

Irene Erickson Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

6750 E. Stella Road, Tucson, AZ 85730

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mr. David Overstreet
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-5
2003 Enrollment : 608
Web Address : edweb.tusd.k12.az.us/Erickson
Phone Number : (520) 584-5000
Fax Number : (520) 584-5001
E-mail : david.overstreet@tusd.k12.az.us

Mission

We believe all children will become lifelong learners developing into ROARing Roadrunners who will have Respect, show Organization, have a healthy Attitude and take personal Responsibility for their learning opportunities.

School / Academic Goals

- ü Curriculum/Instruction: Continued development of instructional practices which will promote the development of skills, knowledge and strategies which will improve all students' learning.
- ü Community: Development of a positive working relationship with the Stella/Mann Neighborhood Association and business leaders.

Instructional Programs

- ü Full-day Kindergarten
- ü At-risk Preschool (ABLE)
- ü CAPS--Children and Parents for Success
- ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 605
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 40

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 10 minutes
First Day of School : 8/14/2003
Last Day of School : 5/20/2004

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

Council Duties

- Ü Home/Community Partnerships
- Ü Curriculum/Instruction
- Ü Environment
- Ü Site Based Decision Making
- Ü Interview Process
- Ü ROARing Approach

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	7.00	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	2	5	0	0
10 or more years	0	8	1	0

Shared Responsibilities

School

Student Handbook, Rights and Responsibilities, Site-Council, school/community relations, ROARing Roadrunner Review, communication folders. PTA, Friday Family Movies, Counseling Department, Stella/Mann Neighborhood Association, Parent Friday Coffees.

Parents

Attendance of students on a daily basis, student check-in and check-out, homework follow-up, communication with teacher and the office personnel pertaining to absences.

Resources Available at School Site

Special Facilities

- Ü Literacy Lab
- Ü Cross-categorical Special Education

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Bowling Club
- Ü GATE
- Ü Tutoring Groups

Social Services

- Ü Counseling Services
- Ü Breakfast/Lunch Programs
- Ü Academic Nights/Honors Nights
- Ü YMCA Afterschool Care

Transportation Policy

Students attending this school all walk. Transportation for students with special needs is provided with service in accordance with ARS 15-764 Board Policy #3340. Boundaries: North-Golf Links, South-Escalante, East-Kolb Road, West-Wilmot Road.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Breakaway Program, ROARing Approach Student Leadership, Peer Mediation Program, BridgeBuilders 03, Student Leadership Workshops.
- ü Improvement on both District and AIMS testing of standards. Moving out of 'under-performing' label as set in AZ Learns.

School Honors

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

Award/Honor	Year
ü BridgeBuilders News Recognition	2002
ü 2 Disney Teacher Nominations	2003
ü LINKS School	2003
ü USS Tucson - Adopted School	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	6	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	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	81	67
Grades 3-4	71	54
Grades 4-5	72	59

