

# Evans Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

4525 S. College Avenue, Tempe, AZ 85282

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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Underperforming\*

\* 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 : Dr. Hilda Carr-Gaona  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-5  
2003 Enrollment : 451  
Web Address :  
Phone Number : (480) 839-8489  
Fax Number : (480) 838-0319  
E-mail : hcarrgao@tempeschools.org

### Mission

We will provide an environment where everyone feels secure/protected; increase learning in all areas by setting high expectations/helping learners acquire tools needed to achieve them; promote an inviting place where differences are valued/respected.

### School / Academic Goals

ü Increase student achievement as measured by the Stanford 9, District Assessment, and AIMS.

ü Create an environment for risk-taking.

### Instructional Programs

ü Bodybrain Compatible Ed/ITI  
ü Structured English Immersion  
ü Reading First/Harcourt Trophies Core Pgm  
ü Preschool

### Enrollment

October 1, 2002 School Year Student Enrollment : 448  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 129

### Calendar Information

Number of Instruction Days : 175  
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

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

Council Duties

- Ü Budget
- Ü Instructional Programs and Strategies
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations
- Ü Extra Curricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	7.00	Teacher Aide	8.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	11	2	0	0
7 to 9 years	0	3	0	0
10 or more years	7	3	0	0

Shared Responsibilities

School

The Evans faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each subject.

Parents

Show respect/support for child/staff/school; supervise reading/assist with homework; review school information; attend parent conferences/school functions; ensure daily attendance; praise progress; talk about Lifelong Guidelines/LIFESKILLS.

Resources Available at School Site

Special Facilities

- Ü Integrated Communication System
- Ü Macintosh Computer Lab

Extracurricular Activities

- Ü Music: Band/Orchestra/Choir
- Ü Boys/Girls Team Sports
- Ü Student Council
- Ü Before/After School Tutoring

Social Services

- Ü After School Day Care - Kid Zone
- Ü Breakfast/Lunch Program
- Ü Counseling/Psychological Services
- Ü Adult Classes

Transportation Policy

A districtwide policy on transportation safety and behavior is followed. Violation of policy is referred to school for corrective/disciplinary action. Busing boundaries established by Governing Board.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü Evans School was awarded a Reading First Grant. Reading First funds are dedicated to help our school prevent reading difficulties by establishing high-quality comprehensive reading instruction by well-trained teachers in grades K-3.
- Ü Evans School was awarded a School Improvement Grant. Funds are dedicated to help our school implement its Arizona School Improvement Plan. WestEd, our external facilitator, will provide technical assistance as we implement our improvement plan.

School Honors

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

Award/Honor	Year
Ü District Writing Contest Winners	2001
Ü Project Impact Award Winners	2002
Ü Tempe Diablos Award for Innovative Program	2003
Ü Project Impact Winner	2003

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>	28	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	11	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	36	48
Grades 3-4	71	82
Grades 4-5	48	45

