

Kyrene de la Paloma School

ARIZONA SCHOOL REPORT CARD 2003-04

5000 W. Whitten Drive, Chandler, AZ 85226

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 *

Excelling*

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

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mrs. Gina M. Taylor
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2003 Enrollment : 621
Web Address : www.kyrene.org/schools/Paloma/
Phone Number : (480) 783-2700
Fax Number : (480) 961-1745
E-mail : gtaylo@kyrene.org

Mission

It is the mission of Kyrene de la Paloma to create an environment that inspires a commitment to learning and high academic achievement, while fostering a community of caring, responsible individuals.

School / Academic Goals

ü Increase student achievement in reading, writing and mathematics, as measured by gains on school-level, district and state assessments.

ü Provide a school environment where all students, staff and parents feel safe at all times.

Instructional Programs

ü Integrated Curriculum/Instruction
ü Technology-based Learning
ü Gifted Program
ü On-site and Regional Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 612
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 71

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 25 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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Program Funding/Use of Tax Credit Funds

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	1.00	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	3	3	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	7	16	3	0

Shared Responsibilities

School

We are committed to creating a supportive and challenging learning environment in which academic excellence is achieved. Teachers and administrators communicate regularly with parents and work in partnership with them to meet each child's needs.

Parents

Parents are to see that their children attend school regularly and on time. We ask that they monitor their children's progress and communicate with teachers. Parents are invited to attend school events and share their time and talents at school.

Resources Available at School Site

Special Facilities

- Ü Library/Multimedia Center
- Ü Computer Labs and Networked Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Yearbook and Other After School Clubs
- Ü Intramural Sports
- Ü Community Education Classes

Social Services

- Ü Before/After School Child Care Program
- Ü Lunch Program
- Ü Student Social Skills Classes

Transportation Policy

Transportation is provided for students residing within the school attendance area who live farther than one mile from school, and for students with disabilities whose Individual Education Plans indicate that transportation is required.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The Paloma staff met its Career Ladder School-wide Student Achievement Goal of increasing student achievement in reading for 2002-03, exceeding the standards set for goal achievement.

- ü Paloma teachers and staff successfully executed a Title IV Prevention and Resiliency Program Grant for the 2002-2003 school year. School survey results for the 2002-03 school year show that 98% of parents said their children feel safe at Paloma.

School Honors

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

Award/Honor	Year
ü District Poetry Contest Winners: K, 2nd & 4th Grades	2002
ü CEC Outstanding Special Education Team Award	2002
ü 1st Place Winner for Arizona, Reflections Art Program	2001
ü Teacher Venture Technology Award	2001

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	13	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	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	76	88
Grades 3-4	70	64
Grades 4-5	55	88

