

Mary E. Dill Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

16350 W. Ajo Way, Tucson, AZ 85735

Altar Valley Elementary District

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

AZ LEARNS¹

Elementary
Achievement Profile *

Underperforming*

* 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. Daniel Ethridge
Schedule : 7:00 AM to 3:00 PM
Grades : 2-5
2003 Enrollment : 247
Web Address :
Phone Number : (520) 822-1133
Fax Number : (520) 822-1798
E-mail : dethridge@avsd.org

Mission

Mary E. Dill School is dedicated to promoting the learning process for each student that walks in the classroom. Only the best research based programs for reading, math, and writing are used.

School / Academic Goals

- Û Develop and implement a comprehensive standards-based curriculum promoting reading math and language arts at each grade level. All students should have exposure to the basic fundamental curriculum at their own individual level.
- Û Provide students with up-to-date instructional materials, facilities, technology and methodologies to help ensure academic success for all students. The use of these techniques ensures higher test scores.

Instructional Programs

- Û Full-time Gifted Teacher
- Û Extended-day Tutoring
- Û On-site Special Education
- Û Schoolwide Title I

Enrollment

October 1, 2002 School Year Student Enrollment : 362
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 5

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/23/2004

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)
- 6 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 3 Community Member(s)
- 3 Student(s)

Council Duties

- ü School Safety Issues
- ü Parent Involvement
- ü Parent Satisfaction Survey
- ü Public Relations
- ü Faculty Appreciation
- ü School Climate

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	6.00	Teacher Aide	7.00

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

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

Shared Responsibilities

School

In addition to ensuring a safe environment, high academic standards and opportunities for parents to participate in school activities, we believe strongly in the need to maintain open lines of communication.

Parents

Parents are responsible for having their children ready to learn when they come to school and for instilling a respect for education. First of all, parents are expected to sign a teacher-parent-student compact which outlines the responsibilities.

Resources Available at School Site

Special Facilities

- ü Multipurpose Cafetorium
- ü Library and Technology Center

Extracurricular Activities

- ü Music/Strings/Guitar/Band
- ü Science, Writing, Art, and Photo Club
- ü Odyssey of the Mind
- ü Jumprope, Cheerleading and Dance Team

Social Services

- ü Wellness Center
- ü Recreational Activities
- ü La Fronterria Prevention
- ü Health Clinic

Transportation Policy

Altar Valley School District is a rural district encompassing over 600 square miles of desert. The district operates its own buses, transporting nearly all of our children from as far as 25 miles.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The building of the after school program to meet the needs of the community has been recieved with over whelming support. The reading program is also the best research based program.

- ü K-8 curriculum is aligned with the Arizona Academic Standards. Students are achieving in reading at a greater rate than most due to the systemic stuctured phonemic program of Direct-Instruction.

School Honors

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

Award/Honor	Year
ü Title I Status	1995
ü Excellence in Education Award	1999

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	23	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	19	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	52	69
Grades 3-4	82	80
Grades 4-5	58	42

