Kyrene de las Lomas School

ARIZONA SCHOOL REPORT CARD 2003-04

11820 S. Warner Elliot Loop, Phoenix, AZ 85044
Kyrene Elementary District

AZ LEARNS[1]

Elementary Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

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

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.

School Overview

Principal/Administrator :	Ms. Evelyn Michell
Schedule :	7:15 AM to 3:30 PM
Grades :	Pre-K-5
2003 Enrollment :	720
Web Address :	www.kyrene.org/schools/Lomas
Phone Number :	(480) 783-2800
Fax Number :	(480) 783-5766
E-mail :	emiche@kyrene.org

Mission

To provide a safe learning environment for students, staff and community; support students in making successful choices academically, socially and emotionally; instill the lifelong love of learning, independent thinking and decision-making skills.

School / Academic Goals

- Increase student achievement in reading, writing and mathematics.
- Increase students' skills in technology in the classrooms. Our second graders are piloting a program using wireless laptops to support the integration of technology into the curriculum to increase student achievement.

Instructional Programs

- Gifted
- On-site Special Education
- Special Education Preschool
- ESL

Enrollment

October 1, 2002 School Year Student Enrollment :	705
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	104

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	Council Duties
2 School Administrator(s)	ü Curriculum and Instructional Support
1 Non-certified Employee(s)	ü Parent/Educator Communications
2 Teacher(s)	ü After School Enrichment
3 Parent(s)	ü Parent, Staff and Student Surveys
1 Community Member(s)	ü Funds for Teaching Materials
0 Student(s)	ü Literacy Skills

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	1.00	Teacher Aide	15.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	1	0	0
10 or more years	16	11	0	0

Shared Responsibilities

School

To provide learning opportunities for all students; provide alternative programs for students experiencing academic/social difficulties. Communicate with parents as needed; respond to parent phone calls/issues/concerns promptly. Safe school priority.

Parents

Value education; seek a balance between school work and outside activities. Be a partner of learning with the school and your child; be supportive/get involved. Provide resources at home for learning. Read with your children each day.

Resources Available at School Site

Special Facilities

- ü Special Education Preschool
- ü Closed-circuit Broadcasting

Extracurricular Activities

- ü Student Council
- ü After School Tutoring in Reading
- ü Chess Club/School Newspaper
- ü Morning Announcement Video Broadcast

Social Services

- ü Kid's Club
- ü Phoenix Parks Day Care
- ü Recreational Activities - During Lunch
- ü Breakfast and Lunch Program

Transportation Policy

Transportation is provided for students in grades K through five who reside within the school attendance area but live more than one mile from school. Students with disabilities whose IEP indicates the need for special transportation are transported.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Lomas achieved its three goals for 2002-03: Improved students' skill in writing and technology use and high levels of community satisfaction with the service provided by the school.

- Lomas Kindergartners spend 15 minutes per day in Computer-Assisted-Instruction in Phonemic Awareness and Phonics activities through our Waterford Software.

School Honors

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

Award/Honor	Year
Technology Grants (3 Teachers)	2000
Resiliency Grant (2 Teachers - Prevention Bullying)	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona % K-6	Arizona % 7-8	Arizona % 9-12
Attendance Rate [2]	95	95	94	96
Transfers Out [3]	14	20	20	20
Transfers In[4] (Within District)	1	2	2	2
Transfers In[5] (Out of District)	10	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	67	74
Grades 3-4	88	59
Grades 4-5	63	67

