

Quail Run Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

4600 W. Cortaro Farms 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 LEARNS¹

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 : Ms. Pennie A. Harcus
Schedule : 6:30 AM to 3:00 PM
Grades : K-6
2003 Enrollment : 680
Web Address : www.maranausd.org/QR/index.htm
Phone Number : (520) 579-4700
Fax Number : (520) 744-3693
E-mail : P.A.Harcus@maranausd.org

Mission

Quail Run is a school community encouraging mutual respect, lifelong learning and developing productive citizens within a nurturing environment. We believe children learn best in a positive, cooperative atmosphere and commit to personal excellence.

School / Academic Goals

- ü Improve student use of oral and written language by implementing specific language strategies in each classroom. Provide in-service training to staff members on language development and processing, as well as continuous discussion and sharing.
- ü Improve student achievement in reading through implementation of research-based reading practices. Balanced literacy in the primary grades and strategies such as Reading Apprenticeship in intermediate grades will address reading and thinking skills.

Instructional Programs

- ü Gifted Education
- ü Remedial Reading
- ü On-site Special Education
- ü Speech/Language Services

Enrollment

October 1, 2002 School Year Student Enrollment : 693
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 120

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 15 minutes
First Day of School : 8/13/2003
Last Day of School : 5/22/2004

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

Quail Run Elementary School

School Site Council

Council Composition

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

Council Duties

- ü Student Respect/Discipline/Safety
- ü School Improvement
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Budget/Alternative Funding Issues
- ü Parent and Staff Training

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	36.20
Other Professional Staff	4.40	Teacher Aide	8.80

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	0	0	0
10 or more years	7	15	1	0

Shared Responsibilities

School

School provides a safe, secure, caring environment with high academic behavior. Instruction is aligned to the Arizona Academic Standards and district curriculum. School maintains regular communication, reports progress and recognizes students.

Parents

Parents are to provide physical care and well-being of students, regular attendance and be involved with child's education. Parents maintain close communication, attend conferences and support homework. Parents reinforce policies and procedures.

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Computer Lab

Extracurricular Activities

- ü Student Council
- ü Sixth Grade Leaders
- ü PeaceBuilders
- ü School Newspaper

Social Services

- ü Breakfast/Lunch Programs
- ü Day Care
- ü After School Program
- ü Recreational Activities

Transportation Policy

Safe transportation of children is vital concern. The Marana Unified School District Transportation Department is dedicated to the selection, training, supervision and retention of professional staff members. Student safety comes first.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü A section of desert land has been developed as an Environmental Exploration Habitat through a grant from the Arizona State Land Department. It was designed by staff members, students, and parents with assistance from the U of AZ Geography Department.
- ü Success-Maker software was implemented and made available to all students through the computer lab. Computer-Assisted Instruction was used to diagnose and prescribe practice on specific academic skills, related to the Arizona Academic Standards.

School Honors

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

Award/Honor	Year
ü National Blue Ribbon School of Excellence	2001
ü Arizona A+ Elementary School	1999
ü MUSD Heroes in Education (5)	2001
ü Presidential Award for Ed. Excellence (28)	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	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	68	81
Grades 3-4	80	66
Grades 4-5	61	73
Grades 5-6	81	88