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	96	96	75372	101	101	101	504	504	523	12	12	9	34	34	25	43	43	36	12	12	30
All Students (Prior Year)	86	86	70809	NA	NA	NA	508	508	518	12	12	11	29	29	27	40	40	35	19	19	27
Female	44	44	36901	102	102	101	499	499	524	13	13	8	37	37	25	42	42	36	8	8	31
Male	52	52	38385	100	100	101	509	509	523	10	10	9	31	31	24	44	44	36	15	15	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	52	52	29103	104	104	99	501	501	510	11	11	12	44	44	31	31	31	36	14	14	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	36	36	34597	92	92	98	513	513	535	9	9	4	24	24	20	55	55	38	12	12	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	88	88	67315	105	105	101	507	507	525	11	11	8	30	30	24	46	46	37	13	13	31
Limited English Proficient Students	19	19	16925	112	112	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	96	96	26325				504	504	504	12	12	15	34	34	34	43	43	33	12	12	18
Non-Economically Disadvantaged	--	--	49047				--	--	530	--	--	6	--	--	21	--	--	37	--	--	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	96	75221	101	101	101	503	503	523	13	13	8	35	35	16	44	44	56	8	8	21
All Students (Prior Year)	87	87	70860	NA	NA	NA	515	515	524	12	12	9	17	17	17	53	53	45	18	18	30
Female	44	44	36833	102	102	100	499	499	526	16	16	6	32	32	15	50	50	56	3	3	23
Male	52	52	38319	100	100	101	507	507	520	10	10	9	38	38	17	38	38	56	13	13	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	52	52	29019	104	104	99	501	501	513	8	8	12	36	36	21	56	56	55	0	0	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	36	36	34543	92	92	97	511	511	531	15	15	4	30	30	12	36	36	58	18	18	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	88	88	67215	105	105	101	506	506	524	11	11	7	31	31	16	49	49	56	9	9	21
Limited English Proficient Students	19	19	16853	112	112	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	96	96	26256				503	503	509	13	13	14	35	35	24	44	44	51	8	8	11
Non-Economically Disadvantaged	--	--	48965				--	--	528	--	--	5	--	--	13	--	--	58	--	--	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	95	95	73654	100	100	99	505	505	530	20	20	9	24	24	13	54	54	70	3	3	7
All Students (Prior Year)	82	82	68592	NA	NA	NA	524	524	542	14	14	9	16	16	12	63	63	63	7	7	16
Female	43	43	36239	100	100	99	510	510	537	22	22	7	16	16	11	59	59	72	3	3	10
Male	52	52	37301	100	100	98	499	499	523	18	18	12	31	31	15	49	49	68	3	3	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	51	51	28348	102	102	96	514	514	520	11	11	13	26	26	17	57	57	65	6	6	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	36	36	33924	92	92	96	501	501	537	24	24	5	18	18	10	58	58	75	0	0	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	87	87	66348	104	104	100	509	509	531	14	14	8	25	25	13	58	58	71	3	3	8
Limited English Proficient Students	19	19	16422	112	112	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	95	95	25711				505	505	514	20	20	16	24	24	19	54	54	61	3	3	3
Non-Economically Disadvantaged	--	--	47943				--	--	535	--	--	7	--	--	11	--	--	74	--	--	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	102	102	76230	100	99	101	460	460	498	31	31	12	48	48	38	8	8	12	14	14	37
All Students (Prior Year)	81	81	72888	NA	NA	NA	464	464	494	22	22	14	54	54	40	10	10	12	13	13	34
Female	44	44	37247	96	96	100	467	467	500	25	25	11	53	53	40	10	10	13	13	13	37
Male	58	58	38725	104	102	101	452	452	497	38	38	14	43	43	37	5	5	12	15	15	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	49	49	28100	89	89	98	449	449	482	33	33	18	56	56	47	3	3	11	8	8	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	35	35	35389	95	92	96	474	474	514	27	27	6	43	43	32	3	3	14	27	27	48
Students with Disabilities	24	24	9022	114	109	105	427	427	465	43	43	31	43	43	43	0	0	8	14	14	17
Students without Disabilities	78	78	67208	96	96	100	463	463	500	30	30	12	48	48	38	8	8	12	14	14	38
Limited English Proficient Students	17	17	14826	100	100	113	446	446	460	43	43	31	43	43	51	0	0	8	14	14	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	102	102	25037				460	460	477	31	31	21	48	48	47	8	8	11	14	14	21
Non-Economically Disadvantaged	--	--	51193				--	--	507	--	--	9	--	--	35	--	--	13	--	--	43

