

# Kyrene Monte Vista School

## ARIZONA SCHOOL REPORT CARD 2003-04

15221 S. Ray Road, Phoenix, AZ 85048

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 \*

Excelling\*

\* 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. Georgia A. Shimkus  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-5  
2003 Enrollment : 606  
Web Address : [www.kyrene.k12.az.us/schools/monte\\_vista/mvs](http://www.kyrene.k12.az.us/schools/monte_vista/mvs).  
Phone Number : (480) 783-1500  
Fax Number : (480) 759-4918  
E-mail : [gshimk@kyrene.org](mailto:gshimk@kyrene.org)

### Mission

The mission of Kyrene Monte Vista is to provide its members with opportunities to achieve excellence by providing a safe, nurturing, and respectful learning environment that encourages lifelong learning and builds valuable citizens.

### School / Academic Goals

- ü To increase the percentage of students in the Proficient and Advanced Proficient Levels in the area of reading and writing by challenging and supporting each student through differentiated content, products and instructional strategies.
- ü To increase the percentage of students in the Proficient and Advanced Proficient Levels in math by challenging and supporting each student through differentiated content, products and instructional strategies.

### Instructional Programs

- ü Art/PE/Music Programs
- ü Gifted Resource Program
- ü Self-contained K-5 Classrooms
- ü Special Education Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 641  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 35

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 5 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)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Chart Vision, Mission, School Philosophy
- Ü Consider Issues Important to the School
- Ü Advise the School Principal
- Ü Review School Goals and Annual Plans
- Ü Promote Positive Public Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	40.00
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	2	2	0	0
4 to 6 years	8	0	0	0
7 to 9 years	2	1	0	0
10 or more years	8	17	0	0

Shared Responsibilities

School

The staff at Kyrene Monte Vista is committed to meeting the individual needs of each child. Staff is committed to creating a safe, nurturing, and challenging learning environment in which academic excellence is achieved.

Parents

Parents are expected to have their children at school rested, ready to learn and on time. Parents are encouraged to attend school functions, communicate frequently with their child's teacher, and to support and monitor their child's progress.

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Labs (2)

Extracurricular Activities

- Ü Kyrene Kids Club Child Care
- Ü Student Council
- Ü DARE Program
- Ü Afterschool Enrichment Activities

Social Services

- Ü Kyrene Kids Club Before School Care
- Ü Kyrene Kids Club After School Care
- Ü Phx. Parks and Recreation (Afterschool)
- Ü Kyrene Community Education Classes

Transportation Policy

The Kyrene School District provides bus transportation for elementary students who live more than a mile from school, or who live where there are hazards such as major arterial streets and/or intersections. (Policy reference EEAA.)

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Achievement is consistently above national and district averages on the Stanford 9 Achievement Test in reading, language and math. All grade levels consistently score above or at the district average on district Criterion-Referenced Tests.
- ü All students have access to computer labs in which they are provided instruction. Teachers and students have access to several workstations in each classroom, as well as a wireless network. All workstations have Internet access and current software.

School Honors

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

Award/Honor	Year
ü Student Poetry Winners at the District Level	2003
ü Mountain Lion Pride Awards (Internal)	2003
ü Proud Principal Awards (Internal)	2003
ü AZ Technology in Education Alliance Web Site Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	9	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	8	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	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	74	83
Grades 3-4	74	60
Grades 4-5	63	85

