

# Kyrene del Sureno School

## ARIZONA SCHOOL REPORT CARD 2003-04

3375 W. Galveston, 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* 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 : Dr. Bill Hegebush  
Schedule : 7:45 AM to 4:15 PM  
Grades : K-5  
2003 Enrollment : 543  
Web Address : www.kyrene.org  
Phone Number : (480) 783-3000  
Fax Number : (480) 786-0848  
E-mail : bhegeb@email.kyrene.org

### Mission

Kyrene del Sureno School community is committed to providing a caring, supportive, safe and cooperative atmosphere which fosters a learning partnership that contributes to the well-being of all individuals.

### School / Academic Goals

- ü Improve achievement in mathematics, reading, and writing.
- ü Integrate technology into the daily work and learning lives of students and staff.

### Instructional Programs

- ü Full-day Kindergarten
- ü Gifted
- ü SEI
- ü Title I and K-3 Literacy Programs

### Enrollment

October 1, 2002 School Year Student Enrollment : 580  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 60

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/26/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü Budget
- ü School Climate
- ü School Improvement
- ü Advice for Leadership

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	12.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	0	4	0	0
10 or more years	4	20	0	0

Shared Responsibilities

School

Parents are regularly notified regarding school and classroom events through weekly classroom newsletters, PTO meetings, phone calls, and twice a year parent conferences. Classrooms are open for observations and parent volunteers.

Parents

To deliver students motivated, ready for the daily routine of school; to support study skills and reinforce academic learning; to work as a team with school personnel to provide a positive home/school connection for students.

Resources Available at School Site

Special Facilities

- ü Multimedia Center
- ü Computer Lab

Extracurricular Activities

- ü Kyrene Kids Club - 60 Participants
- ü Community Education Programs
- ü Community Facilities Use
- ü Kyrene Chess Club

Social Services

- ü Social Skills Programs
- ü Afterschool Programs
- ü Breakfast Program
- ü Lunch Program

Transportation Policy

Kyrene District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with significant disabilities when specified on their Individualized Educational Plan.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü As measured on the state-mandated Stanford 9 for grades 2, 3, 4 and 5, of the five areas the students of Sureno school met or exceeded those of the state and national averages in math.
  
- ü As measured by our Site Council Community Survey, the school efforts are rated at or above the satisfactory level.

