

Coyote Trail Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8000 N. Silverbell Road, Tucson, AZ 85743

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 *

Highly 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. Dan Johnson
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 676
Web Address : maranausd.org
Phone Number : (520) 579-5105
Fax Number : (520) 579-5198
E-mail : D.A.Johnson@maranausd.org

Mission

We believe that all students will become lifelong learners with the opportunity to do their personal best by improving their intellectual & life skills so they may become contributing members of our society. Motto: Go beyond the path, Blaze a Trail.

School / Academic Goals

ü We will interpret and make instructional decisions based on a variety of indicators such as formal and informal evaluations, attendance, child study team meetings and parent conferences. School safety is also an on-going focus area for our staff.

ü We will continue to seek community partnerships in an effort to provide before and after school mentoring opportunities. This includes our own active professional parent population as classroom volunteers. We will acknowledge regular attendance.

Instructional Programs

ü On-site Special Education
ü Remedial Reading/Literacy Labs
ü Counseling Sessions
ü Speech/Language Services

Enrollment

October 1, 2002 School Year Student Enrollment : 550
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 23

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/13/2003
Last Day of School : 5/21/2004

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

Council Duties

School Administrator(s)	Ü Strategies for Communicating with Public
Non-certified Employee(s)	Ü Volunteer Center
Teacher(s)	Ü Student Handbook
Parent(s)	Ü Attendance Issues
Community Member(s)	Ü Stanford 9, DAP and AIMS Test Support
Student(s)	Ü Increase Business/School Partnerships

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.50
Other Professional Staff	17.50	Teacher Aide	9.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	0	0	0
10 or more years	6	12	0	0

Shared Responsibilities

School

The school will provide a safe, secure and nurturing environment for students. High academic and behavioral expectations will be maintained, with instruction correlated to the Arizona Academic Standards and district curriculum.

Parents

Parents are expected to oversee the physical care and well-being of students. They should ensure regular attendance and be involved in their child's education to the greatest extent possible.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Before/After School Day Care

Extracurricular Activities

- Ü Student Council
- Ü 4-H
- Ü Tucson Resiliency Initiative - LINKS
- Ü Girl/Boy Scouts

Social Services

- Ü Before/After School Day Care
- Ü Counseling Services
- Ü Afterschool Recreational Activities
- Ü Parent, Teacher & Friends (PTF) Meetings

Transportation Policy

MUSD will provide transportation to students who live over one mile from school. A general description of our boundaries are I-10 to the east, Camino del Cerro to the south, Deserama to the north and the Saguaro National Park to the west.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü All grade levels have the opportunity to participate in our school science fair, literacy night, spelling bee, and science night activities. Often these opportunities feature parents from our community who share their vocations with our school.

- ü We have trained 25 students to handle minor conflicts between students. The PAL program has had a positive impact on playground behaviors. We address playground behavior-related issues before they become major classroom issues.

School Honors

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

Award/Honor	Year
ü A+ School of Excellence - State of Arizona	2003
ü District Chorus Honors	2003
ü District Band and Orchestra Honors	2003
ü National Junior Olympics - 6th Place Team	2003

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	12	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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	84	96
Grades 3-4	85	69
Grades 4-5	79	82
Grades 5-6	71	89