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	114	1945	75372	101	98	101	564	545	523	2	3	9	10	15	25	26	37	36	62	45	30
All Students (Prior Year)	131	1987	70809	NA	NA	NA	566	544	518	1	3	11	6	15	27	24	35	35	69	47	27
Female	48	965	36901	100	97	101	568	546	524	4	3	8	8	16	25	25	35	36	63	47	31
Male	66	979	38385	102	99	101	561	544	523	0	3	9	11	14	24	27	39	36	62	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	11	266	29103	110	100	99	568	527	510	0	6	12	9	23	31	27	42	36	64	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	--	35	5086	--	95	114	--	508	491	--	10	22	--	33	38	--	33	28	--	23	12
White	94	1358	34597	98	97	98	566	550	535	1	2	4	10	13	20	25	37	38	64	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	109	1778	67315	101	98	101	566	547	525	1	3	8	9	14	24	26	37	37	64	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	114	1870	49047				564	548	530	2	3	6	10	14	21	26	37	37	62	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	112	1951	75221	99	99	101	545	536	523	3	2	8	5	9	16	54	59	56	39	29	21
All Students (Prior Year)	132	2001	70860	NA	NA	NA	554	540	524	1	2	9	2	9	17	40	45	45	58	44	30
Female	47	969	36833	98	98	100	543	540	526	2	2	6	6	7	15	51	58	56	40	33	23
Male	65	982	38319	100	99	101	547	532	520	3	3	9	3	11	17	56	61	56	37	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	11	267	29019	110	100	99	536	523	513	0	5	12	0	16	21	91	63	55	9	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	93	1364	34543	97	97	97	546	539	531	3	1	4	4	7	12	51	59	58	41	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	107	1781	67215	99	98	101	547	537	524	1	2	7	5	8	16	55	60	56	40	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	112	1878	48965				545	537	528	3	2	5	5	8	13	54	60	58	39	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	111	1913	73654	98	97	99	554	544	530	2	4	9	9	9	13	70	76	70	19	11	7
All Students (Prior Year)	129	1960	68592	NA	NA	NA	589	568	542	1	3	9	0	7	12	59	63	63	40	28	16
Female	45	956	36239	94	96	99	559	552	537	2	3	7	9	6	11	67	75	72	22	16	10
Male	66	957	37301	102	97	98	551	535	523	2	5	12	10	12	15	73	77	68	16	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	NC	264	28348	NC	99	96	NC	531	520	NC	6	13	NC	16	17	NC	70	65	NC	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	--	35	4947	--	95	111	--	517	507	--	17	22	--	13	22	--	70	53	--	0	3
White	94	1336	33924	98	95	96	555	547	537	2	3	5	9	7	10	69	78	75	20	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	106	1767	66348	98	97	100	555	545	531	1	4	8	9	8	13	72	76	71	18	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	111	1839	47943				554	545	535	2	4	7	9	8	11	70	76	74	19	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	127	2076	76230	98	97	101	531	528	498	5	3	12	19	25	38	6	13	12	70	60	37
All Students (Prior Year)	140	2170	72888	NA	NA	NA	531	527	494	4	6	14	19	23	40	15	12	12	62	59	34
Female	68	1011	37247	99	97	100	535	529	500	3	2	11	16	24	40	6	14	13	75	60	37
Male	59	1061	38725	97	97	101	527	527	497	7	3	14	23	25	37	7	12	12	63	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	10	265	28100	100	97	98	517	509	482	11	6	18	11	35	47	22	16	11	56	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	--	41	5292	--	93	113	--	488	463	--	11	31	--	46	47	--	20	8	--	23	14
White	111	1509	35389	97	97	96	533	532	514	5	2	6	19	22	32	5	12	14	71	64	48
Students with Disabilities	12	170	9022	109	97	105	453	474	465	45	28	31	45	44	43	0	7	8	9	20	17
Students without Disabilities	115	1906	67208	97	97	100	539	530	500	1	2	12	17	24	38	7	13	12	75	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	127	2029	51193				531	529	507	5	3	9	19	24	35	6	12	13	70	61	43

