

# DeGrazia Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

5051 W. Overton Road, Tucson, AZ 85742

Marana 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 LEARNS<sup>1</sup>

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 : Mrs. Julia A. Barwell  
Schedule : 7:00 AM to 3:30 PM  
Grades : K-6  
2003 Enrollment : 574  
Web Address : [www.maranausd.org/dg](http://www.maranausd.org/dg)  
Phone Number : (520) 579-4800  
Fax Number : (520) 579-4840  
E-mail : [J.A.Barwell@maranausd.org](mailto:J.A.Barwell@maranausd.org)

### Mission

DeGrazia Elementary School is a student-centered community with a foundation of academic excellence, creating lifelong learners and involved citizens. In our safe and caring environment all students are respectful and accept personal responsibility.

### School / Academic Goals

- ü One hundred percent of the students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in math.
- ü On hundred percent of the students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in writing.

### Instructional Programs

- ü Band/Orchestra/General Music
- ü Gifted Program
- ü On-site Special Education
- ü SEI Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 585  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 42

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 20 minutes  
First Day of School : 8/13/2003  
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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Budget
- Ü Academic Program

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	31.60
Other Professional Staff	2.20	Teacher Aide	7.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	2	3	0	0
10 or more years	6	16	1	0

Shared Responsibilities

School

We keep each parent informed of student progress through conferences, standards-based report cards, and District Assessment Plan reports. We inform parents of school events through our newsletters, website, open houses, and other schoolwide events.

Parents

We believe in a partnership between the school and home to provide an optimal learning environment for every child. Parents are encouraged to participate by volunteering in classrooms, working with our PTO, and attending schoolwide community events.

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Library

Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Safety Patrol & PALS
- Ü Pima County Parks and Recreation Program

Social Services

- Ü LEAP Before & After School Care Program
- Ü Health Office Services
- Ü Breakfast/Lunch Programs
- Ü Counseling Services

Transportation Policy

DeGrazia Elementary is served by the Marana School District Transportation Department. The DeGrazia community is an established, densely populated neighborhood adjacent to the school, and requires only one regular education bus for our students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Teachers at DeGrazia have devised a number of strategies to help meet the needs of each child. We have Reading Counts, Math Challenge, SuccessMaker, in classroom computers, as well as computer labs used during and after school hours.
- ü A five-year Strategic Plan is in place. All staff, some parents and community members are involved in active committees to help us reach our goals.

School Honors

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

Award/Honor	Year
ü University of Arizona Science Fair Winner	2003
ü AZ Grade School Chess Championship: 3rd & 5th Place	2003
ü Pima County Fair Arts & Crafts Division:1st Place	2002
ü Reading Champions: 5th in Southern Arizona	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	14	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	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	75	67
Grades 3-4	89	58
Grades 4-5	62	77
Grades 5-6	80	83

