

Tierra del Sol Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1002 S. Somerton Avenue, Somerton, AZ 85350

Somerton 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***

Not Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mrs. Veronica M. Lopez
Schedule : 7:30 AM to 4:00 PM
Grades : K-5
2003 Enrollment : 760
Web Address : www.somerton.k12.az.us
Phone Number : (928) 341-6400
Fax Number : (928) 341-6090
E-mail : vrolopez@somerton.k12.az.us

Mission

Our mission is to be an exemplary provider of superior educational services and programs in a safe and nurturing environment; to work as a team that consistently shares, cares and dares to achieve extraordinary levels of teaching and learning.

School / Academic Goals

- ü To improve students' achievement in reading comprehension, language arts and math by two to five percentage points as measured by the Stanford 9 Achievement Test to be given in April 2004.
- ü To improve students' achievement in reading comprehension and language arts with the implementation of the Reading First Grant to include the adoption of a new reading series.

Instructional Programs

- ü Schoolwide Title I Program
- ü Schoolwide Title III Program
- ü Schoolwide PDCA Instructional Cycle
- ü Fine Arts Enrichment Programs

Enrollment

October 1, 2002 School Year Student Enrollment : 781
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 20

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 8/13/2003
Last Day of School : 5/31/2004

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

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

Council Duties

- Ü Development of Educational Goals
- Ü Development of Parent/Student Handbook
- Ü Volunteer Programs - School-Based
- Ü Extracurricular Activities/Fund Raisers
- Ü Community/School Relations
- Ü School Safety Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	1.00	Teacher Aide	12.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	5	0	0
10 or more years	10	1	0	0

Shared Responsibilities

School

TDS has the responsibility of providing a sound educational setting that enhances high expectations and relevant instruction in a learning atmosphere that allows collaboration, choices, meaningful content, adequate time and mastery.

Parents

Parent responsibilities are to actively participate in the learning lives of their students; act in a partnership with the school to provide positive support regarding student attendance, assignments and foster respect for the school rules.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Resource Center/Professional Library

Extracurricular Activities

- Ü School-Community Based After School Prg.
- Ü Kid's Kourt - Peer Mediation
- Ü Sunshine Singers
- Ü Jackrabbit Running Club

Social Services

- Ü Free/Reduced Breakfast and Lunch
- Ü Community Classes/Parenting Classes/GED
- Ü Volunteer Program for TDS
- Ü The Sovereign Nation of the Cocopahs

Transportation Policy

The Somerton School District Transportation Policy allows for bus service to students who live one mile or more from school. Special Education students are accommodated according to their IEPs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Through the implementation of a school wide attendance/honor roll incentive program, student absences have decreased and students have improved their academic performance.

- ü Thirty-five fifth grades students were honored with the National President's Award for Educational Achievement.

School Honors

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

Award/Honor	Year
ü Northern Arizona University Education	1997
ü Cocopah Education Award	1999
ü 3rd Place National Red Ribbon Award	1999
ü 1st Place Walk Your Child To School	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	14	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	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	36	17
Grades 3-4	72	57
Grades 4-5	82	80

