

Kyrene de los Niños School

ARIZONA SCHOOL REPORT CARD 2003-04

1330 E. Dava Drive, Tempe, AZ 85283

Kyrene 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. Ana C. Gomez del Castillo
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-5
2003 Enrollment : 440
Web Address : www.kyrene.az.us/schools/ninos/ninos.htm
Phone Number : (480) 783-3100
Fax Number : (480) 345-2052
E-mail : agomez@kyrene.org

Mission

Our school's mission is to encourage and foster a caring, active and unified community of teachers, staff, parents, and community members, who work respectfully and collaboratively to support a strong educational foundation for all children.

School / Academic Goals

ü Student Achievement: All students will excel academically with a primary focus on reading, writing and mathematics.

ü Academic Achievement: All students will be challenged and supported through differentiated content, products and instructional strategies.

Instructional Programs

ü Extended Time Kindergarten
ü Structured English Immersion (SEI)
ü On-Site Special Education
ü Gifted Resource

Enrollment

October 1, 2002 School Year Student Enrollment : 471
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 116

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 20 minutes
First Day of School : 8/11/2003
Last Day of School : 5/30/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Improvement Plan
- ü Parent and Community Involvement
- ü Tax Credit Donations
- ü School Safety Issues
- ü Review Student Assessment Data
- ü After School Clubs

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	7.00

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	1	1	0	0
7 to 9 years	4	0	0	0
10 or more years	5	15	0	0

Shared Responsibilities

School

We believe that each child can learn, therefore, we strive to create a challenging learning environment with high expectations for every child. Our teaching is aligned to the Arizona State Standards, as well as the Kyrene School District objectives.

Parents

Parents are a child's first teacher. Therefore, we encourage parents to get their child to school on time, set aside time for homework, and look at their child's backpack daily. Parental involvement contributes immensely to a child's success.

Resources Available at School Site

Special Facilities

- ü Internet-linked Classrooms
- ü Two Computer Labs

Extracurricular Activities

- ü Student Council
- ü Afterschool Clubs
- ü Tutoring
- ü Afterschool Book Discussion Groups

Social Services

- ü 21st Century Parent Anonymous Classes
- ü 21st Century Counseling
- ü 21st Century Food Pantry
- ü 21st Century Adult English Classes

Transportation Policy

Transportation is provided for K-5 students who reside within the school attendance area and who live more than 1.5 miles from school. Transportation is also provided for students with disabilities whose IEPs indicate that transportation is needed.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Title I funds support Reading Recovery (1st grade), Read Naturally (3rd - 5th grades), as well as Accelerated Reading (4th/5th grades) and Accelerated Math (5th grade).
- ü Two Character Counts! grants totalling \$4,500 were awarded in the 2002-03 school year. Money from these grants funded a Pursuing Victory with Honor link to our school's website, lunch intramurals for 3rd - 5th grade and resource materials.

School Honors

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

Award/Honor	Year
ü 21st Century Community Learning Center Grant	2001
ü District Poetry Winner	2003
ü City of Tempe School Garden Grant	2003
ü City of Tempe Safety Poster Awards 1st and 2nd Place	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	18	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	73	54
Grades 3-4	88	85
Grades 4-5	68	76

