

Shumway Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1325 N. Shumway Avenue, 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 *

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. Lorah J. Neville
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2003 Enrollment : 703
Web Address : ww2.chandler.k12.az.us/shumway-elementary/web
Phone Number : (480) 812-7400
Fax Number : (480) 812-7420
E-mail : neville.lorah@chandler.k12.az.us

Mission

Shumway strives to provide all students the experiences necessary to reach their full potential. Education is a shared responsibility. We involve parents, staff, students and the community as partners in creating a safe, focused learning environment.

School / Academic Goals

ü Students will attain a minimum of one year's growth in reading, writing and math.

ü Students scoring at or above the 50th percentile in total reading will increase by 4%.

Instructional Programs

ü Gifted, Self-contained (Grades 3-6)
ü Phonics & Literature-based Reading (K-6)
ü On-site Special Education/Autism Program
ü General Music (Grades K-6)

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 : 95

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Review of School Data
- Ü Establish Goals for Site Improvement
- Ü School Safety/Health Issues
- Ü Co-curricular Activities
- Ü Parent/Educator Relationships

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
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	4	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	6	0	0
10 or more years	4	16	0	0

Shared Responsibilities

School

Shumway Professional Service Standards have been developed by the principal and certified staff. Parents can expect prompt, courteous communication regarding their child and any question the parent has. Progress is reported throughout the year.

Parents

We expect that parents will ensure prompt, regular student attendance; attend conferences and curriculum nights; communicate concerns to the teacher; and support children in developing good study habits. We hope that parents will join the PTO.

Resources Available at School Site

Special Facilities

- Ü On-site Technology Lab
- Ü Computer Networked Classrooms

Extracurricular Activities

- Ü Student-operated School-wide Post Office
- Ü Afterschool Intramurals/Running Club
- Ü Afterschool Jazz Band and Chorus
- Ü Art Masterpiece/Ceramics Program (K-6)

Social Services

- Ü Breakfast/Lunch Program
- Ü Active PTO & Dads Club
- Ü Before/After School Programs - Medallion
- Ü On-site Counseling Services

Transportation Policy

The school's boundaries encompass the square mile bounded by Warner Road, Cooper, Ray Road and McQueen Road. Transportation is provided for students living a distance of more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The percent of Shumway students scoring at or above the 50th percentile averaged 76.4% in total reading on the April 2003 Stanford 9 test.
- ü The percent of Shumway students scoring at or above the 50th percentile averaged 74.8% in total math on the April 2003 Stanford 9 test.

School Honors

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

Award/Honor	Year
ü Winner Chamber of Commerce Extra Mile Award	1999
ü District Clean Schools Award Winner	2003

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	9	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	7	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	81	76
Grades 3-4	85	72
Grades 4-5	56	70
Grades 5-6	86	88