School Honors

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

Award/Honor	Year
ü Intel GIVE Award Winner	1999
ü Intel Matching Grant Award	2000
ü Intel Volunteer Award	2001
ü Abitibi Recycling Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	22	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	13	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	66	58
Grades 3-4	81	79
Grades 4-5	79	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	79	1945	75372	95	98	101	526	545	523	3	3	9	26	15	25	46	37	36	25	45	30
All Students (Prior Year)	115	1987	70809	NA	NA	NA	532	544	518	4	3	11	21	15	27	44	35	35	32	47	27
Female	44	965	36901	94	97	101	527	546	524	5	3	8	23	16	25	43	35	36	30	47	31
Male	35	979	38385	97	99	101	525	544	523	0	3	9	31	14	24	52	39	36	17	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	15	266	29103	88	100	99	517	527	510	0	6	12	33	23	31	58	42	36	8	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	51	1358	34597	100	97	98	533	550	535	2	2	4	21	13	20	47	37	38	30	49	38
Students with Disabilities	10	167	8057	125	101	99	488	514	496	25	10	23	50	31	31	25	37	28	0	23	17
Students without Disabilities	69	1778	67315	92	98	101	528	547	525	2	3	8	25	14	24	48	37	37	26	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	28	75	26325				500	491	504	5	12	15	48	52	34	43	33	33	5	3	18
Non-Economically Disadvantaged	51	1870	49047				537	548	530	2	3	6	17	14	21	48	37	37	33	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	78	1951	75221	94	99	101	531	536	523	0	2	8	18	9	16	59	59	56	24	29	21
All Students (Prior Year)	110	2001	70860	NA	NA	NA	535	540	524	2	2	9	12	9	17	51	45	45	35	44	30
Female	43	969	36833	91	98	100	540	540	526	0	2	6	10	7	15	56	58	56	33	33	23
Male	35	982	38319	97	99	101	519	532	520	0	3	9	28	11	17	62	61	56	10	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	15	267	29019	88	100	99	514	523	513	0	5	12	42	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	50	1364	34543	98	97	97	536	539	531	0	1	4	13	7	12	57	59	58	30	33	26
Students with Disabilities	10	170	8006	125	103	99	503	515	505	0	13	22	50	21	23	50	47	42	0	19	13
Students without Disabilities	68	1781	67215	91	98	101	533	537	524	0	2	7	16	8	16	59	60	56	25	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	27	73	26256				522	509	509	0	8	14	35	33	24	50	52	51	15	8	11
Non-Economically Disadvantaged	51	1878	48965				535	537	528	0	2	5	10	8	13	63	60	58	27	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	78	1913	73654	94	97	99	537	544	530	0	4	9	15	9	13	81	76	70	4	11	7
All Students (Prior Year)	104	1960	68592	NA	NA	NA	566	568	542	2	3	9	7	7	12	64	63	63	27	28	16
Female	43	956	36239	91	96	99	546	552	537	0	3	7	8	6	11	85	75	72	8	16	10
Male	35	957	37301	97	97	98	524	535	523	0	5	12	24	12	15	76	77	68	0	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	15	264	28348	88	99	96	529	531	520	0	6	13	17	16	17	83	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	50	1336	33924	98	95	96	539	547	537	0	3	5	13	7	10	83	78	75	4	12	9
Students with Disabilities	10	146	7306	125	88	90	518	517	506	0	14	24	25	19	20	75	64	52	0	3	4
Students without Disabilities	68	1767	66348	91	97	100	538	545	531	0	4	8	14	8	13	81	76	71	5	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	27	74	25711				523	508	514	0	14	16	35	26	19	60	58	61	5	2	3
Non-Economically Disadvantaged	51	1839	47943				543	545	535	0	4	7	6	8	11	90	76	74	4	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	116	2076	76230	100	97	101	504	528	498	4	3	12	40	25	38	21	13	12	36	60	37
All Students (Prior Year)	108	2170	72888	NA	NA	NA	500	527	494	10	6	14	44	23	40	13	12	12	33	59	34
Female	49	1011	37247	102	97	100	505	529	500	4	2	11	39	24	40	20	14	13	37	60	37
Male	67	1061	38725	99	97	101	503	527	497	3	3	14	41	25	37	21	12	12	34	60	37
African American	11	108	3594	100	93	96	481	493	476	9	9	22	64	47	46	9	13	11	18	31	21
Hispanic	19	265	28100	100	97	98	501	509	482	0	6	18	53	35	47	29	16	11	18	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	76	1509	35389	101	97	96	510	532	514	3	2	6	34	22	32	20	12	14	43	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	109	1906	67208	101	97	100	504	530	500	4	2	12	40	24	38	21	13	12	36	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	16	47	25037				478	474	477	0	7	21	73	63	47	27	23	11	0	7	21
Non-Economically Disadvantaged	100	2029	51193				508	529	507	4	3	9	35	24	35	20	12	13	41	61	43