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	94	931	75372	102	100	101	550	548	523	0	3	9	22	14	25	33	35	36	44	48	30
All Students (Prior Year)	78	934	70809	NA	NA	NA	561	549	518	0	3	11	6	14	27	35	35	35	60	49	27
Female	55	454	36901	100	101	101	557	548	524	0	3	8	19	14	25	30	34	36	52	48	31
Male	39	477	38385	105	100	101	541	548	523	0	3	9	28	14	24	39	36	36	33	47	30
African American	NC	27	3589	NC	100	96	NC	534	501	NC	4	18	NC	25	33	NC	38	33	NC	33	16
Hispanic	13	215	29103	100	101	99	531	535	510	0	4	12	33	17	31	25	42	36	42	37	20
Asian/Pacific Islander	NC	15	1574	NC	88	96	NC	575	549	NC	0	3	NC	7	14	NC	27	34	NC	67	48
American Indian/Alaskan Native	NC	19	5086	NC	106	114	NC	516	491	NC	12	22	NC	24	38	NC	41	28	NC	24	12
White	71	646	34597	101	99	98	550	552	535	0	3	4	22	13	20	34	33	38	44	51	38
Students with Disabilities	NC	101	8057	NC	99	99	NC	512	496	NC	13	23	NC	27	31	NC	36	28	NC	24	17
Students without Disabilities	85	830	67315	102	101	101	550	551	525	0	2	8	22	13	24	33	35	37	45	50	31
Limited English Proficient Students	--	32	16925	--	97	112	--	538	482	--	0	27	--	0	40	--	60	26	--	40	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	55	26325				--	501	504	--	13	15	--	39	34	--	39	33	--	9	18
Non-Economically Disadvantaged	94	876	49047				550	550	530	0	2	6	22	13	21	33	35	37	44	50	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	94	932	75221	102	101	101	539	532	523	2	4	8	7	11	16	66	57	56	26	28	21
All Students (Prior Year)	76	938	70860	NA	NA	NA	551	539	524	0	4	9	8	8	17	42	44	45	49	44	30
Female	55	453	36833	100	100	100	545	538	526	4	4	6	7	9	15	59	53	56	30	34	23
Male	39	479	38319	105	101	101	530	527	520	0	4	9	6	13	17	75	61	56	19	22	18
African American	NC	27	3597	NC	100	97	NC	523	510	NC	8	14	NC	29	22	NC	38	53	NC	25	11
Hispanic	13	214	29019	100	101	99	524	528	513	0	4	12	25	16	21	58	58	55	17	22	13
Asian/Pacific Islander	NC	15	1572	NC	88	95	NC	543	536	NC	0	2	NC	0	9	NC	73	57	NC	27	31
American Indian/Alaskan Native	NC	19	5071	NC	106	114	NC	512	502	NC	19	20	NC	13	27	NC	56	46	NC	13	8
White	71	648	34543	101	99	97	542	534	531	1	4	4	4	9	12	66	57	58	28	30	26
Students with Disabilities	NC	101	8006	NC	99	99	NC	518	505	NC	13	22	NC	26	23	NC	40	42	NC	21	13
Students without Disabilities	85	831	67215	102	101	101	538	533	524	2	4	7	7	10	16	66	58	56	25	28	21
Limited English Proficient Students	--	31	16853	--	94	112	--	509	489	--	0	29	--	20	36	--	80	32	--	0	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	55	26256				--	492	509	--	23	14	--	40	24	--	35	51	--	2	11
Non-Economically Disadvantaged	94	877	48965				539	535	528	2	3	5	7	10	13	66	58	58	26	29	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	92	911	73654	100	98	99	544	540	530	1	5	9	9	9	13	78	75	70	11	11	7
All Students (Prior Year)	77	924	68592	NA	NA	NA	575	563	542	1	4	9	4	6	12	54	64	63	40	26	16
Female	54	446	36239	98	99	99	551	547	537	0	3	7	6	7	11	79	75	72	15	15	10
Male	38	465	37301	103	98	98	533	533	523	3	6	12	14	12	15	77	76	68	6	7	5
African American	NC	26	3488	NC	96	94	NC	536	515	NC	8	16	NC	17	18	NC	58	62	NC	17	4
Hispanic	13	207	28348	100	98	96	540	538	520	0	5	13	8	10	17	92	74	65	0	11	5
Asian/Pacific Islander	NC	14	1558	NC	82	95	NC	554	547	NC	0	3	NC	0	8	NC	79	76	NC	21	13
American Indian/Alaskan Native	NC	18	4947	NC	100	111	NC	510	507	NC	27	22	NC	7	22	NC	67	53	NC	0	3
White	69	636	33924	99	97	96	544	541	537	2	4	5	11	9	10	74	76	75	14	11	9
Students with Disabilities	NC	92	7306	NC	90	90	NC	514	506	NC	15	24	NC	25	20	NC	55	52	NC	5	4
Students without Disabilities	83	819	66348	100	99	100	543	542	531	1	4	8	10	8	13	78	77	71	11	11	8
Limited English Proficient Students	--	29	16422	--	88	109	--	524	495	--	0	30	--	20	27	--	80	43	--	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	--	55	25711				--	497	514	--	25	16	--	34	19	--	41	61	--	0	3
Non-Economically Disadvantaged	92	856	47943				544	542	535	1	4	7	9	8	11	78	77	74	11	11	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	107	1003	76230	99	99	101	521	519	498	2	5	12	28	27	38	17	15	12	53	54	37
All Students (Prior Year)	111	983	72888	NA	NA	NA	516	522	494	2	5	14	40	28	40	11	13	12	47	54	34
Female	61	506	37247	100	99	100	520	520	500	2	4	11	30	29	40	21	13	13	47	54	37
Male	46	494	38725	98	98	101	523	518	497	3	6	14	25	24	37	13	16	12	60	53	37
African American	NC	33	3594	NC	79	96	NC	493	476	NC	18	22	NC	29	46	NC	11	11	NC	43	21
Hispanic	16	202	28100	89	90	98	498	507	482	15	7	18	46	34	47	0	14	11	38	44	24
Asian/Pacific Islander	NC	18	1447	NC	100	95	NC	550	527	NC	0	5	NC	19	26	NC	6	11	NC	75	58
American Indian/Alaskan Native	NC	12	5292	NC	100	113	NC	528	463	NC	9	31	NC	27	47	NC	9	8	NC	55	14
White	82	655	35389	100	91	96	523	522	514	0	4	6	25	24	32	23	16	14	52	56	48
Students with Disabilities	16	112	9022	107	90	105	503	474	465	0	17	31	25	52	43	25	11	8	50	20	17
Students without Disabilities	91	891	67208	98	100	100	522	521	500	2	4	12	28	26	38	17	15	12	53	55	38
Limited English Proficient Students	NC	19	14826	NC	61	113	NC	442	460	NC	50	31	NC	25	51	NC	25	8	NC	0	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	33	25037				--	444	477	--	37	21	--	50	47	--	10	11	--	3	21
Non-Economically Disadvantaged	107	970	51193				521	521	507	2	4	9	28	26	35	17	15	13	53	55	43

