

Moon Mountain School

ARIZONA SCHOOL REPORT CARD 2003-04

13425 N. 19th Avenue, Phoenix, AZ 85029

Washington 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 : Mrs. Mary Lou Palmer
Schedule : 7:30 AM to 3:30 PM
Grades : K-6
2003 Enrollment : 721
Web Address :
Phone Number : (602) 896-6000
Fax Number : (602) 896-6020
E-mail : mpalmer@mm.wesd.k12.az.us

Mission

Our mission is to provide the most effective learning environment by making quality decisions focused on the needs of all children. We deliver the curriculum in a differentiated manner as we teach children to be responsible citizens.

School / Academic Goals

- ü To initiate the implementation of the renewed Science curriculum demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry process.
- ü To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.

Instructional Programs

- ü Schoolwide Literacy Program
- ü On-site Special Education
- ü Student Leadership
- ü Buddy Groups

Enrollment

October 1, 2002 School Year Student Enrollment : 677
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 39

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 50 minutes
First Day of School : 8/11/2003
Last Day of School : 5/27/2004

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

Council Duties

- ü To Facilitate School Improvement
- ü To Address Immediate/Short-term Needs
- ü To Develop Increased Communication
- ü To Facilitate Budget Development
- ü To Engage in Team Growth
- ü To Facilitate Staff Selection

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	32.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	6	3	0	0
7 to 9 years	16	6	0	0
10 or more years	17	10	0	0

Shared Responsibilities

School

We provide an environment where children can learn and decisions are made in their best interests through: A safe environment; Consistent leadership; Effective instruction; Student achievement; A welcoming community; Professional development.

Parents

We expect parents to support both academic and discipline programs, as well as attendance and tardy policies. We expect parents to support teachers in a partnership to ensure the success of each student.

Resources Available at School Site

Special Facilities

- ü Computer Labs (Primary and Intermediate)
- ü Science Labs (Primary and Intermediate)

Extracurricular Activities

- ü After School Computer Club
- ü Open Gym
- ü Student Council
- ü Summer School

Social Services

- ü Lunch Program
- ü Breakfast Program
- ü PTSA
- ü Counseling Services

Transportation Policy

The safe transportation of students to and from school is the primary function of the transportation department. Bus riding is a privilege extended to students through Board policy. All policies and regulations should be followed by all bus riders.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students at Moon Mountain School who qualified participated in two innovative reading intervention programs. Students in the primary grades attended the literacy Center while upper grade students were serviced in the Fast Track program.

- ü Moon Mountain designed and implemented recognition programs that recognized and celebrated accomplishments related to the goals of the school.

School Honors

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

Award/Honor	Year
ü National Architectural Award	1999
ü Project: GOAL Award, City of Phoenix Library	2002
ü Student Leadership Award	2002
ü Lamp of Learning Award	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	26	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	14	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	55	69
Grades 3-4	79	64
Grades 4-5	65	76
Grades 5-6	91	87