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	86	4898	75372	99	98	101	516	518	523	8	11	9	23	28	25	55	34	36	15	27	30
All Students (Prior Year)	102	4823	70809	NA	NA	NA	491	511	518	21	14	11	40	27	27	27	34	35	12	25	27
Female	42	2414	36901	100	99	101	517	520	524	10	10	8	21	28	25	51	34	36	18	28	31
Male	44	2484	38385	98	98	101	514	516	523	5	12	9	24	28	24	59	34	36	12	26	30
African American	17	329	3589	100	98	96	505	506	501	12	14	18	24	35	33	53	32	33	12	19	16
Hispanic	26	2570	29103	100	98	99	507	509	510	14	14	12	36	32	31	32	34	36	18	21	20
Asian/Pacific Islander	NC	127	1574	NC	100	96	NC	550	549	NC	5	3	NC	11	14	NC	41	34	NC	44	48
American Indian/Alaskan Native	NC	228	5086	NC	98	114	NC	486	491	NC	27	22	NC	38	38	NC	23	28	NC	12	12
White	34	1644	34597	97	98	98	531	531	535	3	6	4	9	23	20	70	35	38	18	36	38
Students with Disabilities	NC	594	8057	NC	97	99	NC	490	496	NC	26	23	NC	33	31	NC	28	28	NC	14	17
Students without Disabilities	79	4304	67315	99	98	101	516	520	525	7	10	8	21	28	24	57	34	37	15	28	31
Limited English Proficient Students	NC	943	16925	NC	105	112	NC	476	482	NC	35	27	NC	41	40	NC	16	26	NC	8	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	1235	26325				--	498	504	--	20	15	--	35	34	--	29	33	--	16	18
Non-Economically Disadvantaged	86	3663	49047				516	522	530	8	9	6	23	27	21	55	35	37	15	30	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	87	4870	75221	100	98	101	516	517	523	6	11	8	19	19	16	62	53	56	13	17	21
All Students (Prior Year)	101	4808	70860	NA	NA	NA	505	521	524	17	11	9	30	18	17	39	43	45	14	28	30
Female	42	2405	36833	100	98	100	523	521	526	3	9	6	14	17	15	73	54	56	11	20	23
Male	45	2464	38319	100	97	101	510	514	520	10	13	9	24	20	17	52	52	56	14	15	18
African American	17	330	3597	100	98	97	502	509	510	12	14	14	18	22	22	71	55	53	0	9	11
Hispanic	26	2554	29019	100	98	99	513	511	513	0	14	12	25	22	21	70	53	55	5	12	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	541	536	NC	3	2	NC	7	9	NC	51	57	NC	39	31
American Indian/Alaskan Native	NC	228	5071	NC	98	114	NC	498	502	NC	24	20	NC	25	27	NC	43	46	NC	8	8
White	35	1632	34543	100	98	97	527	528	531	6	6	4	18	15	12	50	54	58	26	25	26
Students with Disabilities	NC	594	8006	NC	97	99	NC	503	505	NC	20	22	NC	31	23	NC	39	42	NC	10	13
Students without Disabilities	80	4276	67215	100	98	101	516	518	524	7	10	7	19	18	16	63	54	56	12	18	21
Limited English Proficient Students	NC	931	16853	NC	103	112	NC	483	489	NC	41	29	NC	29	36	NC	29	32	NC	1	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	1241	26256				--	502	509	--	21	14	--	25	24	--	47	51	--	8	11
Non-Economically Disadvantaged	87	3629	48965				516	521	528	6	9	5	19	17	13	62	55	58	13	20	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	86	4735	73654	99	95	99	534	527	530	6	12	9	9	14	13	77	66	70	8	8	7
All Students (Prior Year)	95	4641	68592	NA	NA	NA	530	541	542	21	12	9	19	12	12	44	58	63	16	18	16
Female	42	2351	36239	100	96	99	548	535	537	0	8	7	5	12	11	81	69	72	14	11	10
Male	44	2383	37301	98	94	98	522	520	523	12	15	12	12	17	15	73	63	68	2	5	5
African American	17	316	3488	100	94	94	521	521	515	18	14	16	12	16	18	65	64	62	6	6	4
Hispanic	26	2488	28348	100	95	96	537	522	520	0	14	13	10	16	17	85	65	65	5	6	5
Asian/Pacific Islander	NC	126	1558	NC	99	95	NC	551	547	NC	2	3	NC	6	8	NC	75	76	NC	17	13
American Indian/Alaskan Native	NC	216	4947	NC	93	111	NC	508	507	NC	24	22	NC	21	22	NC	49	53	NC	6	3
White	34	1588	33924	97	95	96	542	535	537	3	7	5	6	12	10	82	70	75	9	10	9
Students with Disabilities	NC	524	7306	NC	86	90	NC	502	506	NC	26	24	NC	24	20	NC	46	52	NC	3	4
Students without Disabilities	79	4211	66348	99	96	100	534	529	531	7	11	8	9	14	13	76	67	71	8	8	8
Limited English Proficient Students	NC	919	16422	NC	102	109	NC	486	495	NC	41	30	NC	25	27	NC	34	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	1187	25711				--	513	514	--	19	16	--	21	19	--	56	61	--	4	3
Non-Economically Disadvantaged	86	3548	47943				534	531	535	6	10	7	9	13	11	77	69	74	8	9	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	79	5081	76230	95	98	101	455	494	498	37	15	12	43	40	38	7	10	12	13	35	37
All Students (Prior Year)	77	5234	72888	NA	NA	NA	460	487	494	29	18	14	52	41	40	8	11	12	11	30	34
Female	44	2527	37247	98	98	100	456	494	500	37	14	11	44	41	40	12	11	13	7	34	37
Male	35	2553	38725	92	98	101	454	493	497	38	16	14	41	39	37	0	10	12	21	35	37
African American	13	341	3594	93	98	96	444	481	476	50	18	22	42	47	46	8	10	11	0	24	21
Hispanic	21	2639	28100	91	99	98	448	480	482	52	19	18	19	47	47	10	10	11	19	24	24
Asian/Pacific Islander	NC	114	1447	NC	98	95	NC	527	527	NC	8	5	NC	23	26	NC	11	11	NC	58	58
American Indian/Alaskan Native	NC	196	5292	NC	96	113	NC	467	463	NC	28	31	NC	47	47	NC	9	8	NC	16	14
White	37	1789	35389	97	97	96	467	515	514	18	7	6	62	31	32	6	12	14	15	51	48
Students with Disabilities	11	655	9022	100	96	105	417	458	465	71	38	31	29	45	43	0	5	8	0	13	17
Students without Disabilities	68	4426	67208	94	98	100	459	496	500	34	13	12	44	40	38	7	11	12	15	36	38
Limited English Proficient Students	NC	975	14826	NC	110	113	NC	456	460	NC	34	31	NC	51	51	NC	7	8	NC	8	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	1217	25037				--	471	477	--	24	21	--	49	47	--	11	11	--	17	21
Non-Economically Disadvantaged	79	3864	51193				455	501	507	37	12	9	43	38	35	7	10	13	13	40	43

