

Flora Thew Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2130 E. Howe Street, Tempe, AZ 85281

Tempe Elementary 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***

Year 1

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Cindy Kibler Denton
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-5
2003 Enrollment : 600
Web Address : www.tempeschools.org/schools/ethew.html
Phone Number : (480) 894-5574
Fax Number : (480) 894-2755
E-mail : cdenton@tempeschools.org

Mission

Thew School community works together to promote respect and lifelong learning for all; growth and achievement for all students to ensure the competencies needed to be productive, successful citizens in the 21st Century.

School / Academic Goals

- ☐ Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Reading.
- ☐ Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Math.

Instructional Programs

- ☐ Full-day Kindergarten
- ☐ Integrated Standards-based Instruction
- ☐ Literacy Blocks/CLIP/Math Blocks
- ☐ Integrated Technology Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 593
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 14

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Schoolwide Plan/School Redesign
- ü Parent Involvement
- ü Student Achievement
- ü Budget
- ü Campus Safety
- ü Community Involvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.00	Teacher Aide	19.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	1	3	0	0
10 or more years	5	18	1	0

Shared Responsibilities

School

Thew staff will: provide a safe learning environment where all students experience academic success and learn to resolve conflict appropriately; respect the cultures of all families; communicate frequently with families to support student learning.

Parents

Parents will: talk with their child about their learning experiences; read with their child nightly; promote good study habits; communicate with child's teacher by signing homework, attend conferences, Curriculum Nights and programs.

Resources Available at School Site

Special Facilities

- ü Literacy and Math Centers
- ü iMac Project and Writing Computer Labs

Extracurricular Activities

- ü After School Enrichment Clubs
- ü Grade Level AIMS Tutoring/Homework Clubs
- ü Before School Reading Buddies Club
- ü Science Camp/Camp Sparky/Zoo Camp

Social Services

- ü Parent Resource Center/Community Health
- ü Counseling/ Bilingual Family Counseling
- ü Head Start/Preschool/Adult Education
- ü Free Breakfast/Lunch/Snack Program

Transportation Policy

We follow a standardized district policy on transportation safety & behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established & approved by the Governing Board.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Outstanding progress achieved in areas of reading, writing and math as reflected on the NWEA, SAT 9 and AIMS 2003 data.

ü Awarded approximately \$350,00 in grants to support increased student achievement and parental involvement.

School Honors

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

Award/Honor	Year
ü TD#3 Impact Award Nominees (2)	2003
ü CEC Outstanding Teacher Award Nominee	2003
ü TD#3 Impact Award Winner	2001

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	23	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	13	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	58	56
Grades 3-4	91	92
Grades 4-5	79	95