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	98	2707	75372	100	101	101	523	521	523	8	8	9	29	27	25	38	39	36	25	27	30
All Students (Prior Year)	90	2645	70809	NA	NA	NA	506	512	518	11	11	11	30	30	27	44	36	35	15	23	27
Female	47	1279	36901	98	101	101	533	522	524	7	7	8	24	26	25	36	38	36	33	29	31
Male	51	1425	38385	102	102	101	512	520	523	10	8	9	33	27	24	40	39	36	17	25	30
African American	18	183	3589	106	100	96	512	502	501	6	15	18	31	35	33	50	34	33	13	16	16
Hispanic	17	1007	29103	94	103	99	523	508	510	8	11	12	31	33	31	31	39	36	31	17	20
Asian/Pacific Islander	NC	91	1574	NC	98	96	NC	532	549	NC	4	3	NC	24	14	NC	37	34	NC	35	48
American Indian/Alaskan Native	NC	98	5086	NC	104	114	NC	506	491	NC	13	22	NC	35	38	NC	38	28	NC	14	12
White	58	1322	34597	102	100	98	528	528	535	9	5	4	26	23	20	34	39	38	30	33	38
Students with Disabilities	18	365	8057	106	107	99	467	501	496	46	18	23	23	27	31	23	40	28	8	15	17
Students without Disabilities	80	2342	67315	99	100	101	533	522	525	1	7	8	30	27	24	41	39	37	28	28	31
Limited English Proficient Students	NC	653	16925	NC	116	112	NC	481	482	NC	23	27	NC	50	40	NC	19	26	NC	8	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	98	1402	26325				523	508	504	8	12	15	29	34	34	38	36	33	25	18	18
Non-Economically Disadvantaged	--	1305	49047				--	530	530	--	5	6	--	21	21	--	41	37	--	34	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	98	2680	75221	100	100	101	517	523	523	4	7	8	20	16	16	61	56	56	15	20	21
All Students (Prior Year)	90	2635	70860	NA	NA	NA	525	523	524	5	9	9	10	17	17	61	47	45	24	27	30
Female	48	1268	36833	100	100	100	524	527	526	2	5	6	17	15	15	59	57	56	22	23	23
Male	50	1412	38319	100	101	101	510	520	520	7	9	9	23	17	17	63	55	56	7	18	18
African American	17	185	3597	100	101	97	508	508	510	0	13	14	38	26	22	63	54	53	0	7	11
Hispanic	18	983	29019	100	100	99	517	515	513	0	12	12	14	20	21	79	54	55	7	14	13
Asian/Pacific Islander	NC	92	1572	NC	99	95	NC	535	536	NC	2	2	NC	12	9	NC	57	57	NC	29	31
American Indian/Alaskan Native	NC	98	5071	NC	104	114	NC	512	502	NC	11	20	NC	29	27	NC	45	46	NC	15	8
White	57	1319	34543	100	100	97	521	529	531	8	5	4	17	13	12	53	58	58	23	25	26
Students with Disabilities	17	353	8006	100	103	99	500	510	505	14	13	22	43	25	23	36	47	42	7	14	13
Students without Disabilities	81	2327	67215	100	100	101	520	524	524	3	7	7	16	15	16	65	57	56	16	21	21
Limited English Proficient Students	NC	634	16853	NC	113	112	NC	495	489	NC	35	29	NC	31	36	NC	23	32	NC	12	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	98	1384	26256				517	512	509	4	11	14	20	24	24	61	53	51	15	12	11
Non-Economically Disadvantaged	--	1296	48965				--	531	528	--	4	5	--	11	13	--	59	58	--	26	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	92	2626	73654	94	98	99	523	529	530	8	7	9	17	15	13	71	72	70	4	6	7
All Students (Prior Year)	85	2558	68592	NA	NA	NA	529	535	542	10	10	9	7	13	12	77	65	63	6	12	16
Female	47	1260	36239	98	99	99	533	536	537	7	5	7	9	12	11	78	74	72	7	10	10
Male	45	1364	37301	90	97	98	512	521	523	11	10	12	26	18	15	63	70	68	0	3	5
African American	16	182	3488	94	99	94	511	512	515	7	14	16	33	25	18	60	60	62	0	1	4
Hispanic	15	965	28348	83	98	96	531	522	520	8	11	13	8	17	17	83	68	65	0	4	5
Asian/Pacific Islander	NC	90	1558	NC	97	95	NC	535	547	NC	2	3	NC	12	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	99	4947	NC	105	111	NC	515	507	NC	15	22	NC	18	22	NC	62	53	NC	5	3
White	56	1284	33924	98	97	96	527	534	537	10	5	5	12	12	10	73	75	75	6	8	9
Students with Disabilities	16	332	7306	94	97	90	500	514	506	33	15	24	25	21	20	42	60	52	0	4	4
Students without Disabilities	76	2294	66348	94	98	100	527	530	531	4	7	8	15	14	13	76	73	71	4	6	8
Limited English Proficient Students	NC	626	16422	NC	111	109	NC	494	495	NC	27	30	NC	31	27	NC	42	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	92	1361	25711				523	518	514	8	12	16	17	21	19	71	64	61	4	4	3
Non-Economically Disadvantaged	--	1265	47943				--	536	535	--	4	7	--	10	11	--	78	74	--	8	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	93	2717	76230	100	100	101	480	492	498	25	15	12	36	41	38	13	11	12	25	33	37
All Students (Prior Year)	118	2792	72888	NA	NA	NA	479	490	494	18	14	14	54	45	40	11	10	12	17	30	34
Female	44	1326	37247	100	100	100	479	493	500	25	13	11	35	43	40	18	11	13	23	33	37
Male	49	1389	38725	100	100	101	481	490	497	26	16	14	37	40	37	9	12	12	28	32	37
African American	NC	191	3594	NC	103	96	NC	470	476	NC	24	22	NC	52	46	NC	11	11	NC	13	21
Hispanic	16	933	28100	94	100	98	467	476	482	43	21	18	21	48	47	7	10	11	29	21	24
Asian/Pacific Islander	--	71	1447	--	99	95	--	505	527	--	8	5	--	40	26	--	12	11	--	40	58
American Indian/Alaskan Native	NC	89	5292	NC	101	113	NC	472	463	NC	21	31	NC	53	47	NC	8	8	NC	17	14
White	70	1424	35389	103	99	96	487	503	514	21	10	6	37	36	32	16	13	14	27	41	48
Students with Disabilities	15	388	9022	107	100	105	438	461	465	43	31	31	57	47	43	0	8	8	0	14	17
Students without Disabilities	78	2329	67208	99	100	100	484	494	500	24	14	12	34	41	38	14	12	12	28	34	38
Limited English Proficient Students	NC	507	14826	NC	114	113	NC	453	460	NC	37	31	NC	51	51	NC	4	8	NC	8	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	93	1257	25037				480	474	477	25	21	21	36	50	47	13	10	11	25	19	21
Non-Economically Disadvantaged	--	1460	51193				--	504	507	--	10	9	--	35	35	--	13	13	--	42	43

