

# Fowler Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

6707 W. Van Buren, Phoenix, AZ 85043

Fowler 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 : Ms. Kathleen Marie Kaderlik  
Schedule : 7:30 AM to 3:00 PM  
Grades : K-6  
2003 Enrollment : 753  
Web Address : www.fesd.org  
Phone Number : (623) 707-2500  
Fax Number : (623) 707-4680  
E-mail :

### Mission

The emphasis of Fowler School is to provide for the academic & social growth of K-5 students. Through the use of a variety of teaching methods & school-wide programs, the staff has created a challenging learning environment committed to its children.

### School / Academic Goals

- ü All students will show an increase in AIMS scores in reading and math.
- ü All students will show an increase in the SAT (MAP scores) test scores in reading, math and language.

### Instructional Programs

- ü Full-day Kindergarten
- ü Success For All Reading
- ü Saxon Mathematics
- ü Technology Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 590  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 23

### Calendar Information

Number of Instruction Days : 179  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 7/23/2003  
Last Day of School : 5/27/2004

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)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Textbook adoption
- ü Student discipline
- ü Parent opportunity planning
- ü Handbook review
- ü School safety
- ü Community relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	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	12	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	3	2	0	0
10 or more years	5	3	0	0

Shared Responsibilities

School

Fowler School will provide a comprehensive educational curriculum in alignment with State and National Standards; provide a safe, nurturing learning environment for all students and foster positive, self-esteem and respect for self and others.

Parents

Fowler School parents will provide appropriate spaces and time for their children to complete homework; ensure daily attendance to school, support the school's discipline policy and support the school's goals and expectations.

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Media Center

Extracurricular Activities

- ü Mac-Ro Math Program
- ü Student Council
- ü Choir/Band/Drama
- ü Peer Mediation/Boys and Girls Town

Social Services

- ü Site-based Health Clinic-Dentist, Nurse,
- ü DES Services/Counseling Service
- ü Esperanca
- ü Adult ESL Classes

Transportation Policy

See District Policy available in School Office.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Parent participation opportunities have increased by 200% from the previous year.
  
- ü One hundred percent (100%) of teachers and students produced a technology project thus increasing knowledge of computers and software, as well as promoting critical thinking and problem solving.

School Honors

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

Award/Honor	Year
ü Fire-PAL Award - School was a Training Site for Program	
ü Target Grant for Promotion of Girls and BoysTown	

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	93	95	94	96
Transfers Out <sup>3</sup>	20	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	20	10	10	9
Promotion Rate <sup>6</sup>	98	99	98	95
Retention Rate <sup>7</sup>	2	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	67	64
Grades 3-4	76	76
Grades 4-5	77	88
Grades 5-6	NC	NC