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	79	931	75372	101	100	101	558	548	523	0	3	9	8	14	25	37	35	36	55	48	30
All Students (Prior Year)	76	934	70809	NA	NA	NA	568	549	518	0	3	11	6	14	27	31	35	35	63	49	27
Female	40	454	36901	100	101	101	557	548	524	0	3	8	8	14	25	44	34	36	49	48	31
Male	39	477	38385	103	100	101	559	548	523	0	3	9	9	14	24	28	36	36	63	47	30
African American	--	27	3589	--	100	96	--	534	501	--	4	18	--	25	33	--	38	33	--	33	16
Hispanic	21	215	29103	117	101	99	538	535	510	0	4	12	11	17	31	44	42	36	44	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	54	646	34597	96	99	98	566	552	535	0	3	4	8	13	20	32	33	38	60	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	73	830	67315	101	101	101	558	551	525	0	2	8	8	13	24	37	35	37	55	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	79	876	49047				558	550	530	0	2	6	8	13	21	37	35	37	55	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	79	932	75221	101	101	101	538	532	523	0	4	8	8	11	16	58	57	56	34	28	21
All Students (Prior Year)	76	938	70860	NA	NA	NA	555	539	524	0	4	9	1	8	17	43	44	45	56	44	30
Female	40	453	36833	100	100	100	543	538	526	0	4	6	5	9	15	56	53	56	38	34	23
Male	39	479	38319	103	101	101	532	527	520	0	4	9	13	13	17	59	61	56	28	22	18
African American	--	27	3597	--	100	97	--	523	510	--	8	14	--	29	22	--	38	53	--	25	11
Hispanic	21	214	29019	117	101	99	531	528	513	0	4	12	6	16	21	78	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	54	648	34543	96	99	97	542	534	531	0	4	4	8	9	12	50	57	58	42	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	73	831	67215	101	101	101	538	533	524	0	4	7	8	10	16	58	58	56	34	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	79	877	48965				538	535	528	0	3	5	8	10	13	58	58	58	34	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	79	911	73654	101	98	99	554	540	530	0	5	9	3	9	13	83	75	70	14	11	7
All Students (Prior Year)	75	924	68592	NA	NA	NA	590	563	542	1	4	9	1	6	12	56	64	63	41	26	16
Female	41	446	36239	103	99	99	561	547	537	0	3	7	3	7	11	78	75	72	20	15	10
Male	38	465	37301	100	98	98	545	533	523	0	6	12	3	12	15	91	76	68	6	7	5
African American	--	26	3488	--	96	94	--	536	515	--	8	16	--	17	18	--	58	62	--	17	4
Hispanic	20	207	28348	111	98	96	551	538	520	0	5	13	0	10	17	94	74	65	6	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	54	636	33924	96	97	96	556	541	537	0	4	5	4	9	10	78	76	75	18	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	74	819	66348	103	99	100	554	542	531	0	4	8	3	8	13	83	77	71	14	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	79	856	47943				554	542	535	0	4	7	3	8	11	83	77	74	14	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	87	1003	76230	100	99	101	510	519	498	12	5	12	31	27	38	8	15	12	49	54	37
All Students (Prior Year)	76	983	72888	NA	NA	NA	540	522	494	1	5	14	19	28	40	11	13	12	69	54	34
Female	41	506	37247	100	99	100	522	520	500	5	4	11	24	29	40	11	13	13	59	54	37
Male	46	494	38725	100	98	101	498	518	497	18	6	14	37	24	37	5	16	12	39	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	22	202	28100	88	90	98	515	507	482	6	7	18	35	34	47	6	14	11	53	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	47	655	35389	92	91	96	512	522	514	14	4	6	21	24	32	12	16	14	52	56	48
Students with Disabilities	13	112	9022	118	90	105	453	474	465	0	17	31	100	52	43	0	11	8	0	20	17
Students without Disabilities	74	891	67208	97	100	100	511	521	500	12	4	12	30	26	38	8	15	12	50	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	87	970	51193				510	521	507	12	4	9	31	26	35	8	15	13	49	55	43