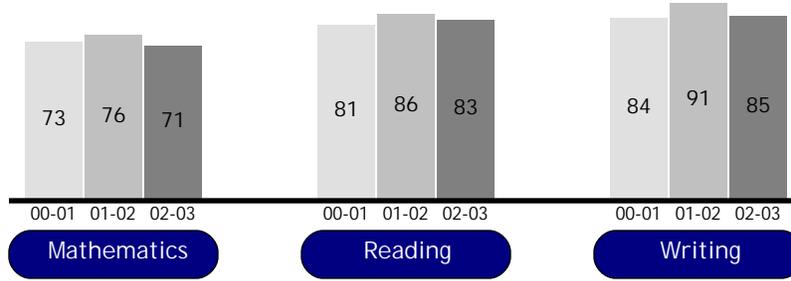
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2074	76202	100	97	101	509	519	505	7	6	19	24	16	24	60	56	46	8	23	11
All Students (Prior Year)	107	2168	72779	NA	NA	NA	512	519	505	12	9	21	21	12	20	48	51	43	20	28	15
Female	49	1009	37231	102	97	100	509	521	507	4	4	16	24	15	24	65	57	48	7	24	13
Male	67	1061	38718	99	97	101	508	518	503	10	7	22	25	17	24	56	55	44	10	21	10
African American	11	110	3600	100	95	97	503	505	497	9	11	28	45	30	29	36	51	39	9	8	5
Hispanic	19	263	28090	100	97	98	505	512	497	18	10	28	12	23	30	65	50	37	6	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	76	1507	35371	101	97	96	512	521	512	6	5	10	21	13	20	63	57	54	10	25	16
Students with Disabilities	NC	167	9097	NC	95	106	NC	498	493	NC	46	39	NC	26	27	NC	16	29	NC	12	5
Students without Disabilities	109	1907	67105	101	97	100	509	520	506	7	4	18	24	16	24	60	57	47	8	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	16	46	24961				497	498	495	0	7	32	60	55	30	40	36	34	0	2	4
Non-Economically Disadvantaged	100	2028	51241				510	520	509	9	6	14	18	15	22	63	56	51	10	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	115	2048	74692	99	96	99	513	528	502	8	6	18	29	19	27	55	60	47	8	15	8
All Students (Prior Year)	104	2088	70710	NA	NA	NA	528	544	512	8	6	17	25	15	26	51	49	42	16	29	16
Female	49	996	36710	102	95	99	525	537	509	4	4	14	24	16	26	59	61	50	13	19	10
Male	66	1048	37742	97	96	98	504	520	495	10	7	22	33	23	28	52	59	44	5	11	6
African American	11	104	3516	100	90	94	495	503	487	18	13	26	27	34	31	55	48	39	0	5	4
Hispanic	19	258	27492	100	95	96	514	515	486	12	11	27	35	24	32	41	56	38	12	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	75	1493	34785	100	96	94	518	532	517	6	5	10	25	18	23	59	62	56	10	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	100	97	99	513	530	503	8	5	17	29	19	27	55	61	48	8	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	16	45	24507				475	479	480	20	23	31	53	48	33	27	30	33	0	0	3
Non-Economically Disadvantaged	99	2003	50185				519	529	511	5	6	13	25	19	24	59	61	53	10	15	10

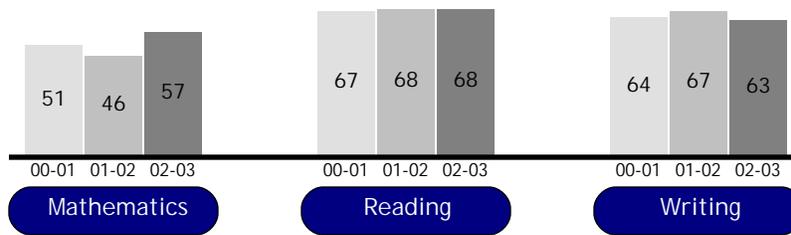
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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](http://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	61	69	53	96	57	58	44	82	60	67	50
	Language	94	58	64	45	96	49	56	39	93	53	60	43
	Mathematics	90	75	77	56	96	64	68	52	89	70	75	57
3	Reading	94	57	69	50	95	53	64	43	99	61	70	47
	Language	93	62	73	55	95	61	70	50	100	65	72	54
	Mathematics	94	63	75	53	95	61	71	50	100	61	76	54
4	Reading	89	63	76	55	100	55	69	47	93	66	73	52
	Language	93	55	67	50	100	56	63	45	94	57	65	48
	Mathematics	96	62	77	56	100	60	74	52	91	70	77	57
5	Reading	93	63	72	51	96	54	67	46	98	65	71	50
	Language	98	57	63	46	95	52	61	43	99	57	65	46
	Mathematics	97	70	81	56	96	65	78	54	99	75	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 key to our safe climate is a total community commitment to work together to ensure a safe environment for all. A School Safety Plan has been developed which includes provisions for emergency evacuations.

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	Bill Hegebush	(480) 783-3000
Transportation Policy	Stan Peterson	(480) 783-4200
Community Resources	Michelle Stevens	(480) 783-4174
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Beth Brizel	(480) 783-3000
Student Health/Nurse	Karen Tuttle	(480) 783-3084

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)