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	95	325	75372	97	100	101	480	490	523	17	19	9	51	42	25	29	27	36	2	12	30
All Students (Prior Year)	237	238	70809	NA	NA	NA	481	480	518	29	30	11	39	39	27	22	22	35	9	9	27
Female	42	158	36901	95	99	101	487	488	524	15	20	8	50	41	25	30	28	36	5	11	31
Male	53	167	38385	98	101	101	474	491	523	19	18	9	52	43	24	29	27	36	0	12	30
African American	NC	25	3589	NC	96	96	NC	464	501	NC	36	18	NC	40	33	NC	20	33	NC	4	16
Hispanic	75	246	29103	95	101	99	494	491	510	9	17	12	41	41	31	50	37	36	0	5	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	12	46	34597	171	107	98	467	502	535	27	14	4	64	43	20	0	14	38	9	30	38
Students with Disabilities	14	32	8057	108	123	99	458	464	496	33	33	23	56	56	31	11	11	28	0	0	17
Students without Disabilities	81	293	67315	95	98	101	486	493	525	13	17	8	50	40	24	34	29	37	3	13	31
Limited English Proficient Students	54	156	16925	95	98	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	95	201	26325				480	481	504	17	23	15	51	43	34	29	29	33	2	5	18
Non-Economically Disadvantaged	--	124	49047				--	498	530	--	15	6	--	41	21	--	26	37	--	18	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	96	326	75221	98	100	101	492	500	523	27	20	8	29	31	16	41	42	56	2	8	21
All Students (Prior Year)	238	239	70860	NA	NA	NA	492	491	524	30	31	9	24	24	17	38	38	45	8	7	30
Female	42	158	36833	95	99	100	494	502	526	30	18	6	20	28	15	45	46	56	5	8	23
Male	54	168	38319	100	102	101	490	498	520	24	22	9	38	33	17	38	38	56	0	7	18
African American	NC	24	3597	NC	92	97	NC	486	510	NC	33	14	NC	38	22	NC	25	53	NC	4	11
Hispanic	76	248	29019	96	102	99	498	502	513	23	20	12	18	26	21	59	48	55	0	7	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	12	46	34543	171	107	97	490	504	531	18	11	4	55	38	12	18	38	58	9	14	26
Students with Disabilities	14	32	8006	108	123	99	483	482	505	22	29	22	56	50	23	22	21	42	0	0	13
Students without Disabilities	82	294	67215	96	98	101	494	501	524	28	19	7	22	29	16	47	44	56	3	8	21
Limited English Proficient Students	55	157	16853	96	99	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	95	202	26256				492	492	509	25	26	14	30	35	24	43	35	51	3	5	11
Non-Economically Disadvantaged	NC	124	48965				NC	507	528	NC	14	5	NC	27	13	NC	49	58	NC	10	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	94	317	73654	96	98	99	491	500	530	33	27	9	25	24	13	43	49	70	0	1	7
All Students (Prior Year)	236	237	68592	NA	NA	NA	500	499	542	31	32	9	18	18	12	45	45	63	6	6	16
Female	42	155	36239	95	97	99	495	504	537	20	22	7	35	22	11	45	56	72	0	0	10
Male	52	162	37301	96	98	98	487	496	523	45	31	12	15	26	15	40	41	68	0	1	5
African American	NC	24	3488	NC	92	94	NC	489	515	NC	39	16	NC	17	18	NC	43	62	NC	0	4
Hispanic	76	241	28348	96	99	96	495	498	520	22	24	13	35	33	17	43	43	65	0	0	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	11	44	33924	157	102	96	493	510	537	40	25	5	10	6	10	50	67	75	0	3	9
Students with Disabilities	14	31	7306	108	119	90	480	475	506	56	57	24	22	29	20	22	14	52	0	0	4
Students without Disabilities	80	286	66348	94	96	100	494	502	531	26	24	8	26	24	13	48	52	71	0	1	8
Limited English Proficient Students	54	151	16422	95	95	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	NC	NC	849				NC	NC	511	NC	NC	19	NC	NC	22	NC	NC	56	NC	NC	4
Economically Disadvantaged	93	195	25711				491	489	514	33	38	16	23	23	19	44	39	61	0	0	3
Non-Economically Disadvantaged	NC	122	47943				NC	510	535	NC	15	7	NC	25	11	NC	58	74	NC	1	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	300	76230	111	103	101	467	470	498	22	21	12	54	55	38	7	9	12	17	16	37
All Students (Prior Year)	267	269	72888	NA	NA	NA	466	465	494	23	24	14	50	49	40	13	13	12	14	14	34
Female	53	153	37247	104	101	100	467	477	500	16	16	11	68	57	40	4	9	13	12	18	37
Male	37	146	38725	123	104	101	468	463	497	31	26	14	31	52	37	13	9	12	25	13	37
African American	NC	22	3594	NC	96	96	NC	459	476	NC	32	22	NC	53	46	NC	5	11	NC	11	21
Hispanic	75	226	28100	112	102	98	470	470	482	24	20	18	48	57	47	7	9	11	21	14	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	11	45	35389	110	105	96	458	483	514	13	14	6	75	49	32	13	14	14	0	23	48
Students with Disabilities	11	32	9022	550	128	105	NA	420	465	NA	50	31	NA	50	43	NA	0	8	NA	0	17
Students without Disabilities	79	268	67208	100	100	100	467	472	500	22	20	12	54	55	38	7	9	12	17	16	38
Limited English Proficient Students	49	128	14826	111	105	113	454	449	460	40	41	31	40	48	51	20	3	8	0	7	10
Migrant Students	14	16	837				471	476	478	0	0	19	100	100	51	0	0	8	0	0	21
Economically Disadvantaged	85	173	25037				468	465	477	21	25	21	54	57	47	8	6	11	18	13	21
Non-Economically Disadvantaged	NC	127	51193				NC	477	507	NC	16	9	NC	52	35	NC	13	13	NC	19	43

