

Fuller Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1975 E. Cornell Drive, Tempe, AZ 85283

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***

N/A

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

School Overview

Principal/Administrator : Dr. Amy J. Strefling
Schedule : 8:00 AM to 4:00 PM
Grades : K-5
2003 Enrollment : 446
Web Address : www.tempeschools.org/Fuller/index.htm
Phone Number : (480) 897-6228
Fax Number : (480) 820-7308
E-mail : astrefli@tempeschools.org

Mission

The Fuller Family collaborates together in a loving, respectful and safe environment. We deliver a standards-based curriculum by highly qualified teachers, where students are encouraged to challenge themselves, both socially and academically.

School / Academic Goals

- ü Fuller staff will deliver standards based instruction in reading, writing, and math and will increase scores in these areas by 5% as measured by the Spring 2004 SAT 9 and AIMS test results.
- ü Increase parent involvement as measured by the following: 1) Open Parent Center by October 20, 2003, 2) 20% of Fuller parents will visit the Parent Center before the end of the school year, 3)50% of Fuller parents will participate in PTA activities.

Instructional Programs

- ü Accelerated Reading Program
- ü Full-Day Kindergarten
- ü On-Site Special Education Programs

Enrollment

October 1, 2002 School Year Student Enrollment : 402
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 121

Calendar Information

Number of Instruction Days : 176
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/26/2004

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)
- 4 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/School/Community Information
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Schoolwide Improvement Plan
- Ü Professional Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	28.50
Other Professional Staff	4.00	Teacher Aide	11.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	7	5	0	0
7 to 9 years	1	3	0	0
10 or more years	4	4	0	0

Shared Responsibilities

School

Fuller promotes lifelong learning, high academic standards, and a respect for self and others. We also believe in the shared responsibility of the education of students and strongly advocate parent involvement and open communication.

Parents

Parents will participate in the education of their children. They should send positive messages to students that education is valued, promote regular attendance, support the completion of homework, communicate, and participate in school events.

Resources Available at School Site

Special Facilities

- Ü Library - The Heart of the School
- Ü Technology Lab

Extracurricular Activities

- Ü Student Council-Community Service Clubs
- Ü Special Interest After School Clubs
- Ü Chorus
- Ü Instrumental Music

Social Services

- Ü Before & After School Programs
- Ü Tutoring Program (Community Volunteers)
- Ü Breakfast Program
- Ü Parent Center

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü As a school, Fuller community and staff came together to support the fine arts, culminating the year with a school-wide Art Walk.
- ü All Fuller teachers received inservice training in disaggregation of test scores in order to set goals for student achievement.

School Honors

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

Award/Honor	Year
ü Project Venture Grant Recipient (Teachers)	2003
ü Mayor's Award for Outstanding Students (Students)	2003
ü KIDZONE-Best After School Program in Maricopa County	2003
ü Best AfterSchool Program Coordinator in Maricopa County	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	17	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	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	80	60
Grades 3-4	72	77
Grades 4-5	91	89