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	102	2034	75372	99	98	101	545	529	523	2	7	9	11	20	25	42	39	36	45	34	30
All Students (Prior Year)	120	1949	70809	NA	NA	NA	541	522	518	3	8	11	16	26	27	36	37	35	45	30	27
Female	50	1023	36901	102	98	101	542	529	524	2	8	8	11	20	25	49	39	36	38	34	31
Male	52	1011	38385	96	98	101	548	529	523	2	6	9	11	21	24	35	39	36	52	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	15	655	29103	100	100	99	535	506	510	0	15	12	15	30	31	46	37	36	38	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	78	1148	34597	99	97	98	546	541	535	0	3	4	11	15	20	44	40	38	45	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	94	1824	67315	91	88	101	545	530	525	2	6	8	11	20	24	41	40	37	46	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	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	102	1601	49047				545	535	530	2	4	6	11	18	21	42	41	37	45	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	103	2040	75221	100	98	101	545	529	523	1	5	8	2	12	16	60	57	56	37	25	21
All Students (Prior Year)	120	1951	70860	NA	NA	NA	546	531	524	2	6	9	5	14	17	49	47	45	44	32	30
Female	50	1024	36833	102	98	100	544	532	526	0	5	6	2	12	15	66	56	56	32	28	23
Male	53	1016	38319	98	98	101	545	526	520	2	6	9	2	13	17	53	58	56	43	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	15	656	29019	100	100	99	545	512	513	0	13	12	8	23	21	62	51	55	31	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	79	1153	34543	100	97	97	546	537	531	0	2	4	1	8	12	60	59	58	39	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	95	1829	67215	92	88	101	545	530	524	1	5	7	2	12	16	60	57	56	37	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	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	103	1610	48965				545	534	528	1	3	5	2	10	13	60	59	58	37	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	100	2003	73654	97	96	99	554	540	530	1	6	9	1	10	13	87	74	70	11	10	7
All Students (Prior Year)	120	1933	68592	NA	NA	NA	578	552	542	2	6	9	3	9	12	63	64	63	32	20	16
Female	49	1010	36239	100	97	99	563	546	537	0	4	7	2	9	11	83	74	72	15	13	10
Male	51	992	37301	94	96	98	545	533	523	2	7	12	0	11	15	91	75	68	7	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	14	636	28348	93	97	96	561	524	520	0	12	13	0	15	17	67	66	65	33	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	77	1140	33924	97	96	96	555	548	537	0	2	5	0	6	10	93	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	92	1809	66348	89	87	100	555	541	531	1	5	8	1	9	13	87	75	71	11	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	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	100	1577	47943				554	544	535	1	3	7	1	8	11	87	78	74	11	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	107	2101	76230	100	99	101	515	510	498	7	8	12	33	33	38	10	15	12	49	45	37
All Students (Prior Year)	105	1912	72888	NA	NA	NA	516	498	494	2	10	14	32	40	40	19	14	12	48	36	34
Female	54	999	37247	98	98	100	516	510	500	4	7	11	37	35	40	15	15	13	44	43	37
Male	53	1097	38725	102	100	101	513	510	497	11	8	14	30	31	37	4	14	12	55	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	14	693	28100	100	100	98	493	493	482	25	14	18	42	40	47	0	14	11	33	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	88	1168	35389	99	98	96	518	518	514	5	4	6	33	30	32	11	15	14	52	51	48
Students with Disabilities	11	260	9022	NA	NA	105	479	474	465	40	27	31	20	37	43	0	7	8	40	29	17
Students without Disabilities	96	1841	67208	90	87	100	517	512	500	5	7	12	34	32	38	11	15	12	50	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	107	1678	51193				515	514	507	7	6	9	33	31	35	10	15	13	49	48	43