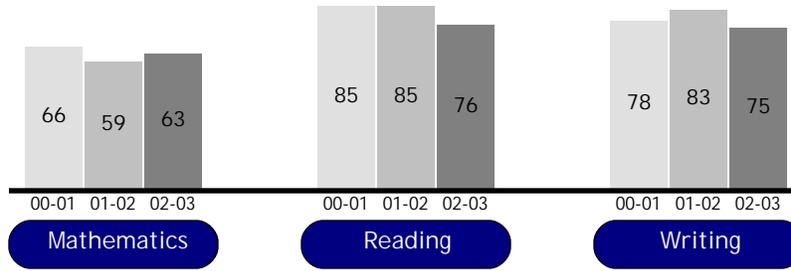
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2690	76202	99	99	101	498	502	505	23	21	19	33	26	24	41	44	46	4	9	11
All Students (Prior Year)	115	2779	72779	NA	NA	NA	501	504	505	24	21	21	22	21	20	45	46	43	9	13	15
Female	44	1313	37231	100	99	100	499	504	507	20	17	16	30	27	24	45	46	48	5	10	13
Male	48	1376	38718	98	99	101	497	500	503	25	25	22	35	25	24	38	42	44	3	9	10
African American	NC	189	3600	NC	102	97	NC	498	497	NC	28	28	NC	25	29	NC	45	39	NC	3	5
Hispanic	16	913	28090	94	98	98	494	495	497	43	31	28	21	31	30	29	35	37	7	4	5
Asian/Pacific Islander	--	71	1443	--	99	95	--	507	515	--	15	9	--	25	19	--	48	53	--	12	19
American Indian/Alaskan Native	NC	87	5311	NC	99	113	NC	494	491	NC	28	38	NC	38	31	NC	28	28	NC	5	3
White	69	1422	35371	101	99	96	500	507	512	15	14	10	36	23	20	46	49	54	3	13	16
Students with Disabilities	14	384	9097	100	99	106	481	490	493	50	43	39	50	28	27	0	26	29	0	3	5
Students without Disabilities	78	2306	67105	99	99	100	499	503	506	21	19	18	32	26	24	43	45	47	4	9	12
Limited English Proficient Students	NC	491	14780	NC	110	113	NC	484	486	NC	54	50	NC	32	32	NC	11	18	NC	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	92	1233	24961				498	495	495	23	30	32	33	31	30	41	36	34	4	3	4
Non-Economically Disadvantaged	--	1457	51241				--	507	509	--	14	14	--	23	22	--	50	51	--	13	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	90	2642	74692	97	97	99	486	498	502	25	21	18	32	29	27	43	44	47	0	6	8
All Students (Prior Year)	111	2704	70710	NA	NA	NA	497	510	512	18	15	17	33	28	26	41	44	42	7	13	16
Female	44	1300	36710	100	98	99	491	504	509	20	17	14	35	27	26	45	48	50	0	8	10
Male	46	1341	37742	94	96	98	481	491	495	31	24	22	28	31	28	41	41	44	0	5	6
African American	NC	184	3516	NC	99	94	NC	486	487	NC	25	26	NC	35	31	NC	37	39	NC	3	4
Hispanic	16	892	27492	94	96	96	475	482	486	29	31	27	36	31	32	36	37	38	0	1	4
Asian/Pacific Islander	--	69	1428	--	96	94	--	506	528	--	13	8	--	25	20	--	58	54	--	3	18
American Indian/Alaskan Native	NC	89	5166	NC	101	110	NC	481	470	NC	33	39	NC	31	32	NC	33	27	NC	3	2
White	68	1400	34785	100	97	94	491	509	517	22	14	10	32	27	23	47	49	56	0	10	11
Students with Disabilities	13	365	8428	93	94	98	439	464	472	75	42	38	0	37	30	25	17	29	0	5	3
Students without Disabilities	77	2277	66264	97	98	99	489	500	503	23	19	17	33	28	27	44	46	48	0	6	8
Limited English Proficient Students	NC	474	14363	NC	107	109	NC	452	459	NC	51	47	NC	37	34	NC	12	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	90	1208	24507				486	481	480	25	30	31	32	34	33	43	34	33	0	2	3
Non-Economically Disadvantaged	--	1434	50185				--	510	511	--	14	13	--	25	24	--	51	53	--	9	10