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	105	1945	75372	98	98	101	557	545	523	1	3	9	15	15	25	28	37	36	56	45	30
All Students (Prior Year)	118	1987	70809	NA	NA	NA	557	544	518	4	3	11	7	15	27	32	35	35	57	47	27
Female	46	965	36901	96	97	101	564	546	524	0	3	8	16	16	25	24	35	36	60	47	31
Male	59	979	38385	100	99	101	550	544	523	2	3	9	14	14	24	32	39	36	52	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	18	266	29103	100	100	99	547	527	510	0	6	12	19	23	31	19	42	36	63	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	73	1358	34597	97	97	98	559	550	535	1	2	4	10	13	20	34	37	38	54	49	38
Students with Disabilities	14	167	8057	117	101	99	513	514	496	0	10	23	20	31	31	80	37	28	0	23	17
Students without Disabilities	91	1778	67315	96	98	101	559	547	525	1	3	8	14	14	24	26	37	37	59	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	--	75	26325				--	491	504	--	12	15	--	52	34	--	33	33	--	3	18
Non-Economically Disadvantaged	105	1870	49047				557	548	530	1	3	6	15	14	21	28	37	37	56	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	103	1951	75221	96	99	101	540	536	523	1	2	8	9	9	16	58	59	56	32	29	21
All Students (Prior Year)	120	2001	70860	NA	NA	NA	542	540	524	4	2	9	4	9	17	45	45	45	47	44	30
Female	45	969	36833	94	98	100	547	540	526	0	2	6	5	7	15	59	58	56	36	33	23
Male	58	982	38319	98	99	101	533	532	520	2	3	9	12	11	17	57	61	56	29	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	18	267	29019	100	100	99	525	523	513	0	5	12	25	16	21	56	63	55	19	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	--	34	5071	--	92	114	--	514	502	--	7	20	--	21	27	--	66	46	--	7	8
White	72	1364	34543	96	97	97	545	539	531	0	1	4	5	7	12	58	59	58	38	33	26
Students with Disabilities	14	170	8006	117	103	99	524	515	505	0	13	22	40	21	23	40	47	42	20	19	13
Students without Disabilities	89	1781	67215	94	98	101	541	537	524	1	2	7	7	8	16	59	60	56	33	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	--	73	26256				--	509	509	--	8	14	--	33	24	--	52	51	--	8	11
Non-Economically Disadvantaged	103	1878	48965				540	537	528	1	2	5	9	8	13	58	60	58	32	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	102	1913	73654	95	97	99	550	544	530	2	4	9	7	9	13	76	76	70	15	11	7
All Students (Prior Year)	114	1960	68592	NA	NA	NA	582	568	542	2	3	9	6	7	12	52	63	63	41	28	16
Female	45	956	36239	94	96	99	557	552	537	0	3	7	5	6	11	77	75	72	18	16	10
Male	57	957	37301	97	97	98	543	535	523	4	5	12	8	12	15	75	77	68	13	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	18	264	28348	100	99	96	539	531	520	0	6	13	13	16	17	88	70	65	0	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	70	1336	33924	93	95	96	553	547	537	2	3	5	6	7	10	72	78	75	20	12	9
Students with Disabilities	14	146	7306	117	88	90	529	517	506	0	14	24	20	19	20	80	64	52	0	3	4
Students without Disabilities	88	1767	66348	93	97	100	551	545	531	2	4	8	6	8	13	76	76	71	16	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	--	74	25711				--	508	514	--	14	16	--	26	19	--	58	61	--	2	3
Non-Economically Disadvantaged	102	1839	47943				550	545	535	2	4	7	7	8	11	76	76	74	15	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	90	2076	76230	88	97	101	545	528	498	0	3	12	17	25	38	11	13	12	72	60	37
All Students (Prior Year)	116	2170	72888	NA	NA	NA	534	527	494	6	6	14	17	23	40	13	12	12	64	59	34
Female	42	1011	37247	86	97	100	541	529	500	0	2	11	13	24	40	15	14	13	72	60	37
Male	48	1061	38725	91	97	101	549	527	497	0	3	14	21	25	37	7	12	12	71	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	NC	265	28100	NC	97	98	NC	509	482	NC	6	18	NC	35	47	NC	16	11	NC	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	68	1509	35389	94	97	96	551	532	514	0	2	6	13	22	32	10	12	14	78	64	48
Students with Disabilities	NC	170	9022	NC	97	105	NC	474	465	NC	28	31	NC	44	43	NC	7	8	NC	20	17
Students without Disabilities	82	1906	67208	91	97	100	545	530	500	0	2	12	17	24	38	11	13	12	72	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	90	2029	51193				545	529	507	0	3	9	17	24	35	11	12	13	72	61	43