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	87	1457	75372	101	101	101	517	516	523	11	11	9	18	29	25	40	35	36	31	25	30
All Students (Prior Year)	91	1361	70809	NA	NA	NA	498	510	518	15	12	11	44	32	27	28	33	35	13	22	27
Female	45	718	36901	102	100	101	516	517	524	8	10	8	19	30	25	42	34	36	31	26	31
Male	42	738	38385	100	102	101	517	516	523	16	12	9	16	28	24	37	35	36	32	25	30
African American	NC	167	3589	NC	101	96	NC	496	501	NC	23	18	NC	32	33	NC	34	33	NC	12	16
Hispanic	69	635	29103	99	99	99	515	506	510	10	13	12	21	35	31	38	34	36	31	18	20
Asian/Pacific Islander	NC	57	1574	NC	106	96	NC	539	549	NC	6	3	NC	15	14	NC	42	34	NC	36	48
American Indian/Alaskan Native	NC	132	5086	NC	103	114	NC	507	491	NC	13	22	NC	34	38	NC	33	28	NC	20	12
White	NC	464	34597	NC	102	98	NC	532	535	NC	6	4	NC	23	20	NC	35	38	NC	36	38
Students with Disabilities	NC	180	8057	NC	99	99	NC	499	496	NC	25	23	NC	27	31	NC	27	28	NC	20	17
Students without Disabilities	80	1277	67315	104	101	101	517	517	525	11	10	8	18	29	24	39	35	37	32	26	31
Limited English Proficient Students	40	400	16925	100	101	112	NA	455	482	NA	50	27	NA	50	40	NA	0	26	NA	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	87	245	26325				517	498	504	11	16	15	18	36	34	40	34	33	31	14	18
Non-Economically Disadvantaged	--	1212	49047				--	520	530	--	10	6	--	27	21	--	35	37	--	28	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	87	1454	75221	101	101	101	527	519	523	9	10	8	20	19	16	51	52	56	20	18	21
All Students (Prior Year)	91	1359	70860	NA	NA	NA	503	515	524	18	13	9	24	22	17	47	43	45	12	22	30
Female	45	717	36833	102	100	100	525	522	526	8	8	6	23	19	15	54	52	56	15	21	23
Male	42	736	38319	100	101	101	529	515	520	11	13	9	16	19	17	47	52	56	26	15	18
African American	NC	167	3597	NC	101	97	NC	508	510	NC	16	14	NC	24	22	NC	49	53	NC	10	11
Hispanic	69	630	29019	99	98	99	528	511	513	10	12	12	21	25	21	48	51	55	21	12	13
Asian/Pacific Islander	NC	56	1572	NC	104	95	NC	530	536	NC	6	2	NC	15	9	NC	48	57	NC	30	31
American Indian/Alaskan Native	NC	132	5071	NC	103	114	NC	510	502	NC	16	20	NC	17	27	NC	60	46	NC	7	8
White	NC	466	34543	NC	102	97	NC	529	531	NC	6	4	NC	14	12	NC	53	58	NC	27	26
Students with Disabilities	NC	176	8006	NC	97	99	NC	502	505	NC	34	22	NC	17	23	NC	36	42	NC	12	13
Students without Disabilities	80	1278	67215	104	101	101	526	520	524	9	9	7	20	19	16	52	53	56	18	19	21
Limited English Proficient Students	40	396	16853	100	99	112	NA	496	489	NA	0	29	NA	50	36	NA	50	32	NA	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	87	245	26256				527	508	509	9	16	14	20	30	24	51	45	51	20	10	11
Non-Economically Disadvantaged	--	1209	48965				--	520	528	--	9	5	--	17	13	--	54	58	--	20	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	87	1431	73654	101	99	99	531	529	530	4	11	9	18	14	13	67	65	70	11	9	7
All Students (Prior Year)	90	1329	68592	NA	NA	NA	516	535	542	16	13	9	19	14	12	57	57	63	7	15	16
Female	45	711	36239	102	99	99	538	536	537	4	7	7	12	12	11	73	69	72	12	12	10
Male	42	719	37301	100	99	98	520	521	523	5	16	12	26	16	15	58	62	68	11	6	5
African American	NC	164	3488	NC	99	94	NC	517	515	NC	20	16	NC	14	18	NC	60	62	NC	7	4
Hispanic	69	624	28348	99	97	96	534	523	520	3	13	13	17	17	17	66	62	65	14	8	5
Asian/Pacific Islander	NC	57	1558	NC	106	95	NC	537	547	NC	9	3	NC	9	8	NC	70	76	NC	12	13
American Indian/Alaskan Native	NC	128	4947	NC	100	111	NC	521	507	NC	14	22	NC	14	22	NC	67	53	NC	5	3
White	NC	456	33924	NC	100	96	NC	538	537	NC	7	5	NC	12	10	NC	69	75	NC	12	9
Students with Disabilities	NC	158	7306	NC	87	90	NC	506	506	NC	21	24	NC	28	20	NC	48	52	NC	3	4
Students without Disabilities	80	1273	66348	104	101	100	530	530	531	5	11	8	18	13	13	66	67	71	11	10	8
Limited English Proficient Students	40	393	16422	100	99	109	NA	494	495	NA	0	30	NA	50	27	NA	50	43	NA	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	87	245	25711				531	516	514	4	18	16	18	12	19	67	65	61	11	5	3
Non-Economically Disadvantaged	--	1186	47943				--	531	535	--	10	7	--	14	11	--	65	74	--	10	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1410	76230	102	101	101	515	499	498	6	12	12	23	39	38	8	12	12	63	37	37
All Students (Prior Year)	75	1354	72888	NA	NA	NA	489	493	494	12	16	14	49	37	40	20	12	12	20	34	34
Female	42	697	37247	102	101	100	517	503	500	4	10	11	21	39	40	7	12	13	68	39	37
Male	43	710	38725	102	101	101	514	495	497	10	15	14	25	39	37	10	11	12	55	35	37
African American	NC	146	3594	NC	99	96	NC	475	476	NC	23	22	NC	45	46	NC	13	11	NC	19	21
Hispanic	68	635	28100	101	101	98	509	488	482	9	15	18	23	45	47	11	13	11	57	27	24
Asian/Pacific Islander	NC	46	1447	NC	92	95	NC	526	527	NC	0	5	NC	28	26	NC	14	11	NC	59	58
American Indian/Alaskan Native	NC	126	5292	NC	99	113	NC	483	463	NC	17	31	NC	46	47	NC	14	8	NC	22	14
White	NC	447	35389	NC	100	96	NC	517	514	NC	7	6	NC	31	32	NC	10	14	NC	52	48
Students with Disabilities	16	226	9022	100	102	105	514	472	465	0	33	31	50	38	43	0	7	8	50	22	17
Students without Disabilities	69	1184	67208	103	101	100	515	501	500	7	11	12	22	39	38	9	12	12	63	38	38
Limited English Proficient Students	30	369	14826	100	98	113	NA	487	460	NA	0	31	NA	100	51	NA	0	8	NA	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	85	260	25037				515	495	477	6	14	21	23	36	47	8	11	11	63	39	21
Non-Economically Disadvantaged	--	1150	51193				--	500	507	--	12	9	--	39	35	--	12	13	--	37	43