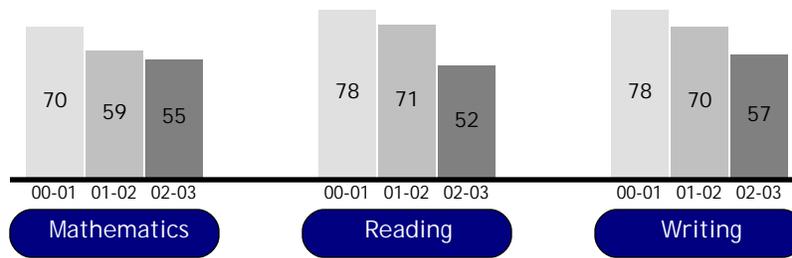
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	76202	101	100	101	491	491	505	43	43	19	22	22	24	33	33	46	1	1	11
All Students (Prior Year)	80	80	72779	NA	NA	NA	497	497	505	25	25	21	24	24	20	46	46	43	6	6	15
Female	45	45	37231	98	98	100	494	494	507	40	40	16	17	17	24	43	43	48	0	0	13
Male	58	58	38718	104	102	101	489	489	503	46	46	22	28	28	24	23	23	44	3	3	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	51	51	28090	93	93	98	489	489	497	46	46	28	27	27	30	27	27	37	0	0	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	35	35	35371	95	92	96	493	493	512	42	42	10	19	19	20	35	35	54	3	3	16
Students with Disabilities	25	25	9097	119	114	106	482	482	493	57	57	39	29	29	27	14	14	29	0	0	5
Students without Disabilities	78	78	67105	96	96	100	492	492	506	42	42	18	22	22	24	35	35	47	1	1	12
Limited English Proficient Students	17	17	14780	100	100	113	481	481	486	71	71	50	14	14	32	14	14	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	103	103	24961				491	491	495	43	43	32	22	22	30	33	33	34	1	1	4
Non-Economically Disadvantaged	--	--	51241				--	--	509	--	--	14	--	--	22	--	--	51	--	--	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	104	104	74692	102	101	99	472	472	502	37	37	18	37	37	27	23	23	47	2	2	8
All Students (Prior Year)	73	73	70710	NA	NA	NA	481	481	512	23	23	17	43	43	26	33	33	42	2	2	16
Female	46	46	36710	100	100	99	480	480	509	30	30	14	42	42	26	26	26	50	2	2	10
Male	58	58	37742	104	102	98	462	462	495	45	45	22	32	32	28	21	21	44	3	3	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	52	52	27492	95	95	96	465	465	486	39	39	27	39	39	32	21	21	38	0	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	35	35	34785	95	92	94	481	481	517	33	33	10	37	37	23	23	23	56	7	7	11
Students with Disabilities	25	25	8428	119	114	98	432	432	472	83	83	38	17	17	30	0	0	29	0	0	3
Students without Disabilities	79	79	66264	98	98	99	475	475	503	33	33	17	39	39	27	25	25	48	3	3	8
Limited English Proficient Students	17	17	14363	100	100	109	444	444	459	57	57	47	43	43	34	0	0	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	104	104	24507				472	472	480	37	37	31	37	37	33	23	23	33	2	2	3
Non-Economically Disadvantaged	--	--	50185				--	--	511	--	--	13	--	--	24	--	--	53	--	--	10

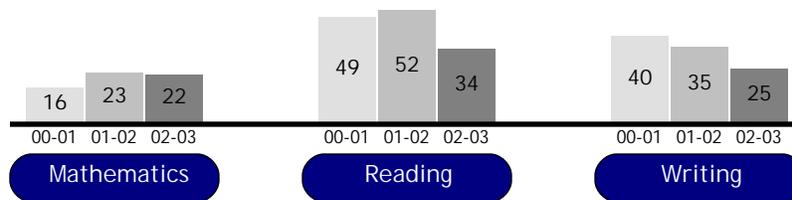
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	69	41	41	53	90	29	29	44	98	37	37	50
	Language	73	34	34	45	90	30	30	39	100	26	26	43
	Mathematics	73	61	61	56	90	46	46	52	95	44	44	57
3	Reading	80	40	40	50	100	30	30	43	95	30	30	47
	Language	81	46	46	55	100	37	37	50	96	39	39	54
	Mathematics	84	55	55	53	100	42	42	50	100	44	44	54
4	Reading	79	50	50	55	97	27	27	47	100	43	43	52
	Language	79	49	49	50	97	35	35	45	100	37	37	48
	Mathematics	79	61	61	56	95	50	50	52	100	56	56	57
5	Reading	86	38	38	51	97	24	24	46	99	31	31	50
	Language	88	38	38	46	92	34	34	43	99	26	26	46
	Mathematics	88	50	50	56	97	36	36	54	99	38	38	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

Mary E. Dill has become very proactive in the area of discipline and responsibility of students. There are incentives with Mustang Money that the students earn and have the opportunity to buy supplies and toys during the school day.

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) :

2

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	Penny Madore	(520) 822-5044
Transportation Policy	Dan Tankersley	(520) 822-5093
Community Resources	Laurie Buckelew	(520) 822-1133
School Nutrition Programs	Deborah Harris	(520) 822-1133
Parent Organization	Dan Ethridge	(520) 822-1133
Student Health/Nurse	Laurie Buckelew	(520) 822-1133

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