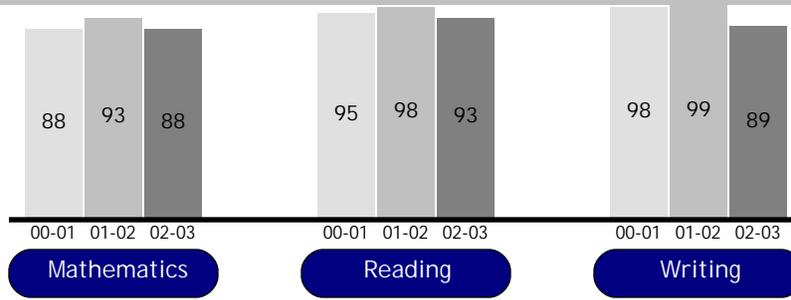
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2074	76202	96	97	101	528	519	505	7	6	19	7	16	24	59	56	46	27	23	11
All Students (Prior Year)	140	2168	72779	NA	NA	NA	522	519	505	7	9	21	8	12	20	55	51	43	30	28	15
Female	67	1009	37231	97	97	100	528	521	507	3	4	16	6	15	24	60	57	48	31	24	13
Male	58	1061	38718	95	97	101	529	518	503	13	7	22	7	17	24	59	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	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	--	41	5311	--	93	113	--	503	491	--	6	38	--	38	31	--	53	28	--	3	3
White	110	1507	35371	96	97	96	530	521	512	7	5	10	6	13	20	59	57	54	28	25	16
Students with Disabilities	11	167	9097	100	95	106	505	498	493	60	46	39	20	26	27	10	16	29	10	12	5
Students without Disabilities	114	1907	67105	96	97	100	530	520	506	3	4	18	5	16	24	64	57	47	28	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	125	2028	51241				528	520	509	7	6	14	7	15	22	59	56	51	27	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	126	2048	74692	97	96	99	526	528	502	5	6	18	17	19	27	66	60	47	13	15	8
All Students (Prior Year)	136	2088	70710	NA	NA	NA	557	544	512	0	6	17	15	15	26	52	49	42	32	29	16
Female	67	996	36710	97	95	99	540	537	509	1	4	14	10	16	26	69	61	50	19	19	10
Male	59	1048	37742	97	96	98	510	520	495	9	7	22	24	23	28	62	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	10	258	27492	100	95	96	514	515	486	11	11	27	22	24	32	67	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	--	41	5166	--	93	110	--	502	470	--	3	39	--	38	32	--	59	27	--	0	2
White	110	1493	34785	96	96	94	526	532	517	4	5	10	17	18	23	67	62	56	12	16	11
Students with Disabilities	11	148	8428	100	84	98	465	470	472	36	43	38	18	22	30	45	31	29	0	5	3
Students without Disabilities	115	1900	66264	97	97	99	532	530	503	2	5	17	17	19	27	68	61	48	14	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	126	2003	50185				526	529	511	5	6	13	17	19	24	66	61	53	13	15	10

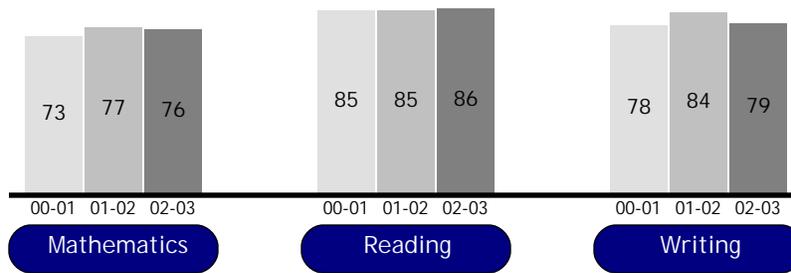
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	95	76	69	53	100	75	58	44	96	71	67	50
	Language	100	69	64	45	100	61	56	39	96	62	60	43
	Mathematics	100	81	77	56	100	77	68	52	98	76	75	57
3	Reading	99	82	69	50	100	72	64	43	96	77	70	47
	Language	98	83	73	55	100	77	70	50	98	80	72	54
	Mathematics	98	85	75	53	100	82	71	50	100	83	76	54
4	Reading	94	80	76	55	100	76	69	47	96	78	73	52
	Language	94	74	67	50	100	68	63	45	98	69	65	48
	Mathematics	94	79	77	56	100	72	74	52	100	77	77	57
5	Reading	95	78	72	51	100	72	67	46	98	75	71	50
	Language	96	71	63	46	100	70	61	43	98	69	65	46
	Mathematics	96	88	81	56	100	85	78	54	97	85	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

Supervision before/after school and at lunch recess; comprehensive safety plan; staff/students practice emergency drills; all doors are locked; visitors check-in at office; visitor badges are required. LIFESKILLS are taught; positive discipline plan.

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) :

1

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	Georgia Shimkus	(480) 783-1500
Transportation Policy	Stan Peterson	(480) 783-4230
Community Resources	Christie Winkleman	(480) 759-4053
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Susan Paulus	(480) 783-1500
Student Health/Nurse	Judy Seyfarth	(480) 783-1584

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)