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	67	1457	75372	100	101	101	498	516	523	11	11	9	40	29	25	40	35	36	9	25	30
All Students (Prior Year)	65	1361	70809	NA	NA	NA	511	510	518	7	12	11	36	32	27	36	33	35	21	22	27
Female	33	718	36901	100	100	101	488	517	524	18	10	8	41	30	25	32	34	36	9	26	31
Male	33	738	38385	97	102	101	507	516	523	4	12	9	42	28	24	46	35	36	8	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	36	635	29103	97	99	99	491	506	510	11	13	12	44	35	31	44	34	36	0	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	12	132	5086	100	103	114	503	507	491	18	13	22	36	34	38	27	33	28	18	20	12
White	15	464	34597	100	102	98	499	532	535	7	6	4	40	23	20	40	35	38	13	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	60	1277	67315	102	101	101	498	517	525	11	10	8	39	29	24	41	35	37	9	26	31
Limited English Proficient Students	17	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	67	245	26325				498	498	504	11	16	15	40	36	34	40	34	33	9	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	67	1454	75221	100	101	101	511	519	523	11	10	8	26	19	16	57	52	56	6	18	21
All Students (Prior Year)	63	1359	70860	NA	NA	NA	520	515	524	7	13	9	23	22	17	47	43	45	23	22	30
Female	33	717	36833	100	100	100	511	522	526	9	8	6	23	19	15	64	52	56	5	21	23
Male	33	736	38319	97	101	101	511	515	520	13	13	9	29	19	17	50	52	56	8	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	36	630	29019	97	98	99	508	511	513	11	12	12	33	25	21	50	51	55	6	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	12	132	5071	100	103	114	507	510	502	18	16	20	9	17	27	73	60	46	0	7	8
White	15	466	34543	100	102	97	514	529	531	7	6	4	33	14	12	47	53	58	13	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	60	1278	67215	102	101	101	512	520	524	11	9	7	24	19	16	59	53	56	7	19	21
Limited English Proficient Students	17	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	67	245	26256				511	508	509	11	16	14	26	30	24	57	45	51	6	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	67	1431	73654	100	99	99	523	529	530	13	11	9	4	14	13	79	65	70	4	9	7
All Students (Prior Year)	63	1329	68592	NA	NA	NA	549	535	542	10	13	9	13	14	12	53	57	63	23	15	16
Female	33	711	36239	100	99	99	524	536	537	9	7	7	5	12	11	82	69	72	5	12	10
Male	33	719	37301	97	99	98	518	521	523	17	16	12	4	16	15	79	62	68	0	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	36	624	28348	97	97	96	528	523	520	6	13	13	6	17	17	83	62	65	6	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	12	128	4947	100	100	111	518	521	507	18	14	22	0	14	22	82	67	53	0	5	3
White	15	456	33924	100	100	96	515	538	537	20	7	5	7	12	10	73	69	75	0	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	60	1273	66348	102	101	100	523	530	531	13	11	8	4	13	13	78	67	71	4	10	8
Limited English Proficient Students	17	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	67	245	25711				523	516	514	13	18	16	4	12	19	79	65	61	4	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	63	1410	76230	100	101	101	479	499	498	18	12	12	50	39	38	7	12	12	25	37	37
All Students (Prior Year)	76	1354	72888	NA	NA	NA	485	493	494	22	16	14	38	37	40	13	12	12	28	34	34
Female	28	697	37247	100	101	100	480	503	500	20	10	11	45	39	40	15	12	13	20	39	37
Male	35	710	38725	100	101	101	479	495	497	17	15	14	54	39	37	0	11	12	29	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	30	635	28100	103	101	98	468	488	482	18	15	18	65	45	47	0	13	11	18	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	13	126	5292	100	99	113	465	483	463	30	17	31	50	46	47	10	14	8	10	22	14
White	15	447	35389	100	100	96	501	517	514	8	7	6	38	31	32	15	10	14	38	52	48
Students with Disabilities	12	226	9022	109	102	105	453	472	465	50	33	31	50	38	43	0	7	8	0	22	17
Students without Disabilities	51	1184	67208	98	101	100	481	501	500	17	11	12	50	39	38	7	12	12	26	38	38
Limited English Proficient Students	15	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	63	260	25037				479	495	477	18	14	21	50	36	47	7	11	11	25	39	21
Non-Economically Disadvantaged	--	1150	51193				--	500	507	--	12	9	--	39	35	--	12	13	--	37	43