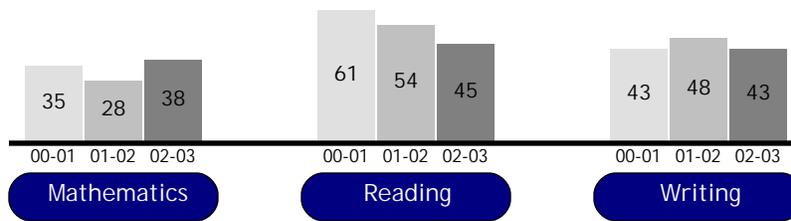
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns 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	77	57	53	53	88	56	39	44	96	54	44	50
	Language	80	46	42	45	91	46	35	39	97	43	34	43
	Mathematics	77	57	52	56	91	63	44	52	94	57	46	57
3	Reading	80	47	46	50	88	51	38	43	100	47	42	47
	Language	80	56	49	55	93	54	43	50	96	58	48	54
	Mathematics	85	57	45	53	93	56	41	50	99	60	45	54
4	Reading	93	55	53	55	91	44	42	47	96	55	47	52
	Language	93	48	47	50	99	37	39	45	96	48	42	48
	Mathematics	94	52	51	56	99	45	44	52	99	44	48	57
5	Reading	87	55	52	51	98	35	42	46	96	46	45	50
	Language	88	43	44	46	98	28	39	43	99	40	41	46
	Mathematics	88	58	54	56	98	41	48	54	100	51	52	57
6	Reading	94	66	56	54	98	52	47	49	99	58	50	53
	Language	93	57	46	46	98	46	39	42	99	46	41	45
	Mathematics	95	73	61	61	98	60	54	58	99	61	54	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

Each school and department within the Washington Elementary School District has crisis management guidelines and a comprehensive safety plan designed to inform staff and students of what to do in the event of a crisis or an emergency.

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	Mary Lou Palmer	(602) 896-6000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Nedda Shafir	(602) 347-2669
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sheryl Byland	(602) 896-6000
Student Health/Nurse	Debbie Gilliland	(602) 896-6010

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