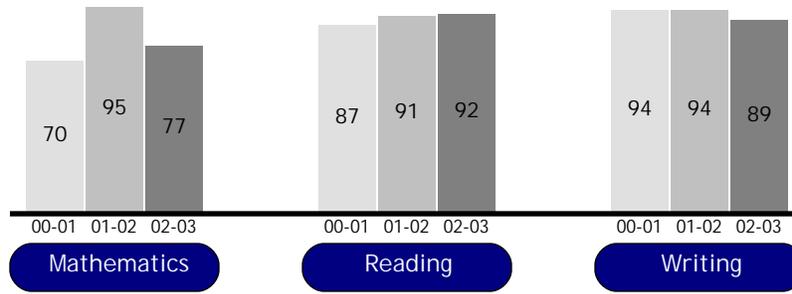
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1005	76202	100	99	101	514	511	505	5	10	19	19	22	24	62	53	46	14	15	11
All Students (Prior Year)	111	983	72779	NA	NA	NA	516	512	505	6	10	21	19	18	20	51	50	43	24	22	15
Female	61	505	37231	100	99	100	520	513	507	6	9	16	13	21	24	64	53	48	17	17	13
Male	47	497	38718	100	98	101	508	508	503	5	11	22	27	24	24	59	53	44	10	12	10
African American	NC	33	3600	NC	79	97	NC	508	497	NC	21	28	NC	29	29	NC	32	39	NC	18	5
Hispanic	16	202	28090	89	90	98	500	506	497	23	17	28	15	26	30	62	46	37	0	11	5
Asian/Pacific Islander	NC	18	1443	NC	100	95	NC	513	515	NC	6	9	NC	13	19	NC	56	53	NC	25	19
American Indian/Alaskan Native	NC	12	5311	NC	100	113	NC	539	491	NC	9	38	NC	27	31	NC	36	28	NC	27	3
White	83	655	35371	101	91	96	517	512	512	1	7	10	21	21	20	64	57	54	14	15	16
Students with Disabilities	17	113	9097	113	91	106	509	494	493	0	29	39	40	29	27	40	39	29	20	2	5
Students without Disabilities	91	892	67105	98	100	100	515	512	506	6	9	18	18	22	24	63	54	47	13	15	12
Limited English Proficient Students	NC	19	14780	NC	61	113	NC	482	486	NC	50	50	NC	25	32	NC	25	18	NC	0	1
Migrant Students	--	NC	832				--	NC	492	--	NC	36	--	NC	31	--	NC	31	--	NC	3
Economically Disadvantaged	--	33	24961				--	485	495	--	46	32	--	31	30	--	23	34	--	0	4
Non-Economically Disadvantaged	108	972	51241				514	512	509	5	9	14	19	22	22	62	54	51	14	15	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	105	985	74692	97	97	99	520	516	502	4	8	18	26	24	27	58	59	47	11	9	8
All Students (Prior Year)	111	973	70710	NA	NA	NA	530	533	512	4	6	17	25	21	26	48	50	42	23	23	16
Female	61	493	36710	100	97	99	522	521	509	2	6	14	30	23	26	57	58	50	11	12	10
Male	44	489	37742	94	97	98	518	511	495	8	10	22	21	24	28	61	60	44	11	6	6
African American	NC	31	3516	NC	74	94	NC	511	487	NC	7	26	NC	30	31	NC	59	39	NC	4	4
Hispanic	15	198	27492	83	88	96	490	505	486	17	14	27	50	28	32	25	54	38	8	5	4
Asian/Pacific Islander	NC	18	1428	NC	100	94	NC	533	528	NC	0	8	NC	25	20	NC	63	54	NC	13	18
American Indian/Alaskan Native	NC	12	5166	NC	100	110	NC	508	470	NC	18	39	NC	18	32	NC	55	27	NC	9	2
White	81	643	34785	99	89	94	524	520	517	3	6	10	23	22	23	63	62	56	11	10	11
Students with Disabilities	16	100	8428	107	81	98	511	494	472	0	12	38	25	35	30	75	50	29	0	4	3
Students without Disabilities	89	885	66264	96	99	99	521	517	503	5	8	17	26	23	27	57	59	48	11	9	8
Limited English Proficient Students	NC	18	14363	NC	58	109	NC	447	459	NC	50	47	NC	25	34	NC	25	19	NC	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	32	24507				--	464	480	--	48	31	--	32	33	--	16	33	--	4	3
Non-Economically Disadvantaged	105	953	50185				520	518	511	4	7	13	26	23	24	58	60	53	11	9	10

