	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	31	655	29103	100	100	99	501	506	510	4	15	12	44	30	31	48	37	36	4	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	NC	26	5086	NC	93	114	NC	507	491	NC	9	22	NC	35	38	NC	43	28	NC	13	12
White	53	1148	34597	93	97	98	526	541	535	4	3	4	22	15	20	40	40	38	33	42	38
Students with Disabilities	14	210	8057	NA	NA	99	513	506	496	20	20	23	40	31	31	20	26	28	20	23	17
Students without Disabilities	81	1824	67315	83	88	101	516	530	525	5	6	8	27	20	24	46	40	37	22	35	31
Limited English Proficient Students	11	357	16925	NA	NA	112	480	482	482	14	27	27	57	42	40	29	26	26	0	5	7
Migrant Students	NC	55	869				NC	486	501	NC	29	17	NC	35	30	NC	29	39	NC	6	14
Economically Disadvantaged	--	433	26325				--	503	504	--	19	15	--	31	34	--	30	33	--	20	18
Non-Economically Disadvantaged	95	1601	49047				516	535	530	6	4	6	28	18	21	45	41	37	22	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	96	2040	75221	98	98	101	522	529	523	4	5	8	17	12	16	61	57	56	19	25	21
All Students (Prior Year)	107	1951	70860	NA	NA	NA	533	531	524	2	6	9	11	14	17	56	47	45	31	32	30
Female	49	1024	36833	98	98	100	524	532	526	2	5	6	24	12	15	52	56	56	21	28	23
Male	47	1016	38319	98	98	101	521	526	520	5	6	9	10	13	17	69	58	56	17	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	32	656	29019	103	100	99	513	512	513	7	13	12	21	23	21	61	51	55	11	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	NC	26	5071	NC	93	114	NC	509	502	NC	13	20	NC	22	27	NC	65	46	NC	0	8
White	53	1153	34543	93	97	97	529	537	531	2	2	4	13	8	12	60	59	58	24	32	26
Students with Disabilities	14	211	8006	NA	NA	99	514	512	505	0	16	22	20	19	23	60	49	42	20	16	13
Students without Disabilities	82	1829	67215	84	88	101	523	530	524	4	5	7	16	12	16	61	57	56	19	26	21
Limited English Proficient Students	12	358	16853	NA	NA	112	495	491	489	25	28	29	38	37	36	38	32	32	0	3	3
Migrant Students	NC	55	866				NC	496	503	NC	32	19	NC	19	23	NC	39	49	NC	10	8
Economically Disadvantaged	--	430	26256				--	510	509	--	16	14	--	24	24	--	46	51	--	14	11
Non-Economically Disadvantaged	96	1610	48965				522	534	528	4	3	5	17	10	13	61	59	58	19	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	96	2003	73654	98	96	99	537	540	530	5	6	9	6	10	13	81	74	70	8	10	7
All Students (Prior Year)	108	1933	68592	NA	NA	NA	562	552	542	2	6	9	7	9	12	67	64	63	23	20	16
Female	49	1010	36239	98	97	99	539	546	537	2	4	7	10	9	11	76	74	72	12	13	10
Male	47	992	37301	98	96	98	534	533	523	7	7	12	2	11	15	86	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	32	636	28348	103	97	96	526	524	520	7	12	13	4	15	17	86	66	65	4	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	NC	26	4947	NC	93	111	NC	524	507	NC	13	22	NC	13	22	NC	70	53	NC	4	3
White	53	1140	33924	93	96	96	546	548	537	4	2	5	4	6	10	78	79	75	13	12	9