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	523	516	523	10	11	9	23	29	25	36	35	36	31	25	30
All Students (Prior Year)	53	1361	70809	NA	NA	NA	504	510	518	12	12	11	31	32	27	46	33	35	12	22	27
Female	39	718	36901	100	100	101	528	517	524	9	10	8	20	30	25	43	34	36	29	26	31
Male	28	738	38385	100	102	101	516	516	523	12	12	9	27	28	24	27	35	36	35	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	10	635	29103	91	99	99	495	506	510	13	13	12	63	35	31	13	34	36	13	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	50	464	34597	102	102	98	527	532	535	10	6	4	17	23	20	38	35	38	35	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	62	1277	67315	102	101	101	523	517	525	10	10	8	23	29	24	36	35	37	31	26	31
Limited English Proficient Students	NC	400	16925	NC	101	112	NC	455	482	NC	50	27	NC	50	40	NC	0	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	245	26325				--	498	504	--	16	15	--	36	34	--	34	33	--	14	18
Non-Economically Disadvantaged	67	1212	49047				523	520	530	10	10	6	23	27	21	36	35	37	31	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	66	1454	75221	99	101	101	526	519	523	7	10	8	13	19	16	56	52	56	25	18	21
All Students (Prior Year)	54	1359	70860	NA	NA	NA	533	515	524	9	13	9	13	22	17	40	43	45	38	22	30
Female	38	717	36833	97	100	100	526	522	526	3	8	6	14	19	15	60	52	56	23	21	23
Male	28	736	38319	100	101	101	526	515	520	12	13	9	12	19	17	50	52	56	27	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	10	630	29019	91	98	99	519	511	513	13	12	12	13	25	21	63	51	55	13	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	50	466	34543	102	102	97	529	529	531	4	6	4	15	14	12	52	53	58	29	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	62	1278	67215	102	101	101	526	520	524	7	9	7	13	19	16	56	53	56	25	19	21
Limited English Proficient Students	NC	396	16853	NC	99	112	NC	496	489	NC	0	29	NC	50	36	NC	50	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	245	26256				--	508	509	--	16	14	--	30	24	--	45	51	--	10	11
Non-Economically Disadvantaged	66	1209	48965				526	520	528	7	9	5	13	17	13	56	54	58	25	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	65	1431	73654	97	99	99	537	529	530	0	11	9	18	14	13	70	65	70	11	9	7
All Students (Prior Year)	51	1329	68592	NA	NA	NA	547	535	542	10	13	9	8	14	12	63	57	63	20	15	16
Female	38	711	36239	97	99	99	541	536	537	0	7	7	9	12	11	77	69	72	14	12	10
Male	27	719	37301	96	99	98	531	521	523	0	16	12	31	16	15	62	62	68	8	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	NC	624	28348	NC	97	96	NC	523	520	NC	13	13	NC	17	17	NC	62	65	NC	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	49	456	33924	100	100	96	539	538	537	0	7	5	15	12	10	73	69	75	13	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	62	1273	66348	102	101	100	537	530	531	0	11	8	18	13	13	70	67	71	11	10	8
Limited English Proficient Students	NC	393	16422	NC	99	109	NC	494	495	NC	0	30	NC	50	27	NC	50	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	245	25711				--	516	514	--	18	16	--	12	19	--	65	61	--	5	3
Non-Economically Disadvantaged	65	1186	47943				537	531	535	0	10	7	18	14	11	70	65	74	11	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	54	1410	76230	104	101	101	522	499	498	2	12	12	28	39	38	9	12	12	62	37	37
All Students (Prior Year)	53	1354	72888	NA	NA	NA	499	493	494	8	16	14	49	37	40	11	12	12	32	34	34
Female	29	697	37247	104	101	100	520	503	500	4	10	11	25	39	40	11	12	13	61	39	37
Male	25	710	38725	104	101	101	525	495	497	0	15	14	32	39	37	5	11	12	63	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	15	635	28100	107	101	98	508	488	482	7	15	18	40	45	47	0	13	11	53	27	24
Asian/Pacific Islander	--	46	1447	--	92	95	--	526	527	--	0	5	--	28	26	--	14	11	--	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	36	447	35389	103	100	96	528	517	514	0	7	6	23	31	32	13	10	14	63	52	48
Students with Disabilities	10	226	9022	125	102	105	551	472	465	0	33	31	20	38	43	0	7	8	80	22	17
Students without Disabilities	44	1184	67208	100	101	100	518	501	500	2	11	12	29	39	38	10	12	12	60	38	38
Limited English Proficient Students	NC	369	14826	NC	98	113	NC	487	460	NC	0	31	NC	100	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	260	25037				--	495	477	--	14	21	--	36	47	--	11	11	--	39	21
Non-Economically Disadvantaged	54	1150	51193				522	500	507	2	12	9	28	39	35	9	12	13	62	37	43