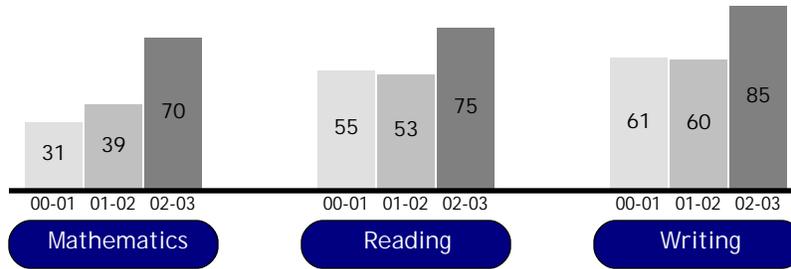
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5082	76202	96	98	101	496	503	505	27	22	19	35	26	24	30	41	46	8	11	11
All Students (Prior Year)	80	5216	72779	NA	NA	NA	507	502	505	26	25	21	19	21	20	40	40	43	14	14	15
Female	44	2530	37231	98	99	100	497	504	507	29	20	16	37	25	24	21	43	48	13	12	13
Male	36	2551	38718	95	98	101	496	502	503	24	25	22	33	27	24	39	39	44	3	10	10
African American	13	342	3600	93	98	97	495	499	497	18	25	28	64	33	29	9	36	39	9	7	5
Hispanic	22	2631	28090	96	99	98	492	496	497	39	30	28	28	30	30	28	35	37	6	5	5
Asian/Pacific Islander	NC	115	1443	NC	99	95	NC	515	515	NC	15	9	NC	17	19	NC	46	53	NC	23	19
American Indian/Alaskan Native	NC	196	5311	NC	96	113	NC	492	491	NC	40	38	NC	27	31	NC	28	28	NC	5	3
White	37	1796	35371	97	97	96	502	514	512	15	11	10	38	20	20	35	50	54	12	19	16
Students with Disabilities	11	656	9097	100	97	106	477	491	493	50	41	39	50	29	27	0	27	29	0	3	5
Students without Disabilities	69	4426	67105	96	98	100	497	504	506	26	22	18	35	26	24	30	41	47	9	11	12
Limited English Proficient Students	NC	958	14780	NC	108	113	NC	485	486	NC	51	50	NC	31	32	NC	17	18	NC	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	1199	24961				--	492	495	--	37	32	--	30	30	--	30	34	--	3	4
Non-Economically Disadvantaged	80	3883	51241				496	506	509	27	18	14	35	25	22	30	44	51	8	13	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	78	4947	74692	94	96	99	475	499	502	33	20	18	36	28	27	29	44	47	1	8	8
All Students (Prior Year)	77	5062	70710	NA	NA	NA	497	506	512	23	20	17	27	27	26	39	39	42	11	14	16
Female	43	2481	36710	96	97	99	481	505	509	38	17	14	24	27	26	35	47	50	3	9	10
Male	35	2465	37742	92	95	98	468	492	495	28	24	22	50	29	28	22	40	44	0	6	6
African American	13	336	3516	93	97	94	481	493	487	27	25	26	36	26	31	36	46	39	0	4	4
Hispanic	20	2565	27492	87	96	96	469	486	486	44	27	27	31	32	32	19	37	38	6	4	4
Asian/Pacific Islander	NC	113	1428	NC	97	94	NC	526	528	NC	10	8	NC	22	20	NC	52	54	NC	17	18
American Indian/Alaskan Native	NC	186	5166	NC	91	110	NC	472	470	NC	36	39	NC	33	32	NC	30	27	NC	1	2
White	37	1746	34785	97	95	94	480	519	517	26	10	10	38	24	23	35	53	56	0	13	11
Students with Disabilities	11	600	8428	100	88	98	422	471	472	100	37	38	0	32	30	0	28	29	0	3	3
Students without Disabilities	67	4347	66264	93	97	99	477	500	503	31	20	17	37	28	27	30	44	48	1	8	8
Limited English Proficient Students	NC	928	14363	NC	105	109	NC	457	459	NC	48	47	NC	33	34	NC	19	19	NC	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	1178	24507				--	473	480	--	34	31	--	35	33	--	29	33	--	2	3
Non-Economically Disadvantaged	78	3769	50185				475	506	511	33	17	13	36	26	24	29	48	53	1	9	10