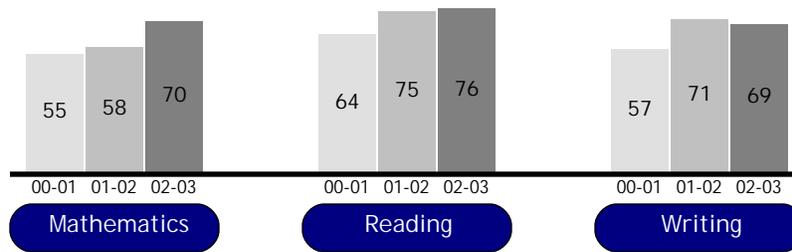
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	96	68	62	53	97	75	58	44	99	71	63	50
	Language	96	55	57	45	97	65	54	39	99	54	57	43
	Mathematics	97	71	69	56	97	71	66	52	99	65	71	57
3	Reading	90	71	59	50	94	74	57	43	100	75	61	47
	Language	89	73	63	55	94	80	62	50	99	74	65	54
	Mathematics	90	69	64	53	94	86	66	50	100	69	69	54
4	Reading	92	70	65	55	92	72	59	47	98	82	66	52
	Language	93	64	58	50	92	62	53	45	100	76	58	48
	Mathematics	93	63	66	56	92	67	60	52	100	81	67	57
5	Reading	92	65	62	51	88	70	58	46	99	69	61	50
	Language	91	57	56	46	87	61	51	43	100	66	53	46
	Mathematics	91	68	66	56	87	74	65	54	100	71	66	57
6	Reading	82	72	65	54	89	70	62	49	100	72	64	53
	Language	82	66	54	46	89	62	55	42	98	63	56	45
	Mathematics	82	83	73	61	88	82	73	58	98	80	73	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

DeGrazia has an up-to-date Emergency Plan for all types of emergencies. Any serious or recurring discipline issues are handled quickly and effectively by our staff. We have PALS; 4th-6th grade peer mediators, and a 6th grade safety patrol.

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	Julia Barwell	(520) 579-4800
Transportation Policy	Bob Thomas	(520) 682-4707
Community Resources	Jennifer Buchanan	(520) 579-4800
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Jim Tarleton	(520) 579-3719
Student Health/Nurse	Monica Ferreira	(520) 579-4800

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)