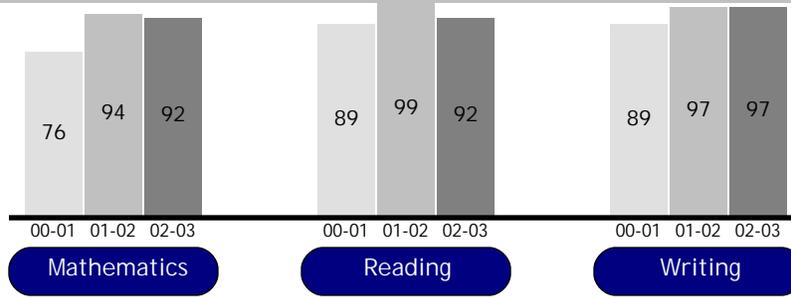
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1005	76202	100	99	101	513	511	505	11	10	19	24	22	24	40	53	46	25	15	11
All Students (Prior Year)	76	983	72779	NA	NA	NA	518	512	505	1	10	21	12	18	20	57	50	43	30	22	15
Female	41	505	37231	100	99	100	524	513	507	5	9	16	24	21	24	32	53	48	38	17	13
Male	46	497	38718	100	98	101	503	508	503	16	11	22	24	24	24	47	53	44	13	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	22	202	28090	88	90	98	516	506	497	24	17	28	12	26	30	41	46	37	24	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	47	655	35371	92	91	96	516	512	512	5	7	10	21	21	20	48	57	54	26	15	16
Students with Disabilities	13	113	9097	118	91	106	492	494	493	0	29	39	100	29	27	0	39	29	0	2	5
Students without Disabilities	74	892	67105	97	100	100	513	512	506	11	9	18	23	22	24	41	54	47	26	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	87	972	51241				513	512	509	11	9	14	24	22	22	40	54	51	25	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	86	985	74692	99	97	99	511	516	502	15	8	18	27	24	27	48	59	47	11	9	8
All Students (Prior Year)	76	973	70710	NA	NA	NA	560	533	512	0	6	17	5	21	26	58	50	42	37	23	16
Female	40	493	36710	98	97	99	527	521	509	5	6	14	30	23	26	46	58	50	19	12	10
Male	46	489	37742	100	97	98	496	511	495	24	10	22	24	24	28	50	60	44	3	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	22	198	27492	88	88	96	504	505	486	18	14	27	29	28	32	47	54	38	6	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	46	643	34785	90	89	94	514	520	517	14	6	10	26	22	23	48	62	56	12	10	11
Students with Disabilities	12	100	8428	109	81	98	465	494	472	0	12	38	100	35	30	0	50	29	0	4	3
Students without Disabilities	74	885	66264	97	99	99	512	517	503	15	8	17	26	23	27	49	59	48	11	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	86	953	50185				511	518	511	15	7	13	27	23	24	48	60	53	11	9	10

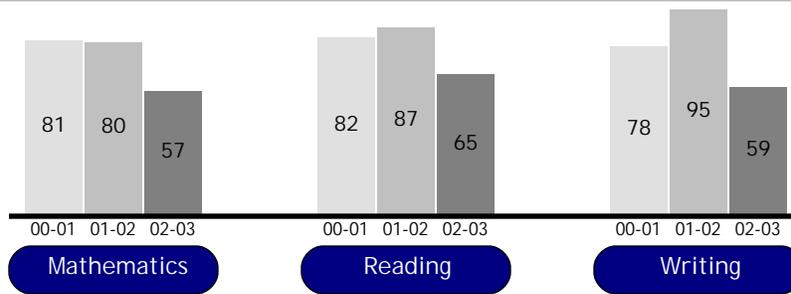
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	93	72	62	53	100	66	58	44	100	66	63	50
	Language	94	70	57	45	100	53	54	39	100	56	57	43
	Mathematics	94	73	69	56	100	65	66	52	100	73	71	57
3	Reading	93	61	59	50	100	71	57	43	97	74	61	47
	Language	93	68	63	55	100	80	62	50	99	83	65	54
	Mathematics	92	64	64	53	100	85	66	50	100	88	69	54
4	Reading	96	69	65	55	100	61	59	47	99	81	66	52
	Language	94	63	58	50	100	51	53	45	99	71	58	48
	Mathematics	95	75	66	56	100	63	60	52	99	82	67	57
5	Reading	97	71	62	51	100	75	58	46	97	67	61	50
	Language	97	66	56	46	100	67	51	43	99	55	53	46
	Mathematics	97	81	66	56	100	77	65	54	99	68	66	57
6	Reading	96	73	65	54	100	76	62	49	100	74	64	53
	Language	95	65	54	46	100	69	55	42	100	69	56	45
	Mathematics	96	81	73	61	100	88	73	58	100	86	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

We are promoting and teaching character education. We utilize the talents of youth in problem solving. We have also updated our Emergency Procedures Manual working with local agencies.

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	Dan Johnson	(520) 579-5105
Transportation Policy	Bob Thomas	(520) 682-4707
Community Resources	Cindy Deakins	(520) 579-5105
School Nutrition Programs	Laura Woolbright	(520) 579-5105
Parent Organization	Robin Caulkins	(520) 579-5105
Student Health/Nurse	Larry Trimble	(520) 579-5105

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