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	110	1945	75372	102	98	101	542	545	523	4	3	9	11	15	25	46	37	36	39	45	30
All Students (Prior Year)	104	1987	70809	NA	NA	NA	552	544	518	1	3	11	14	15	27	29	35	35	56	47	27
Female	49	965	36901	100	97	101	539	546	524	7	3	8	4	16	25	49	35	36	40	47	31
Male	61	979	38385	103	99	101	544	544	523	2	3	9	16	14	24	44	39	36	38	44	30
African American	NC	125	3589	NC	95	96	NC	517	501	NC	11	18	NC	25	33	NC	40	33	NC	24	16
Hispanic	22	266	29103	116	100	99	527	527	510	6	6	12	12	23	31	41	42	36	41	29	20
Asian/Pacific Islander	NC	141	1574	NC	97	96	NC	568	549	NC	1	3	NC	8	14	NC	28	34	NC	63	48
American Indian/Alaskan Native	NC	35	5086	NC	95	114	NC	508	491	NC	10	22	NC	33	38	NC	33	28	NC	23	12
White	78	1358	34597	100	97	98	550	550	535	1	2	4	11	13	20	46	37	38	42	49	38
Students with Disabilities	12	167	8057	109	101	99	523	514	496	0	10	23	0	31	31	100	37	28	0	23	17
Students without Disabilities	98	1778	67315	101	98	101	542	547	525	4	3	8	11	14	24	45	37	37	40	46	31
Limited English Proficient Students	--	50	16925	--	98	112	--	515	482	--	33	27	--	0	40	--	0	26	--	67	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	75	26325				--	491	504	--	12	15	--	52	34	--	33	33	--	3	18
Non-Economically Disadvantaged	110	1870	49047				542	548	530	4	3	6	11	14	21	46	37	37	39	47	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	107	1951	75221	99	99	101	534	536	523	3	2	8	9	9	16	57	59	56	31	29	21
All Students (Prior Year)	109	2001	70860	NA	NA	NA	542	540	524	3	2	9	7	9	17	47	45	45	42	44	30
Female	48	969	36833	98	98	100	536	540	526	2	2	6	7	7	15	58	58	56	33	33	23
Male	59	982	38319	100	99	101	533	532	520	4	3	9	11	11	17	56	61	56	30	26	18
African American	NC	124	3597	NC	94	97	NC	520	510	NC	6	14	NC	15	22	NC	64	53	NC	15	11
Hispanic	21	267	29019	111	100	99	522	523	513	11	5	12	17	16	21	56	63	55	17	16	13
Asian/Pacific Islander	NC	141	1572	NC	97	95	NC	543	536	NC	1	2	NC	5	9	NC	57	57	NC	38	31
American Indian/Alaskan Native	NC	34	5071	NC	92	114	NC	514	502	NC	7	20	NC	21	27	NC	66	46	NC	7	8
White	76	1364	34543	97	97	97	540	539	531	0	1	4	7	7	12	56	59	58	38	33	26
Students with Disabilities	12	170	8006	109	103	99	502	515	505	50	13	22	0	21	23	25	47	42	25	19	13
Students without Disabilities	95	1781	67215	98	98	101	535	537	524	1	2	7	9	8	16	58	60	56	32	30	21
Limited English Proficient Students	--	50	16853	--	98	112	--	523	489	--	0	29	--	33	36	--	67	32	--	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	73	26256				--	509	509	--	8	14	--	33	24	--	52	51	--	8	11
Non-Economically Disadvantaged	107	1878	48965				534	537	528	3	2	5	9	8	13	57	60	58	31	30	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	104	1913	73654	96	97	99	536	544	530	6	4	9	7	9	13	83	76	70	4	11	7
All Students (Prior Year)	108	1960	68592	NA	NA	NA	581	568	542	2	3	9	3	7	12	59	63	63	36	28	16
Female	49	956	36239	100	96	99	542	552	537	4	3	7	4	6	11	87	75	72	4	16	10
Male	55	957	37301	93	97	98	531	535	523	8	5	12	9	12	15	79	77	68	4	6	5
African American	NC	119	3488	NC	90	94	NC	523	515	NC	15	16	NC	14	18	NC	65	62	NC	6	4
Hispanic	19	264	28348	100	99	96	530	531	520	12	6	13	6	16	17	76	70	65	6	8	5
Asian/Pacific Islander	NC	139	1558	NC	95	95	NC	563	547	NC	1	3	NC	2	8	NC	73	76	NC	24	13
American Indian/Alaskan Native	NC	35	4947	NC	95	111	NC	517	507	NC	17	22	NC	13	22	NC	70	53	NC	0	3
White	75	1336	33924	96	95	96	541	547	537	3	3	5	7	7	10	86	78	75	4	12	9
Students with Disabilities	NC	146	7306	NC	88	90	NC	517	506	NC	14	24	NC	19	20	NC	64	52	NC	3	4
Students without Disabilities	95	1767	66348	98	97	100	539	545	531	4	4	8	7	8	13	84	76	71	4	12	8
Limited English Proficient Students	--	50	16422	--	98	109	--	513	495	--	0	30	--	33	27	--	67	43	--	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	74	25711				--	508	514	--	14	16	--	26	19	--	58	61	--	2	3
Non-Economically Disadvantaged	104	1839	47943				536	545	535	6	4	7	7	8	11	83	76	74	4	12	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	117	2076	76230	95	97	101	503	528	498	10	3	12	35	25	38	11	13	12	44	60	37
All Students (Prior Year)	128	2170	72888	NA	NA	NA	505	527	494	11	6	14	29	23	40	14	12	12	46	59	34
Female	59	1011	37247	97	97	100	501	529	500	9	2	11	40	24	40	12	14	13	40	60	37
Male	57	1061	38725	92	97	101	506	527	497	12	3	14	31	25	37	10	12	12	48	60	37
African American	NC	108	3594	NC	93	96	NC	493	476	NC	9	22	NC	47	46	NC	13	11	NC	31	21
Hispanic	24	265	28100	96	97	98	487	509	482	21	6	18	38	35	47	8	16	11	33	43	24
Asian/Pacific Islander	NC	142	1447	NC	95	95	NC	553	527	NC	1	5	NC	14	26	NC	10	11	NC	76	58
American Indian/Alaskan Native	NC	41	5292	NC	93	113	NC	488	463	NC	11	31	NC	46	47	NC	20	8	NC	23	14
White	78	1509	35389	92	97	96	512	532	514	5	2	6	33	22	32	11	12	14	51	64	48
Students with Disabilities	10	170	9022	71	97	105	423	474	465	80	28	31	20	44	43	0	7	8	0	20	17
Students without Disabilities	107	1906	67208	98	97	100	507	530	500	7	2	12	36	24	38	11	13	12	46	61	38
Limited English Proficient Students	NC	34	14826	NC	74	113	NC	432	460	NC	57	31	NC	43	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	47	25037				--	474	477	--	7	21	--	63	47	--	23	11	--	7	21
Non-Economically Disadvantaged	117	2029	51193				503	529	507	10	3	9	35	24	35	11	12	13	44	61	43