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	100	931	75372	98	100	101	573	548	523	1	3	9	7	14	25	22	35	36	69	48	30
All Students (Prior Year)	71	934	70809	NA	NA	NA	571	549	518	1	3	11	10	14	27	18	35	35	71	49	27
Female	46	454	36901	100	101	101	567	548	524	2	3	8	11	14	25	22	34	36	64	48	31
Male	54	477	38385	96	100	101	578	548	523	0	3	9	4	14	24	23	36	36	74	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	20	215	29103	105	101	99	562	535	510	5	4	12	10	17	31	35	42	36	50	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	--	19	5086	--	106	114	--	516	491	--	12	22	--	24	38	--	41	28	--	24	12
White	74	646	34597	96	99	98	578	552	535	0	3	4	5	13	20	19	33	38	75	51	38
Students with Disabilities	12	101	8057	100	99	99	544	512	496	0	13	23	9	27	31	36	36	28	55	24	17
Students without Disabilities	88	830	67315	98	101	101	577	551	525	1	2	8	7	13	24	21	35	37	71	50	31
Limited English Proficient Students	NC	32	16925	NC	97	112	NC	538	482	NC	0	27	NC	0	40	NC	60	26	NC	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	100	876	49047				573	550	530	1	2	6	7	13	21	22	35	37	69	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	98	932	75221	96	101	101	548	532	523	0	4	8	6	11	16	46	57	56	48	28	21
All Students (Prior Year)	71	938	70860	NA	NA	NA	557	539	524	3	4	9	7	8	17	28	44	45	62	44	30
Female	45	453	36833	98	100	100	549	538	526	0	4	6	5	9	15	39	53	56	57	34	23
Male	53	479	38319	95	101	101	547	527	520	0	4	9	8	13	17	52	61	56	40	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	20	214	29019	105	101	99	544	528	513	0	4	12	15	16	21	45	58	55	40	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	--	19	5071	--	106	114	--	512	502	--	19	20	--	13	27	--	56	46	--	13	8
White	72	648	34543	94	99	97	550	534	531	0	4	4	3	9	12	46	57	58	51	30	26
Students with Disabilities	12	101	8006	100	99	99	538	518	505	0	13	22	18	26	23	45	40	42	36	21	13
Students without Disabilities	86	831	67215	96	101	101	549	533	524	0	4	7	5	10	16	46	58	56	49	28	21
Limited English Proficient Students	NC	31	16853	NC	94	112	NC	509	489	NC	0	29	NC	20	36	NC	80	32	NC	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	98	877	48965				548	535	528	0	3	5	6	10	13	46	58	58	48	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	94	911	73654	92	98	99	551	540	530	0	5	9	4	9	13	86	75	70	10	11	7
All Students (Prior Year)	70	924	68592	NA	NA	NA	596	563	542	3	4	9	1	6	12	43	64	63	52	26	16
Female	43	446	36239	93	99	99	558	547	537	0	3	7	2	7	11	88	75	72	9	15	10
Male	51	465	37301	91	98	98	545	533	523	0	6	12	6	12	15	84	76	68	10	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	19	207	28348	100	98	96	547	538	520	0	5	13	11	10	17	79	74	65	11	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	--	18	4947	--	100	111	--	510	507	--	27	22	--	7	22	--	67	53	--	0	3
White	70	636	33924	91	97	96	552	541	537	0	4	5	1	9	10	90	76	75	9	11	9
Students with Disabilities	11	92	7306	92	90	90	546	514	506	0	15	24	0	25	20	91	55	52	9	5	4
Students without Disabilities	83	819	66348	92	99	100	551	542	531	0	4	8	5	8	13	86	77	71	10	11	8
Limited English Proficient Students	NC	29	16422	NC	88	109	NC	524	495	NC	0	30	NC	20	27	NC	80	43	NC	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	94	856	47943				551	542	535	0	4	7	4	8	11	86	77	74	10	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	104	1003	76230	97	99	101	547	519	498	0	5	12	13	27	38	13	15	12	74	54	37
All Students (Prior Year)	93	983	72888	NA	NA	NA	511	522	494	11	5	14	28	28	40	9	13	12	52	54	34
Female	56	506	37247	98	99	100	548	520	500	0	4	11	19	29	40	15	13	13	67	54	37
Male	48	494	38725	96	98	101	545	518	497	0	6	14	7	24	37	11	16	12	82	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	10	202	28100	71	90	98	523	507	482	0	7	18	11	34	47	33	14	11	56	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	56	655	35389	69	91	96	553	522	514	0	4	6	13	24	32	11	16	14	76	56	48
Students with Disabilities	NC	112	9022	NC	90	105	NC	474	465	NC	17	31	NC	52	43	NC	11	8	NC	20	17
Students without Disabilities	96	891	67208	99	100	100	548	521	500	0	4	12	13	26	38	14	15	12	74	55	38
Limited English Proficient Students	--	19	14826	--	61	113	--	442	460	--	50	31	--	25	51	--	25	8	--	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	104	970	51193				547	521	507	0	4	9	13	26	35	13	15	13	74	55	43