Students with Disabilities	14	194	7306	NA	NA	90	524	517	506	0	18	24	20	14	20	80	63	52	0	5	4
Students without Disabilities	82	1809	66348	84	87	100	538	541	531	5	5	8	5	9	13	81	75	71	9	11	8
Limited English Proficient Students	12	346	16422	NA	NA	109	503	502	495	25	24	30	13	26	27	63	49	43	0	1	0
Migrant Students	NC	54	849				NC	512	511	NC	29	19	NC	13	22	NC	48	56	NC	10	4
Economically Disadvantaged	--	426	25711				--	521	514	--	15	16	--	17	19	--	61	61	--	7	3
Non-Economically Disadvantaged	96	1577	47943				537	544	535	5	3	7	6	8	11	81	78	74	8	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	92	2101	76230	96	99	101	487	510	498	18	8	12	44	33	38	17	15	12	21	45	37
All Students (Prior Year)	121	1912	72888	NA	NA	NA	485	498	494	11	10	14	47	40	40	16	14	12	25	36	34
Female	50	999	37247	94	98	100	491	510	500	13	7	11	50	35	40	17	15	13	21	43	37
Male	42	1097	38725	98	100	101	482	510	497	26	8	14	35	31	37	18	14	12	21	47	37
African American	10	129	3594	100	95	96	469	489	476	38	17	22	38	40	46	0	11	11	25	32	21
Hispanic	33	693	28100	100	100	98	477	493	482	23	14	18	38	40	47	19	14	11	19	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	45	1168	35389	92	98	96	491	518	514	13	4	6	49	30	32	20	15	14	18	51	48
Students with Disabilities	NC	260	9022	NC	NA	105	NC	474	465	NC	27	31	NC	37	43	NC	7	8	NC	29	17
Students without Disabilities	84	1841	67208	88	87	100	487	512	500	17	7	12	46	32	38	18	15	12	19	46	38
Limited English Proficient Students	11	316	14826	NA	NA	113	422	467	460	50	25	31	50	52	51	0	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	--	423	25037				--	493	477	--	14	21	--	39	47	--	14	11	--	33	21
Non-Economically Disadvantaged	92	1678	51193				487	514	507	18	6	9	44	31	35	17	15	13	21	48	43

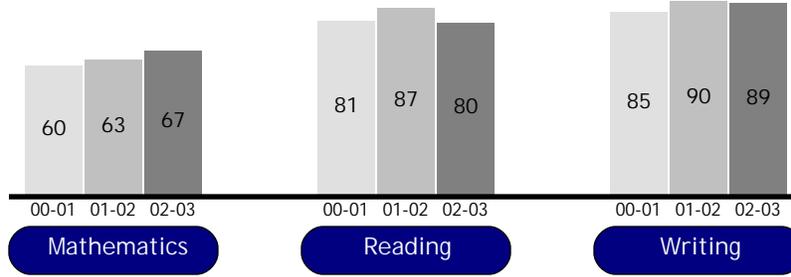
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2096	76202	96	99	101	514	509	505	13	13	19	29	22	24	45	52	46	13	13	11
All Students (Prior Year)	122	1915	72779	NA	NA	NA	505	506	505	14	17	21	27	22	20	46	46	43	13	16	15
Female	51	998	37231	96	98	100	517	510	507	4	10	16	27	22	24	59	55	48	10	13	13
Male	41	1093	38718	95	99	101	510	507	503	26	15	22	32	24	24	24	49	44	18	12	10
African American	10	129	3600	100	95	97	496	504	497	25	21	28	25	22	29	50	48	39	0	9	5
Hispanic	32	689	28090	97	99	98	506	498	497	27	25	28	27	30	30	35	38	37	12	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	46	1166	35371	94	98	96	517	514	512	4	7	10	30	20	20	50	59	54	15	15	16
Students with Disabilities	NC	258	9097	NC	NA	106	NC	496	493	NC	36	39	NC	27	27	NC	31	29	NC	6	5
Students without Disabilities	84	1838	67105	88	87	100	515	509	506	11	12	18	30	22	24	46	53	47	13	13	12
Limited English Proficient Students	10	315	14780	NA	NA	113	483	486	486	75	45	50	25	40	32	0	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	--	420	24961				--	497	495	--	27	32	--	33	30	--	35	34	--	6	4