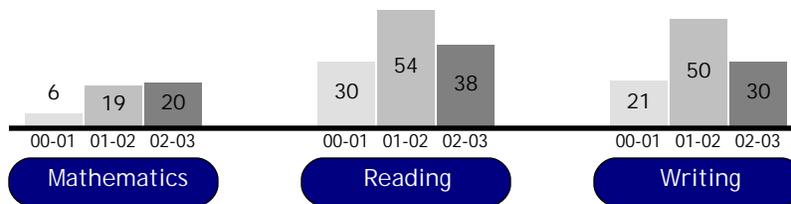
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	41	46	53	93	34	33	44	87	41	42	50
	Language	91	36	42	45	93	37	33	39	91	37	39	43
	Mathematics	92	51	48	56	94	49	40	52	89	49	49	57
3	Reading	97	36	46	50	96	27	36	43	96	43	41	47
	Language	96	38	51	55	96	34	43	50	95	48	48	54
	Mathematics	97	36	44	53	98	33	39	50	100	53	46	54
4	Reading	94	44	52	55	100	37	41	47	96	41	47	52
	Language	98	42	47	50	100	36	39	45	98	36	44	48
	Mathematics	99	41	50	56	97	45	41	52	100	38	49	57
5	Reading	96	37	47	51	100	30	41	46	94	43	45	50
	Language	100	33	41	46	100	28	38	43	91	33	41	46
	Mathematics	100	33	47	56	100	29	43	54	96	38	49	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

Our school has organized a Safety Committee. We have plans in effect for evacuation procedures for different situations that may occur on campus. We practice and evaluate the procedures on a regular basis.

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	Jaye Alexander	(520) 584-5075
Transportation Policy	David Overstreet	(520) 584-5000
Community Resources	Welcome Center (TUSD)	(520) 225-6400
School Nutrition Programs	Food Service (TUSD)	(520) 225-4700
Parent Organization	Brandy Szamiszlo	(520) 584-5000
Student Health/Nurse	Elizabeth Larson	(520) 584-5017

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