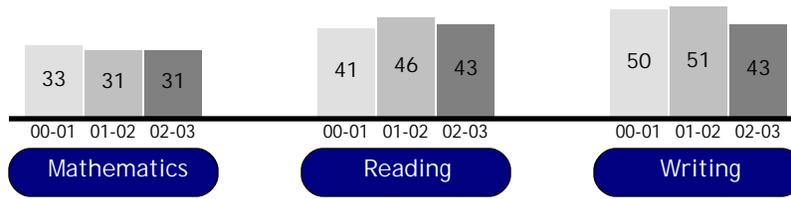
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	296	76202	106	101	101	488	497	505	51	32	19	21	25	24	28	40	46	0	3	11
All Students (Prior Year)	268	270	72779	NA	NA	NA	492	491	505	37	38	21	30	29	20	29	29	43	4	3	15
Female	51	149	37231	100	99	100	488	498	507	50	26	16	17	25	24	33	47	48	0	2	13
Male	35	146	38718	117	104	101	486	496	503	53	38	22	27	26	24	20	31	44	0	5	10
African American	NC	22	3600	NC	96	97	NC	496	497	NC	28	28	NC	22	29	NC	44	39	NC	6	5
Hispanic	72	221	28090	107	100	98	489	495	497	46	31	28	25	31	30	29	36	37	0	2	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	10	46	35371	100	107	96	487	510	512	57	29	10	0	6	20	43	59	54	0	6	16
Students with Disabilities	10	30	9097	500	120	106	NA	478	493	NA	75	39	NA	25	27	NA	0	29	NA	0	5
Students without Disabilities	76	266	67105	96	100	100	488	498	506	51	31	18	21	25	24	28	41	47	0	3	12
Limited English Proficient Students	47	127	14780	107	104	113	478	482	486	60	55	50	20	34	32	20	10	18	0	0	1
Migrant Students	14	16	832				497	498	492	0	0	36	67	50	31	33	50	31	0	0	3
Economically Disadvantaged	81	168	24961				488	490	495	49	42	32	22	21	30	30	36	34	0	1	4
Non-Economically Disadvantaged	NC	128	51241				NC	506	509	NC	20	14	NC	30	22	NC	44	51	NC	6	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	86	291	74692	106	100	99	464	471	502	43	32	18	40	42	27	18	24	47	0	1	8
All Students (Prior Year)	264	264	70710	NA	NA	NA	489	489	512	26	26	17	33	33	26	33	33	42	8	8	16
Female	51	148	36710	100	98	99	470	482	509	28	20	14	52	49	26	20	29	50	0	2	10
Male	35	142	37742	117	101	98	452	459	495	67	46	22	20	35	28	13	19	44	0	0	6
African American	NC	21	3516	NC	91	94	NC	480	487	NC	24	26	NC	47	31	NC	29	39	NC	0	4
Hispanic	71	217	27492	106	98	96	467	469	486	32	32	27	50	44	32	18	23	38	0	1	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	11	46	34785	110	107	94	460	478	517	63	32	10	13	38	23	25	26	56	0	3	11
Students with Disabilities	NC	28	8428	NC	112	98	NC	449	472	NC	67	38	NC	0	30	NC	33	29	NC	0	3
Students without Disabilities	77	263	66264	97	99	99	464	472	503	43	32	17	40	43	27	18	24	48	0	1	8
Limited English Proficient Students	46	123	14363	105	101	109	451	442	459	60	62	47	20	28	34	20	10	19	0	0	1
Migrant Students	14	16	814				478	477	475	33	25	33	33	50	37	33	25	27	0	0	2
Economically Disadvantaged	84	172	24507				464	466	480	42	37	31	39	41	33	18	22	33	0	0	3
Non-Economically Disadvantaged	NC	119	50185				NC	477	511	NC	27	13	NC	44	24	NC	26	53	NC	2	10

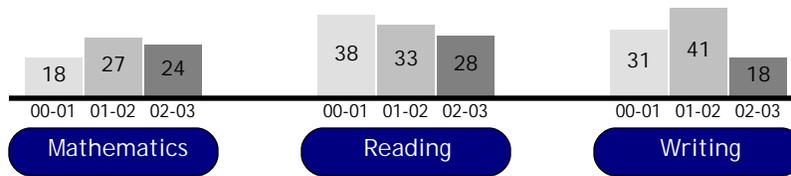
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	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	--	--	24	53	--	--	19	44	93	20	26	50
	Language	--	--	12	45	--	--	16	39	99	18	20	43
	Mathematics	--	--	34	56	--	--	35	52	97	41	37	57
3	Reading	73	21	21	50	99	19	19	43	93	17	22	47
	Language	74	33	33	55	98	26	26	50	93	21	27	54
	Mathematics	73	33	33	53	98	33	33	50	98	23	29	54
4	Reading	75	35	34	55	99	23	23	47	80	26	31	52
	Language	79	32	32	50	99	25	25	45	93	27	32	48
	Mathematics	78	39	38	56	98	38	38	52	97	36	38	57
5	Reading	76	37	37	51	100	25	25	46	89	24	30	50
	Language	78	36	36	46	99	24	24	43	98	25	33	46
	Mathematics	80	43	43	56	95	40	40	54	95	46	44	57
6	Reading	--	--	29	54	--	--	28	49	--	--	26	53
	Language	--	--	17	46	--	--	23	42	--	--	18	45
	Mathematics	--	--	25	61	--	--	34	58	--	--	29	62

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

Girls and Boys Town Social Skills Program. SFA Reading - 'Getting Along'. Fire-PAL. Peer Mediation. After school academic programs. After school extracurricular programs.

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	Kathleen Kaderlik	(623) 707-2500
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Maria Valenzuela	(623) 707-4649
School Nutrition Programs	Mary Donovan	(623) 707-4617
Parent Organization	Frances Ruiz	(623) 707-2500
Student Health/Nurse	Gloria Isham	(623) 707-4644

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)