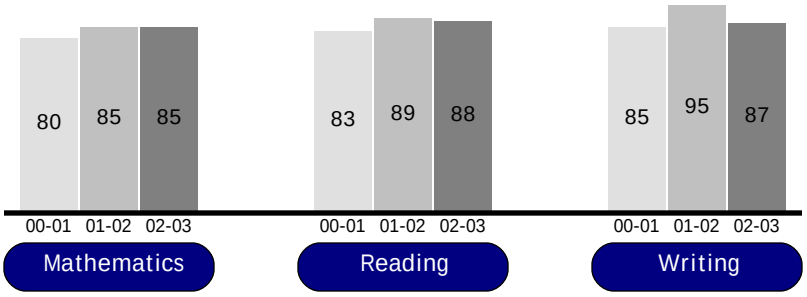
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2074	76202	96	97	101	514	519	505	8	6	19	21	16	24	55	56	46	16	23	11
All Students (Prior Year)	125	2168	72779	NA	NA	NA	514	519	505	12	9	21	17	12	20	51	51	43	20	28	15
Female	59	1009	37231	97	97	100	513	521	507	10	4	16	22	15	24	55	57	48	12	24	13
Male	58	1061	38718	94	97	101	514	518	503	6	7	22	19	17	24	54	55	44	21	21	10
African American	NC	110	3600	NC	95	97	NC	505	497	NC	11	28	NC	30	29	NC	51	39	NC	8	5
Hispanic	24	263	28090	96	97	98	508	512	497	13	10	28	30	23	30	48	50	37	9	18	5
Asian/Pacific Islander	NC	142	1443	NC	95	95	NC	522	515	NC	3	9	NC	17	19	NC	52	53	NC	27	19
American Indian/Alaskan Native	NC	41	5311	NC	93	113	NC	503	491	NC	6	38	NC	38	31	NC	53	28	NC	3	3
White	79	1507	35371	93	97	96	517	521	512	5	5	10	14	13	20	59	57	54	21	25	16
Students with Disabilities	11	167	9097	79	95	106	476	498	493	60	46	39	20	26	27	20	16	29	0	12	5
Students without Disabilities	107	1907	67105	98	97	100	515	520	506	6	4	18	21	16	24	57	57	47	17	23	12
Limited English Proficient Students	NC	34	14780	NC	74	113	NC	483	486	NC	50	50	NC	33	32	NC	17	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	46	24961				--	498	495	--	7	32	--	55	30	--	36	34	--	2	4
Non-Economically Disadvantaged	118	2028	51241				514	520	509	8	6	14	21	15	22	55	56	51	16	23	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	116	2048	74692	94	96	99	506	528	502	11	6	18	33	19	27	52	60	47	4	15	8
All Students (Prior Year)	124	2088	70710	NA	NA	NA	526	544	512	13	6	17	20	15	26	47	49	42	21	29	16
Female	57	996	36710	93	95	99	510	537	509	13	4	14	34	16	26	48	61	50	5	19	10
Male	58	1048	37742	94	96	98	501	520	495	9	7	22	33	23	28	55	59	44	4	11	6
African American	NC	104	3516	NC	90	94	NC	503	487	NC	13	26	NC	34	31	NC	48	39	NC	5	4
Hispanic	24	258	27492	96	95	96	497	515	486	22	11	27	35	24	32	35	56	38	9	8	4
Asian/Pacific Islander	NC	142	1428	NC	95	94	NC	543	528	NC	4	8	NC	14	20	NC	58	54	NC	23	18
American Indian/Alaskan Native	NC	41	5166	NC	93	110	NC	502	470	NC	3	39	NC	38	32	NC	59	27	NC	0	2
White	78	1493	34785	92	96	94	509	532	517	6	5	10	31	18	23	60	62	56	3	16	11
Students with Disabilities	NC	148	8428	NC	84	98	NC	470	472	NC	43	38	NC	22	30	NC	31	29	NC	5	3
Students without Disabilities	108	1900	66264	99	97	99	510	530	503	7	5	17	34	19	27	54	61	48	5	15	8
Limited English Proficient Students	NC	32	14363	NC	70	109	NC	460	459	NC	50	47	NC	50	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	45	24507				--	479	480	--	23	31	--	48	33	--	30	33	--	0	3
Non-Economically Disadvantaged	116	2003	50185				506	529	511	11	6	13	33	19	24	52	61	53	4	15	10