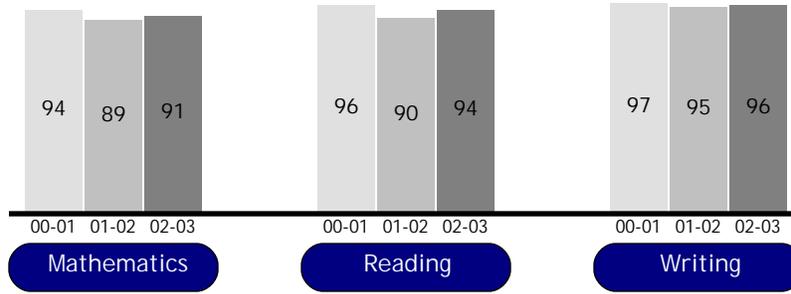
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1005	76202	97	99	101	524	511	505	5	10	19	16	22	24	56	53	46	24	15	11
All Students (Prior Year)	93	983	72779	NA	NA	NA	513	512	505	18	10	21	17	18	20	40	50	43	25	22	15
Female	56	505	37231	98	99	100	524	513	507	0	9	16	20	21	24	56	53	48	24	17	13
Male	48	497	38718	96	98	101	525	508	503	11	11	22	11	24	24	55	53	44	23	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	10	202	28090	71	90	98	521	506	497	10	17	28	30	26	30	40	46	37	20	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	56	655	35371	69	91	96	525	512	512	2	7	10	15	21	20	54	57	54	30	15	16
Students with Disabilities	NC	113	9097	NC	91	106	NC	494	493	NC	29	39	NC	29	27	NC	39	29	NC	2	5
Students without Disabilities	96	892	67105	99	100	100	526	512	506	3	9	18	16	22	24	56	54	47	25	15	12
Limited English Proficient Students	--	19	14780	--	61	113	--	482	486	--	50	50	--	25	32	--	25	18	--	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	104	972	51241				524	512	509	5	9	14	16	22	22	56	54	51	24	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	101	985	74692	94	97	99	544	516	502	2	8	18	7	24	27	71	59	47	20	9	8
All Students (Prior Year)	92	973	70710	NA	NA	NA	515	533	512	15	6	17	24	21	26	41	50	42	20	23	16
Female	54	493	36710	95	97	99	551	521	509	0	6	14	8	23	26	66	58	50	26	12	10
Male	47	489	37742	94	97	98	535	511	495	5	10	22	7	24	28	77	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	10	198	27492	71	88	96	530	505	486	0	14	27	11	28	32	89	54	38	0	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	54	643	34785	67	89	94	548	520	517	2	6	10	8	22	23	66	62	56	25	10	11
Students with Disabilities	NC	100	8428	NC	81	98	NC	494	472	NC	12	38	NC	35	30	NC	50	29	NC	4	3
Students without Disabilities	95	885	66264	98	99	99	544	517	503	2	8	17	7	23	27	71	59	48	20	9	8
Limited English Proficient Students	--	18	14363	--	58	109	--	447	459	--	50	47	--	25	34	--	25	19	--	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	101	953	50185				544	518	511	2	7	13	7	23	24	71	60	53	20	9	10

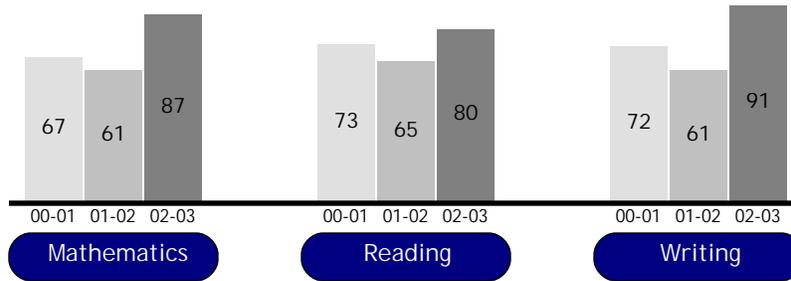
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	77	66	62	53	100	66	58	44	99	70	63	50
	Language	100	57	57	45	100	62	54	39	99	66	57	43
	Mathematics	99	73	69	56	100	75	66	52	99	80	71	57
3	Reading	99	73	59	50	100	68	57	43	96	67	61	47
	Language	98	81	63	55	100	77	62	50	94	80	65	54
	Mathematics	99	83	64	53	100	81	66	50	96	84	69	54
4	Reading	99	68	65	55	100	72	59	47	99	71	66	52
	Language	99	59	58	50	100	67	53	45	100	66	58	48
	Mathematics	98	70	66	56	100	77	60	52	100	76	67	57
5	Reading	97	71	62	51	100	61	58	46	98	70	61	50
	Language	100	60	56	46	100	49	51	43	100	66	53	46
	Mathematics	99	74	66	56	100	61	65	54	100	77	66	57
6	Reading	99	71	65	54	100	66	62	49	99	69	64	53
	Language	100	57	54	46	100	58	55	42	100	63	56	45
	Mathematics	100	77	73	61	100	80	73	58	100	78	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

As a PeaceBuilders school, staff promotes a caring climate. Teachers follow a Plan for orderly climate and learning. District Discipline Policy is in effect. Campus is secured. Staff/visitors wear name tags. Students released to authorized adults.

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	Pennie Harcus	(520) 579-4700
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Linda Bell	(520) 579-4700
School Nutrition Programs	James Rhete	(520) 682-4737
Parent Organization	Michele Chaney	(520) 579-4700
Student Health/Nurse	Julia Younggren	(520) 579-4700

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