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	76	1945	75372	100	98	101	518	545	523	11	3	9	27	15	25	36	37	36	26	45	30
All Students (Prior Year)	66	1987	70809	NA	NA	NA	526	544	518	10	3	11	18	15	27	33	35	35	39	47	27
Female	42	965	36901	95	97	101	525	546	524	5	3	8	33	16	25	36	35	36	26	47	31
Male	34	979	38385	106	99	101	510	544	523	19	3	9	19	14	24	35	39	36	26	44	30
African American	17	125	3589	94	95	96	506	517	501	6	11	18	41	25	33	41	40	33	12	24	16
Hispanic	25	266	29103	104	100	99	497	527	510	18	6	12	27	23	31	50	42	36	5	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	25	1358	34597	100	97	98	547	550	535	8	2	4	16	13	20	24	37	38	52	49	38
Students with Disabilities	NC	167	8057	NC	101	99	NC	514	496	NC	10	23	NC	31	31	NC	37	28	NC	23	17
Students without Disabilities	70	1778	67315	99	98	101	525	547	525	6	3	8	28	14	24	38	37	37	28	46	31
Limited English Proficient Students	NC	50	16925	NC	98	112	NC	515	482	NC	33	27	NC	0	40	NC	0	26	NC	67	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	24	75	26325				475	491	504	27	12	15	55	52	34	18	33	33	0	3	18
Non-Economically Disadvantaged	52	1870	49047				537	548	530	4	3	6	16	14	21	43	37	37	37	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	77	1951	75221	101	99	101	523	536	523	8	2	8	15	9	16	59	59	56	18	29	21
All Students (Prior Year)	68	2001	70860	NA	NA	NA	536	540	524	3	2	9	15	9	17	40	45	45	42	44	30
Female	43	969	36833	98	98	100	532	540	526	0	2	6	10	7	15	71	58	56	19	33	23
Male	34	982	38319	106	99	101	511	532	520	19	3	9	22	11	17	44	61	56	16	26	18
African American	17	124	3597	94	94	97	510	520	510	6	6	14	18	15	22	71	64	53	6	15	11
Hispanic	26	267	29019	108	100	99	505	523	513	13	5	12	29	16	21	50	63	55	8	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	25	1364	34543	100	97	97	552	539	531	4	1	4	0	7	12	54	59	58	42	33	26
Students with Disabilities	NC	170	8006	NC	103	99	NC	515	505	NC	13	22	NC	21	23	NC	47	42	NC	19	13
Students without Disabilities	71	1781	67215	100	98	101	526	537	524	6	2	7	13	8	16	63	60	56	19	30	21
Limited English Proficient Students	NC	50	16853	NC	98	112	NC	523	489	NC	0	29	NC	33	36	NC	67	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	24	73	26256				496	509	509	18	8	14	41	33	24	36	52	51	5	8	11
Non-Economically Disadvantaged	53	1878	48965				534	537	528	4	2	5	4	8	13	69	60	58	23	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	79	1913	73654	104	97	99	525	544	530	12	4	9	15	9	13	67	76	70	7	11	7
All Students (Prior Year)	64	1960	68592	NA	NA	NA	559	568	542	4	3	9	11	7	12	61	63	63	25	28	16
Female	44	956	36239	100	96	99	540	552	537	5	3	7	14	6	11	70	75	72	12	16	10
Male	35	957	37301	109	97	98	506	535	523	22	5	12	16	12	15	63	77	68	0	6	5
African American	17	119	3488	94	90	94	520	523	515	24	15	16	6	14	18	65	65	62	6	6	4
Hispanic	27	264	28348	113	99	96	512	531	520	13	6	13	33	16	17	50	70	65	4	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	26	1336	33924	104	95	96	542	547	537	0	3	5	8	7	10	80	78	75	12	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	73	1767	66348	103	97	100	530	545	531	8	4	8	14	8	13	70	76	71	7	12	8
Limited English Proficient Students	NC	50	16422	NC	98	109	NC	513	495	NC	0	30	NC	33	27	NC	67	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	24	74	25711				492	508	514	27	14	16	23	26	19	50	58	61	0	2	3
Non-Economically Disadvantaged	55	1839	47943				539	545	535	6	4	7	11	8	11	74	76	74	9	12	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	91	2076	76230	99	97	101	514	528	498	4	3	12	35	25	38	15	13	12	46	60	37
All Students (Prior Year)	101	2170	72888	NA	NA	NA	507	527	494	9	6	14	38	23	40	10	12	12	42	59	34
Female	46	1011	37247	98	97	100	528	529	500	0	2	11	29	24	40	21	14	13	50	60	37
Male	45	1061	38725	100	97	101	501	527	497	7	3	14	42	25	37	9	12	12	42	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	28	265	28100	104	97	98	495	509	482	4	6	18	57	35	47	13	16	11	26	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	50	1509	35389	98	97	96	525	532	514	2	2	6	27	22	32	14	12	14	57	64	48
Students with Disabilities	12	170	9022	109	97	105	461	474	465	22	28	31	56	44	43	0	7	8	22	20	17
Students without Disabilities	79	1906	67208	98	97	100	521	530	500	1	2	12	33	24	38	17	13	12	49	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	31	47	25037				472	474	477	11	7	21	57	63	47	21	23	11	11	7	21
Non-Economically Disadvantaged	60	2029	51193				535	529	507	0	3	9	25	24	35	12	12	13	63	61	43