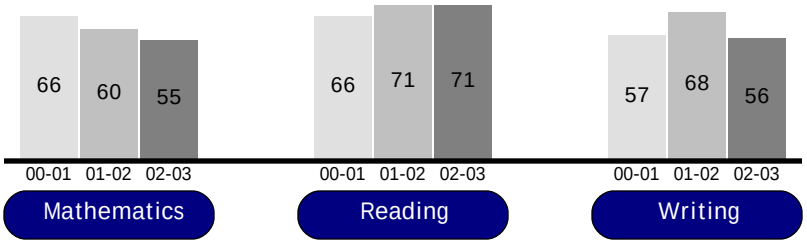
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 adminstration complete the state assessments will meet the AYP standard estabilished 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

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	66	69	53	96	51	58	44	86	49	67	50
	Language	90	64	64	45	96	51	56	39	96	49	60	43
	Mathematics	91	74	77	56	96	61	68	52	94	61	75	57
3	Reading	85	65	69	50	93	57	64	43	98	62	70	47
	Language	89	69	73	55	93	63	70	50	97	65	72	54
	Mathematics	89	81	75	53	90	73	71	50	96	72	76	54
4	Reading	91	67	76	55	98	60	69	47	99	67	73	52
	Language	98	61	67	50	98	55	63	45	100	60	65	48
	Mathematics	96	72	77	56	98	70	74	52	99	72	77	57
5	Reading	90	64	72	51	98	58	67	46	92	66	71	50
	Language	95	52	63	46	98	52	61	43	99	58	65	46
	Mathematics	92	77	81	56	98	71	78	54	96	73	82	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

Students, staff, parents and community members feel safe and are safe at Lomas at all times. We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment.

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) : 2

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	Evelyn Michell	(480) 783-2800
Transportation Policy	Stan Peterson	(480) 783-4200
Community Resources	Beverly Kempley	(480) 783-2800
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Janna Hanson	(480) 783-2800
Student Health/Nurse	Virginia Stanley	(480) 783-2884

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."

Footnotes

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