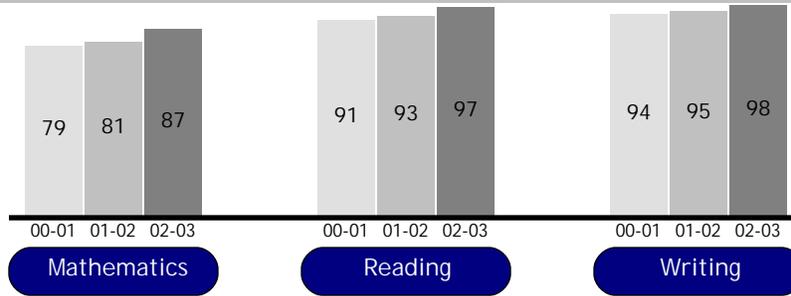
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2096	76202	100	99	101	516	509	505	11	13	19	17	22	24	52	52	46	20	13	11
All Students (Prior Year)	105	1915	72779	NA	NA	NA	521	506	505	4	17	21	11	22	20	64	46	43	21	16	15
Female	54	998	37231	98	98	100	513	510	507	8	10	16	12	22	24	65	55	48	15	13	13
Male	53	1093	38718	102	99	101	521	507	503	15	15	22	23	24	24	36	49	44	26	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	14	689	28090	100	99	98	503	498	497	25	25	28	33	30	30	17	38	37	25	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	88	1166	35371	99	98	96	518	514	512	8	7	10	16	20	20	57	59	54	19	15	16
Students with Disabilities	11	258	9097	NA	NA	106	534	496	493	20	36	39	40	27	27	20	31	29	20	6	5
Students without Disabilities	96	1838	67105	90	87	100	515	509	506	11	12	18	16	22	24	53	53	47	20	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	107	1676	51241				516	511	509	11	10	14	17	20	22	52	56	51	20	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	107	2069	74692	100	98	99	526	514	502	9	11	18	15	24	27	59	55	47	17	10	8
All Students (Prior Year)	105	1886	70710	NA	NA	NA	544	519	512	4	12	17	15	25	26	49	44	42	33	18	16
Female	54	996	36710	98	98	99	538	520	509	4	9	14	15	20	26	58	59	50	23	12	10
Male	53	1068	37742	102	97	98	513	507	495	15	13	22	15	28	28	60	51	44	11	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	14	684	27492	100	99	96	509	493	486	17	21	27	17	31	32	67	43	38	0	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	88	1156	34785	99	97	94	531	523	517	7	6	10	13	20	23	60	62	56	19	11	11
Students with Disabilities	11	243	8428	NA	NA	98	507	481	472	0	30	38	40	29	30	60	37	29	0	4	3
Students without Disabilities	96	1826	66264	90	86	99	527	515	503	10	10	17	14	24	27	59	56	48	18	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	107	1653	50185				526	519	511	9	9	13	15	22	24	59	58	53	17	11	10

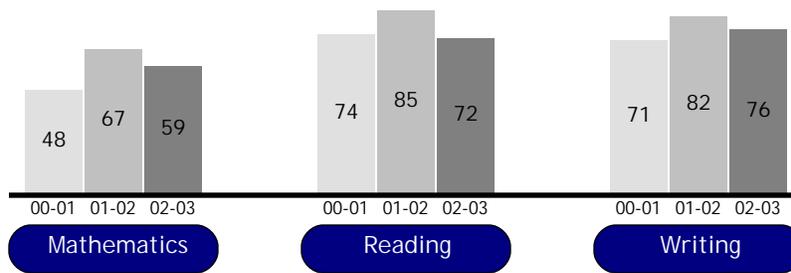
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	86	72	60	53	96	61	53	44	96	60	57	50
	Language	90	65	53	45	96	59	50	39	99	52	53	43
	Mathematics	90	71	63	56	96	56	63	52	99	54	63	57
3	Reading	92	68	56	50	96	67	51	43	100	70	56	47
	Language	92	74	61	55	96	75	57	50	100	72	63	54
	Mathematics	92	71	59	53	96	73	56	50	100	70	61	54
4	Reading	94	77	59	55	95	74	56	47	99	76	60	52
	Language	95	74	55	50	95	69	53	45	100	69	54	48
	Mathematics	95	77	60	56	95	70	59	52	100	75	61	57
5	Reading	97	67	57	51	97	72	54	46	100	69	58	50
	Language	97	64	51	46	97	69	50	43	100	66	54	46
	Mathematics	96	71	63	56	97	76	60	54	100	74	65	57
6	Reading	90	65	59	54	97	71	57	49	100	76	59	53
	Language	91	60	52	46	97	59	51	42	100	72	52	45
	Mathematics	91	73	68	61	97	71	65	58	99	84	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

Shumway's character education program strives to provide an emotionally and physically safe environment. Evacuation and lock-down drills are practiced regularly. Staff, students and their parents also expected to adhere to Shumway's Code of Conduct.

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	Lorah J. Neville	(480) 812-7400
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Lisa Brown	(480) 812-7406
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	Lorraine Winterink	(480) 812-7400
Student Health/Nurse	Debra Stermer	(480) 812-7402

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