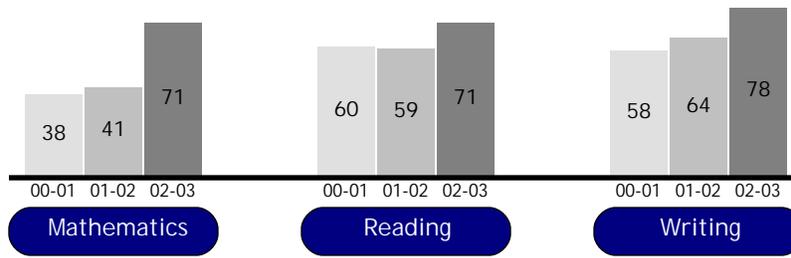
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1405	76202	102	101	101	504	502	505	21	20	19	21	27	24	38	43	46	21	10	11
All Students (Prior Year)	76	1359	72779	NA	NA	NA	497	501	505	35	25	21	20	23	20	37	40	43	7	12	15
Female	42	692	37231	102	100	100	506	506	507	18	15	16	21	27	24	39	45	48	21	14	13
Male	43	710	38718	102	101	101	501	499	503	25	26	22	20	26	24	35	42	44	20	6	10
African American	NC	144	3600	NC	98	97	NC	494	497	NC	31	28	NC	32	29	NC	31	39	NC	6	5
Hispanic	68	631	28090	101	101	98	501	499	497	23	24	28	23	30	30	34	39	37	20	7	5
Asian/Pacific Islander	NC	46	1443	NC	92	95	NC	507	515	NC	7	9	NC	17	19	NC	66	53	NC	10	19
American Indian/Alaskan Native	NC	123	5311	NC	97	113	NC	495	491	NC	30	38	NC	31	31	NC	34	28	NC	5	3
White	NC	451	35371	NC	101	96	NC	509	512	NC	14	10	NC	22	20	NC	50	54	NC	15	16
Students with Disabilities	17	228	9097	106	103	106	511	493	493	50	36	39	0	21	27	0	35	29	50	8	5
Students without Disabilities	68	1177	67105	101	100	100	504	503	506	20	19	18	22	27	24	39	44	47	20	10	12
Limited English Proficient Students	30	362	14780	100	96	113	NA	478	486	NA	100	50	NA	0	32	NA	0	18	NA	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	85	259	24961				504	500	495	21	25	32	21	25	30	38	40	34	21	11	4
Non-Economically Disadvantaged	--	1146	51241				--	503	509	--	19	14	--	27	22	--	44	51	--	10	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	84	1372	74692	101	98	99	497	499	502	23	17	18	27	30	27	40	46	47	10	7	8
All Students (Prior Year)	75	1339	70710	NA	NA	NA	493	503	512	23	20	17	38	28	26	34	39	42	6	13	16
Female	41	678	36710	100	98	99	510	508	509	18	12	14	18	27	26	50	53	50	14	8	10
Male	43	692	37742	102	98	98	478	490	495	30	23	22	40	34	28	25	38	44	5	5	6
African American	NC	145	3516	NC	99	94	NC	482	487	NC	23	26	NC	42	31	NC	32	39	NC	2	4
Hispanic	67	615	27492	100	98	96	491	491	486	26	22	27	26	31	32	40	42	38	9	4	4
Asian/Pacific Islander	NC	46	1428	NC	92	94	NC	522	528	NC	3	8	NC	24	20	NC	59	54	NC	14	18
American Indian/Alaskan Native	NC	118	5166	NC	93	110	NC	488	470	NC	25	39	NC	30	32	NC	44	27	NC	2	2
White	NC	441	34785	NC	99	94	NC	512	517	NC	11	10	NC	26	23	NC	53	56	NC	10	11
Students with Disabilities	15	195	8428	94	88	98	454	478	472	50	29	38	50	35	30	0	37	29	0	0	3
Students without Disabilities	69	1177	66264	103	100	99	499	500	503	22	16	17	26	30	27	41	46	48	11	7	8
Limited English Proficient Students	29	353	14363	97	93	109	NA	424	459	NA	100	47	NA	0	34	NA	0	19	NA	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	84	257	24507				497	490	480	23	22	31	27	34	33	40	41	33	10	4	3
Non-Economically Disadvantaged	--	1115	50185				--	501	511	--	16	13	--	30	24	--	47	53	--	7	10