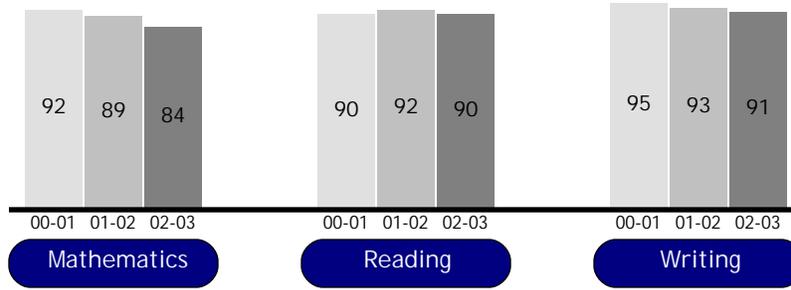
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2074	76202	89	97	101	518	519	505	1	6	19	15	16	24	59	56	46	25	23	11
All Students (Prior Year)	116	2168	72779	NA	NA	NA	511	519	505	13	9	21	15	12	20	51	51	43	22	28	15
Female	41	1009	37231	84	97	100	520	521	507	0	4	16	16	15	24	61	57	48	24	24	13
Male	50	1061	38718	94	97	101	516	518	503	2	7	22	14	17	24	57	55	44	26	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	NC	263	28090	NC	97	98	NC	512	497	NC	10	28	NC	23	30	NC	50	37	NC	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	67	1507	35371	93	97	96	520	521	512	2	5	10	15	13	20	56	57	54	27	25	16
Students with Disabilities	10	167	9097	83	95	106	NA	498	493	NA	46	39	NA	26	27	NA	16	29	NA	12	5
Students without Disabilities	81	1907	67105	90	97	100	518	520	506	1	4	18	15	16	24	59	57	47	25	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	91	2028	51241				518	520	509	1	6	14	15	15	22	59	56	51	25	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	95	2048	74692	93	96	99	533	528	502	7	6	18	19	19	27	56	60	47	19	15	8
All Students (Prior Year)	109	2088	70710	NA	NA	NA	536	544	512	8	6	17	15	15	26	54	49	42	23	29	16
Female	44	996	36710	90	95	99	546	537	509	2	4	14	14	16	26	55	61	50	29	19	10
Male	50	1048	37742	94	96	98	522	520	495	12	7	22	21	23	28	58	59	44	9	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	11	258	27492	85	95	96	528	515	486	0	11	27	10	24	32	90	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	70	1493	34785	97	96	94	538	532	517	6	5	10	17	18	23	58	62	56	20	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	87	1900	66264	97	97	99	533	530	503	7	5	17	19	19	27	56	61	48	19	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	95	2003	50185				533	529	511	7	6	13	19	19	24	56	61	53	19	15	10

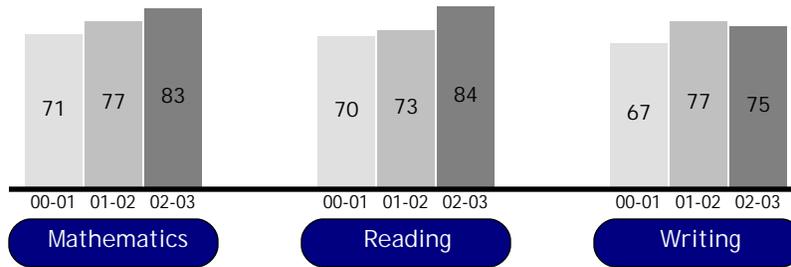
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

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	89	75	69	53	93	57	58	44	83	53	67	50
	Language	95	66	64	45	93	54	56	39	97	48	60	43
	Mathematics	96	78	77	56	93	64	68	52	97	62	75	57
3	Reading	89	74	69	50	95	70	64	43	98	74	70	47
	Language	91	77	73	55	95	73	70	50	100	74	72	54
	Mathematics	89	85	75	53	95	76	71	50	96	86	76	54
4	Reading	88	77	76	55	93	79	69	47	94	77	73	52
	Language	88	64	67	50	93	71	63	45	96	67	65	48
	Mathematics	88	83	77	56	93	81	74	52	93	79	77	57
5	Reading	86	63	72	51	94	54	67	46	94	76	71	50
	Language	89	59	63	46	93	55	61	43	99	74	65	46
	Mathematics	90	83	81	56	94	77	78	54	98	91	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

Paloma has emergency procedures and a school-wide discipline plan to provide for a safe learning environment. We regularly practice emergency drills, teach students school rules, procedures, and the use of LifeSkills and other pro-social behaviors.

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	Gina Taylor	(480) 783-2700
Transportation Policy	Stan Peterson	(480) 783-4200
Community Resources	Christie Winkelmann	(480) 783-4053
School Nutrition Programs	Patti Summers	(480) 783-2796
Parent Organization	David Magana	(480) 783-2700
Student Health/Nurse	Donita Pokatello	(480) 783-2784

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