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	140	275	75372	103	101	101	508	507	523	15	14	9	26	24	25	43	45	36	15	16	30
All Students (Prior Year)	130	266	70809	NA	NA	NA	490	500	518	28	18	11	31	34	27	31	31	35	11	17	27
Female	67	134	36901	99	100	101	504	507	524	15	18	8	30	21	25	41	40	36	15	21	31
Male	73	141	38385	107	102	101	514	508	523	16	10	9	21	29	24	47	51	36	16	10	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	127	254	29103	102	100	99	510	507	510	17	15	12	23	24	31	40	43	36	20	18	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	14	5086	NC	100	114	NC	502	491	NC	8	22	NC	33	38	NC	50	28	NC	8	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	13	24	8057	76	73	99	462	423	496	0	75	23	100	25	31	0	0	28	0	0	17
Students without Disabilities	127	251	67315	107	105	101	509	511	525	16	12	8	24	24	24	44	47	37	16	17	31
Limited English Proficient Students	92	185	16925	102	102	112	NA	491	482	NA	30	27	NA	0	40	NA	70	26	NA	0	7
Migrant Students	47	95	869				523	514	501	14	14	17	14	14	30	43	52	39	29	19	14
Economically Disadvantaged	139	274	26325				508	507	504	15	14	15	26	24	34	43	45	33	15	16	18
Non-Economically Disadvantaged	NC	NC	49047				NC	NC	530	NC	NC	6	NC	NC	21	NC	NC	37	NC	NC	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	140	276	75221	103	101	101	503	508	523	13	13	8	26	23	16	57	55	56	4	9	21
All Students (Prior Year)	131	268	70860	NA	NA	NA	490	496	524	32	22	9	27	30	17	36	40	45	5	8	30
Female	67	134	36833	99	100	100	508	514	526	11	11	6	11	13	15	78	67	56	0	9	23
Male	73	142	38319	107	103	101	496	501	520	16	14	9	47	36	17	26	40	56	11	10	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	127	255	29019	102	100	99	503	506	513	11	13	12	29	26	21	54	54	55	6	8	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	14	5071	NC	100	114	NC	513	502	NC	17	20	NC	17	27	NC	50	46	NC	17	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	13	24	8006	76	73	99	465	465	505	100	100	22	0	0	23	0	0	42	0	0	13
Students without Disabilities	127	252	67215	107	105	101	504	509	524	11	12	7	27	23	16	58	56	56	4	9	21
Limited English Proficient Students	92	185	16853	102	102	112	NA	502	489	NA	13	29	NA	38	36	NA	38	32	NA	13	3
Migrant Students	46	95	866				503	513	503	0	5	19	43	25	23	57	65	49	0	5	8
Economically Disadvantaged	139	275	26256				503	508	509	13	13	14	26	23	24	57	55	51	4	9	11
Non-Economically Disadvantaged	NC	NC	48965				NC	NC	528	NC	NC	5	NC	NC	13	NC	NC	58	NC	NC	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	133	268	73654	98	99	99	509	511	530	13	15	9	33	27	13	51	55	70	2	3	7
All Students (Prior Year)	127	257	68592	NA	NA	NA	503	516	542	28	18	9	25	21	12	43	52	63	4	9	16
Female	62	128	36239	91	96	99	515	519	537	4	6	7	38	30	11	58	60	72	0	4	10
Male	71	140	37301	104	101	98	500	501	523	26	26	12	26	24	15	42	48	68	5	2	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	121	248	28348	97	97	96	508	510	520	14	17	13	34	28	17	49	51	65	3	4	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	13	4947	NC	93	111	NC	508	507	NC	9	22	NC	27	22	NC	64	53	NC	0	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	11	22	7306	65	67	90	NA	NA	506	NA	NA	24	NA	NA	20	NA	NA	52	NA	NA	4
Students without Disabilities	122	246	66348	103	103	100	509	511	531	13	15	8	33	27	13	51	55	71	2	3	8
Limited English Proficient Students	86	178	16422	96	98	109	NA	500	495	NA	13	30	NA	38	27	NA	50	43	NA	0	0
Migrant Students	45	92	849				508	519	511	14	10	19	43	25	22	43	65	56	0	0	4
Economically Disadvantaged	133	268	25711				509	511	514	13	15	16	33	27	19	51	55	61	2	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	143	275	76230	101	100	101	479	482	498	19	17	12	51	49	38	11	12	12	18	22	37
All Students (Prior Year)	131	272	72888	NA	NA	NA	463	476	494	26	19	14	61	53	40	1	9	12	12	19	34
Female	72	121	37247	99	98	100	478	480	500	19	16	11	56	54	40	13	15	13	13	14	37
Male	71	154	38725	104	102	101	480	484	497	20	18	14	47	45	37	10	9	12	24	28	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	131	251	28100	101	99	98	480	484	482	19	17	18	51	49	47	12	11	11	19	23	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	15	5292	NC	107	113	NC	472	463	NC	25	31	NC	50	47	NC	17	8	NC	8	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	25	43	9022	119	100	105	443	443	465	50	47	31	42	47	43	0	0	8	8	7	17
Students without Disabilities	118	232	67208	98	100	100	484	485	500	15	15	12	53	49	38	13	13	12	19	23	38
Limited English Proficient Students	108	209	14826	107	105	113	468	473	460	25	21	31	56	54	51	10	10	8	10	15	10
Migrant Students	70	129	837				479	481	478	23	19	19	50	51	51	6	7	8	21	24	21
Economically Disadvantaged	143	275	25037				479	482	477	19	17	21	51	49	47	11	12	11	18	22	21
Non-Economically Disadvantaged	--	--	51193				--	--	507	--	--	9	--	--	35	--	--	13	--	--	43