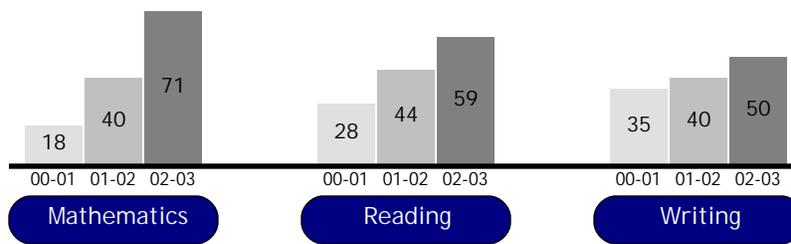
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	81	43	48	53	98	33	38	44	94	43	42	50
	Language	93	35	39	45	98	37	31	39	95	41	33	43
	Mathematics	94	45	53	56	98	56	46	52	99	64	49	57
3	Reading	93	32	43	50	100	23	34	43	92	29	38	47
	Language	92	42	47	55	100	30	40	50	94	40	45	54
	Mathematics	92	31	46	53	99	24	42	50	94	43	44	54
4	Reading	96	42	49	55	98	26	38	47	87	39	42	52
	Language	93	41	44	50	97	28	38	45	93	35	40	48
	Mathematics	96	38	49	56	95	29	43	52	98	39	46	57
5	Reading	92	33	45	51	94	30	39	46	84	35	41	50
	Language	96	26	40	46	94	28	35	43	85	31	38	46
	Mathematics	99	34	48	56	94	40	46	54	96	52	50	57

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

Zero Tolerance, School Safety Plan, Locked Campus, ID badges, Second Step Violence Prevention, ThinkTime behavior intervention, Nutrition program, Counseling/bilingual family counseling; Juvenile delinquency prevention, Parent Resource Center.

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	Cindy Denton	(480) 894-5574
Transportation Policy	Paul Novak	(480) 774-2140
Community Resources	Vicki Dart	(480) 894-5574
School Nutrition Programs	Pam Gorowara	(480) 350-9006
Parent Organization	PTA	(480) 894-5574
Student Health/Nurse	Cheryl Johnston	(480) 894-5574

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