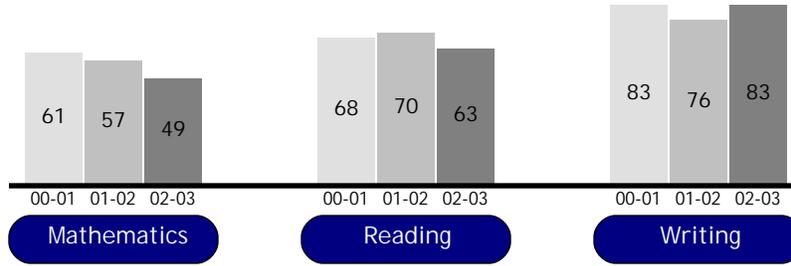
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	1405	76202	98	101	101	495	502	505	33	20	19	28	27	24	35	43	46	5	10	11
All Students (Prior Year)	74	1359	72779	NA	NA	NA	499	501	505	30	25	21	22	23	20	35	40	43	13	12	15
Female	28	692	37231	100	100	100	493	506	507	25	15	16	45	27	24	25	45	48	5	14	13
Male	34	710	38718	97	101	101	498	499	503	39	26	22	13	26	24	43	42	44	4	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	29	631	28090	100	101	98	486	499	497	41	24	28	29	30	30	29	39	37	0	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	13	123	5311	100	97	113	490	495	491	30	30	38	40	31	31	30	34	28	0	5	3
White	15	451	35371	100	101	96	511	509	512	33	14	10	8	22	20	42	50	54	17	15	16
Students with Disabilities	11	228	9097	100	103	106	504	493	493	0	36	39	0	21	27	100	35	29	0	8	5
Students without Disabilities	51	1177	67105	98	100	100	495	503	506	33	19	18	29	27	24	33	44	47	5	10	12
Limited English Proficient Students	14	362	14780	93	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	62	259	24961				495	500	495	33	25	32	28	25	30	35	40	34	5	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	61	1372	74692	97	98	99	481	499	502	33	17	18	26	30	27	42	46	47	0	7	8
All Students (Prior Year)	75	1339	70710	NA	NA	NA	510	503	512	16	20	17	28	28	26	42	39	42	14	13	16
Female	27	678	36710	96	98	99	499	508	509	15	12	14	35	27	26	50	53	50	0	8	10
Male	34	692	37742	97	98	98	465	490	495	48	23	22	17	34	28	35	38	44	0	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	28	615	27492	97	98	96	470	491	486	41	22	27	29	31	32	29	42	38	0	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	13	118	5166	100	93	110	476	488	470	40	25	39	30	30	32	30	44	27	0	2	2
White	15	441	34785	100	99	94	492	512	517	25	11	10	17	26	23	58	53	56	0	10	11
Students with Disabilities	11	195	8428	100	88	98	481	478	472	0	29	38	100	35	30	0	37	29	0	0	3
Students without Disabilities	50	1177	66264	96	100	99	481	500	503	33	16	17	24	30	27	43	46	48	0	7	8
Limited English Proficient Students	13	353	14363	87	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	61	257	24507				481	490	480	33	22	31	26	34	33	42	41	33	0	4	3
Non-Economically Disadvantaged	--	1115	50185				--	501	511	--	16	13	--	30	24	--	47	53	--	7	10

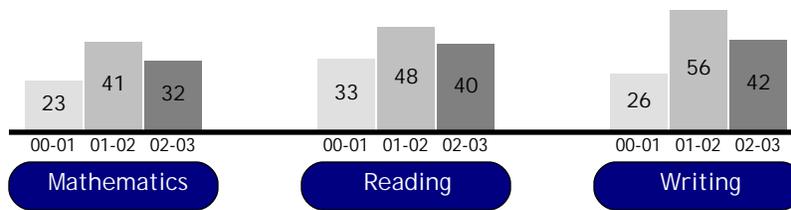
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	94	42	48	53	94	41	38	44	92	34	42	50
	Language	97	36	39	45	94	29	31	39	99	21	33	43
	Mathematics	96	45	53	56	99	49	46	52	99	30	49	57
3	Reading	94	48	43	50	100	43	34	43	98	32	38	47
	Language	96	55	47	55	100	48	40	50	97	39	45	54
	Mathematics	96	57	46	53	100	51	42	50	97	34	44	54
4	Reading	97	49	49	55	100	41	38	47	98	44	42	52
	Language	99	46	44	50	100	42	38	45	98	42	40	48
	Mathematics	99	54	49	56	100	49	43	52	100	56	46	57
5	Reading	97	32	45	51	100	40	39	46	91	26	41	50
	Language	100	34	40	46	100	39	35	43	93	32	38	46
	Mathematics	99	33	48	56	99	49	46	54	98	33	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

We focus on Lifelong Guidelines and LIFESKILLS for all of our students, staff members, and parents. The Guadalupe Prevention and Intervention Program provides for additional 1.5 counselors with goal to increase student achievement/student attendance.

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	Hilda Carr-Gaona	(480) 839-8489
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Linda Mason	(480) 839-8489
Student Health/Nurse	Denise VanLanen	(480) 839-8489

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)