Non-Economically Disadvantaged	92	1676	51241				514	511	509	13	10	14	29	20	22	45	56	51	13	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	91	2069	74692	95	98	99	513	514	502	13	11	18	21	24	27	54	55	47	12	10	8
All Students (Prior Year)	120	1886	70710	NA	NA	NA	511	519	512	16	12	17	26	25	26	48	44	42	10	18	16
Female	50	996	36710	94	98	99	518	520	509	10	9	14	15	20	26	65	59	50	10	12	10
Male	41	1068	37742	95	97	98	505	507	495	18	13	22	29	28	28	38	51	44	15	9	6
African American	10	124	3516	100	91	94	492	508	487	25	16	26	38	28	31	38	45	39	0	11	4
Hispanic	32	684	27492	97	99	96	505	493	486	19	21	27	27	31	32	42	43	38	12	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	45	1156	34785	92	97	94	519	523	517	7	6	10	16	20	23	64	62	56	13	11	11
Students with Disabilities	NC	243	8428	NC	NA	98	NC	481	472	NC	30	38	NC	29	30	NC	37	29	NC	4	3
Students without Disabilities	83	1826	66264	86	86	99	514	515	503	13	10	17	21	24	27	54	56	48	13	10	8
Limited English Proficient Students	10	308	14363	NA	NA	109	465	463	459	0	39	47	100	39	34	0	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	--	416	24507				--	491	480	--	23	31	--	31	33	--	41	33	--	5	3
Non-Economically Disadvantaged	91	1653	50185				513	519	511	13	9	13	21	22	24	54	58	53	12	11	10

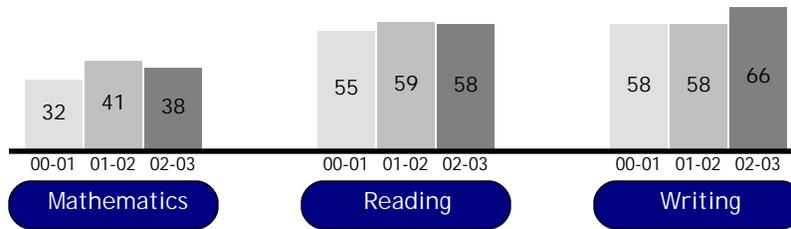
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	59	60	53	93	40	53	44	99	58	57	50
	Language	91	53	53	45	93	41	50	39	99	64	53	43
	Mathematics	89	61	63	56	93	50	63	52	98	60	63	57
3	Reading	93	49	56	50	97	61	51	43	99	55	56	47
	Language	96	50	61	55	97	60	57	50	99	59	63	54
	Mathematics	96	44	59	53	97	59	56	50	99	56	61	54
4	Reading	84	57	59	55	98	55	56	47	100	60	60	52
	Language	88	54	55	50	98	50	53	45	100	53	54	48
	Mathematics	88	54	60	56	98	48	59	52	100	58	61	57
5	Reading	88	54	57	51	94	56	54	46	100	57	58	50
	Language	89	45	51	46	94	46	50	43	100	49	54	46
	Mathematics	89	56	63	56	94	59	60	54	100	55	65	57
6	Reading	88	53	59	54	100	61	57	49	100	63	59	53
	Language	88	44	52	46	100	51	51	42	100	57	52	45
	Mathematics	88	54	68	61	100	64	65	58	100	71	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

The campus is well-designed for a safe environment with limited access to the classrooms. We have a thorough School Safety Plan that is revised annually by the our Safe School Committee. Our Police Liaison and DARE officer are frequently 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	Sam Merrill	(480) 812-6808
Transportation Policy	Kathy Brown	(480) 812-7275
Community Resources	Kendra Lopez	(480) 812-6806
School Nutrition Programs	Kathy Brown	(480) 812-7240
Parent Organization	Angela Kenn	(480) 812-6819
Student Health/Nurse	Christy Carson	(480) 812-6802

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)