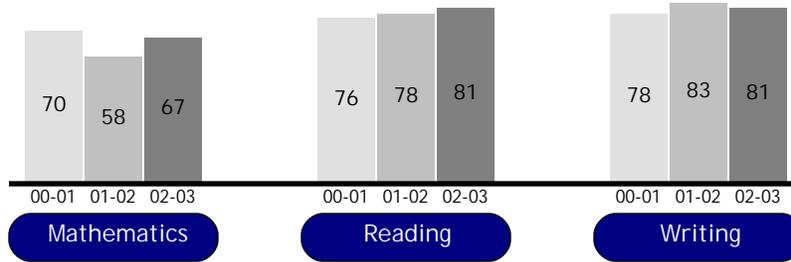
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1405	76202	104	101	101	513	502	505	6	20	19	21	27	24	51	43	46	21	10	11
All Students (Prior Year)	52	1359	72779	NA	NA	NA	510	501	505	15	25	21	19	23	20	50	40	43	15	12	15
Female	29	692	37231	104	100	100	519	506	507	4	15	16	18	27	24	50	45	48	29	14	13
Male	25	710	38718	104	101	101	505	499	503	11	26	22	26	26	24	53	42	44	11	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	15	631	28090	107	101	98	503	499	497	7	24	28	33	30	30	53	39	37	7	7	5
Asian/Pacific Islander	--	46	1443	--	92	95	--	507	515	--	7	9	--	17	19	--	66	53	--	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	36	451	35371	103	101	96	518	509	512	7	14	10	17	22	20	50	50	54	27	15	16
Students with Disabilities	10	228	9097	125	103	106	511	493	493	0	36	39	20	21	27	60	35	29	20	8	5
Students without Disabilities	44	1177	67105	100	100	100	513	503	506	7	19	18	21	27	24	50	44	47	21	10	12
Limited English Proficient Students	NC	362	14780	NC	96	113	NC	478	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	259	24961				--	500	495	--	25	32	--	25	30	--	40	34	--	11	4
Non-Economically Disadvantaged	54	1146	51241				513	503	509	6	19	14	21	27	22	51	44	51	21	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	54	1372	74692	104	98	99	522	499	502	11	17	18	15	30	27	68	46	47	6	7	8
All Students (Prior Year)	50	1339	70710	NA	NA	NA	514	503	512	12	20	17	24	28	26	54	39	42	10	13	16
Female	29	678	36710	104	98	99	526	508	509	14	12	14	4	27	26	79	53	50	4	8	10
Male	25	692	37742	104	98	98	517	490	495	5	23	22	32	34	28	53	38	44	11	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	15	615	27492	107	98	96	506	491	486	20	22	27	27	31	32	47	42	38	7	4	4
Asian/Pacific Islander	--	46	1428	--	92	94	--	522	528	--	3	8	--	24	20	--	59	54	--	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	36	441	34785	103	99	94	529	512	517	7	11	10	7	26	23	80	53	56	7	10	11
Students with Disabilities	10	195	8428	125	88	98	535	478	472	0	29	38	0	35	30	100	37	29	0	0	3
Students without Disabilities	44	1177	66264	100	100	99	521	500	503	12	16	17	17	30	27	64	46	48	7	7	8
Limited English Proficient Students	NC	353	14363	NC	93	109	NC	424	459	NC	100	47	NC	0	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	257	24507				--	490	480	--	22	31	--	34	33	--	41	33	--	4	3
Non-Economically Disadvantaged	54	1115	50185				522	501	511	11	16	13	15	30	24	68	47	53	6	7	10

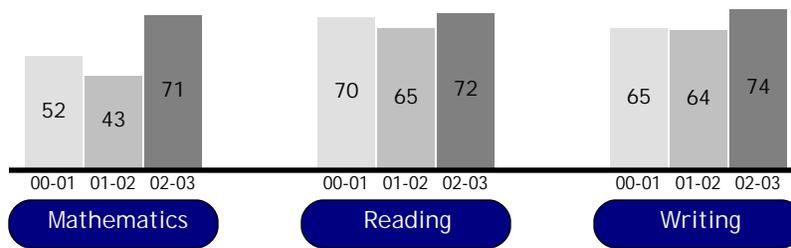
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	54	48	53	93	49	38	44	99	46	42	50
	Language	98	35	39	45	93	38	31	39	100	36	33	43
	Mathematics	97	47	53	56	93	49	46	52	99	51	49	57
3	Reading	93	56	43	50	96	50	34	43	94	55	38	47
	Language	93	66	47	55	96	60	40	50	97	52	45	54
	Mathematics	92	59	46	53	96	47	42	50	97	47	44	54
4	Reading	95	57	49	55	96	65	38	47	98	51	42	52
	Language	98	41	44	50	96	55	38	45	100	46	40	48
	Mathematics	98	52	49	56	96	58	43	52	98	52	46	57
5	Reading	93	70	45	51	100	58	39	46	100	71	41	50
	Language	93	63	40	46	100	53	35	43	100	59	38	46
	Mathematics	93	78	48	56	100	55	46	54	100	77	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

Fuller incorporates life skills education into our day. This provides a common language and the consistency needed to help students contribute to the overall safety of the school. All staff members and visitors must wear an identification badge.

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) :

1

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	Laurie Frank	(480) 730-7307
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Gary Aungst	(480) 730-7100
School Nutrition Programs	Karen Evers	(480) 897-6228
Parent Organization	Jeannie Heiden	(480) 897-6228
Student Health/Nurse	Grace Soderberg	(480) 897-6228

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