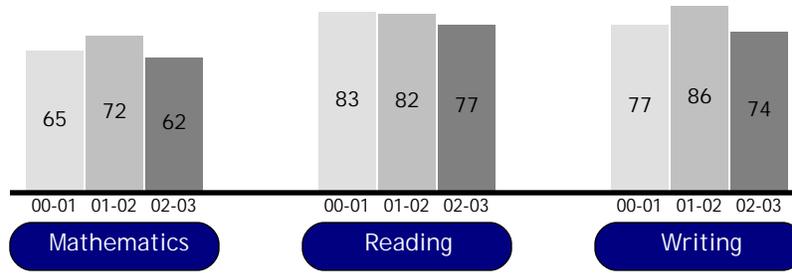
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2074	76202	98	97	101	520	519	505	4	6	19	27	16	24	45	56	46	25	23	11
All Students (Prior Year)	101	2168	72779	NA	NA	NA	514	519	505	16	9	21	15	12	20	44	51	43	24	28	15
Female	46	1009	37231	98	97	100	530	521	507	0	4	16	20	15	24	44	57	48	37	24	13
Male	44	1061	38718	98	97	101	511	518	503	7	7	22	33	17	24	45	55	44	14	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	27	263	28090	100	97	98	510	512	497	0	10	28	41	23	30	36	50	37	23	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	50	1507	35371	98	97	96	525	521	512	4	5	10	19	13	20	48	57	54	29	25	16
Students with Disabilities	11	167	9097	100	95	106	491	498	493	29	46	39	57	26	27	0	16	29	14	12	5
Students without Disabilities	79	1907	67105	98	97	100	523	520	506	1	4	18	24	16	24	49	57	47	26	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	30	46	24961				499	498	495	11	7	32	52	55	30	33	36	34	4	2	4
Non-Economically Disadvantaged	60	2028	51241				531	520	509	0	6	14	14	15	22	50	56	51	36	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	88	2048	74692	96	96	99	520	528	502	9	6	18	27	19	27	53	60	47	11	15	8
All Students (Prior Year)	95	2088	70710	NA	NA	NA	527	544	512	11	6	17	19	15	26	48	49	42	22	29	16
Female	46	996	36710	98	95	99	540	537	509	5	4	14	14	16	26	64	61	50	17	19	10
Male	42	1048	37742	93	96	98	500	520	495	13	7	22	41	23	28	41	59	44	5	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	26	258	27492	96	95	96	493	515	486	19	11	27	33	24	32	48	56	38	0	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	49	1493	34785	96	96	94	534	532	517	4	5	10	23	18	23	57	62	56	15	16	11
Students with Disabilities	12	148	8428	109	84	98	462	470	472	50	43	38	25	22	30	25	31	29	0	5	3
Students without Disabilities	76	1900	66264	94	97	99	527	530	503	4	5	17	27	19	27	56	61	48	12	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	29	45	24507				482	479	480	24	23	31	44	48	33	32	30	33	0	0	3
Non-Economically Disadvantaged	59	2003	50185				538	529	511	2	6	13	20	19	24	63	61	53	16	15	10

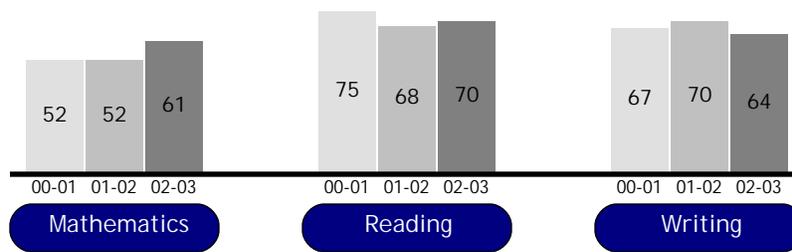
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	85	65	69	53	96	50	58	44	95	47	67	50
	Language	90	52	64	45	98	41	56	39	100	35	60	43
	Mathematics	88	70	77	56	98	63	68	52	100	60	75	57
3	Reading	86	59	69	50	98	55	64	43	99	54	70	47
	Language	90	60	73	55	100	63	70	50	99	56	72	54
	Mathematics	90	56	75	53	98	61	71	50	100	59	76	54
4	Reading	86	74	76	55	96	57	69	47	97	63	73	52
	Language	93	63	67	50	97	53	63	45	100	50	65	48
	Mathematics	92	74	77	56	99	64	74	52	99	69	77	57
5	Reading	82	74	72	51	99	64	67	46	95	60	71	50
	Language	85	64	63	46	98	56	61	43	97	53	65	46
	Mathematics	87	72	81	56	100	66	78	54	97	68	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

The primary purpose of our school's Safety Committee is to ensure the safety of our students and staff. Staff are required to wear a picture ID at all times. Our school practices lock-down drills, monthly fire drills, and emergency evacuation drills.

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	Ana C. Gomez del Castillo	(480) 783-3100
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Roxanne Richardson	(480) 783-3172
School Nutrition Programs	Maxine Boyd	(480) 783-3196
Parent Organization	Tammy Adams	(480) 783-3100
Student Health/Nurse	Deana Contreras	(480) 783-3184

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