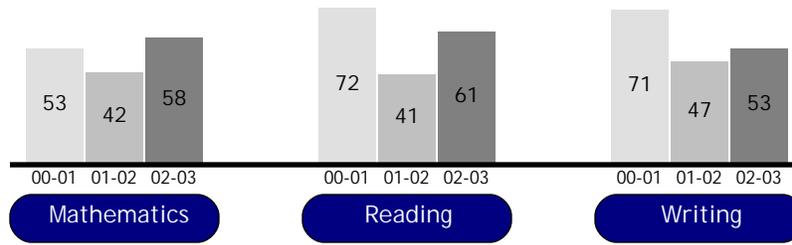
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	275	76202	101	100	101	495	496	505	26	24	19	33	33	24	36	39	46	4	4	11
All Students (Prior Year)	129	271	72779	NA	NA	NA	490	496	505	34	28	21	38	32	20	28	35	43	0	5	15
Female	71	120	37231	97	97	100	495	496	507	21	23	16	40	31	24	37	43	48	2	2	13
Male	71	154	38718	104	102	101	496	496	503	32	25	22	26	34	24	36	34	44	6	6	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	131	251	28090	101	99	98	495	496	497	29	25	28	31	32	30	36	38	37	4	5	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	15	5311	NC	107	113	NC	494	491	NC	25	38	NC	33	31	NC	42	28	NC	0	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	26	45	9097	124	105	106	490	488	493	29	40	39	57	40	27	14	20	29	0	0	5
Students without Disabilities	117	230	67105	98	99	100	496	496	506	26	24	18	32	32	24	38	40	47	4	4	12
Limited English Proficient Students	108	208	14780	107	105	113	492	492	486	34	30	50	38	38	32	25	29	18	3	2	1
Migrant Students	71	130	832				494	493	492	35	31	36	33	34	31	26	31	31	7	4	3
Economically Disadvantaged	143	274	24961				495	496	495	26	24	32	33	33	30	36	39	34	4	4	4
Non-Economically Disadvantaged	--	NC	51241				--	NC	509	--	NC	14	--	NC	22	--	NC	51	--	NC	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	142	273	74692	101	99	99	491	490	502	24	22	18	32	34	27	37	39	47	6	5	8
All Students (Prior Year)	123	258	70710	NA	NA	NA	483	501	512	29	22	17	38	32	26	28	35	42	5	12	16
Female	72	120	36710	99	97	99	491	491	509	21	20	14	38	38	26	35	37	50	6	4	10
Male	70	153	37742	103	101	98	491	489	495	28	24	22	26	31	28	40	40	44	6	5	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	130	249	27492	100	98	96	491	491	486	24	21	27	32	35	32	37	38	38	7	5	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	15	5166	NC	107	110	NC	486	470	NC	17	39	NC	33	32	NC	50	27	NC	0	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	24	43	8428	114	100	98	478	473	472	17	33	38	67	44	30	0	11	29	17	11	3
Students without Disabilities	118	230	66264	98	99	99	492	491	503	25	22	17	30	34	27	40	40	48	5	4	8
Limited English Proficient Students	107	208	14363	106	105	109	481	480	459	28	27	47	35	40	34	32	30	19	4	4	1
Migrant Students	70	129	814				481	482	475	29	27	33	36	37	37	29	32	27	7	5	2
Economically Disadvantaged	142	273	24507				491	490	480	24	22	31	32	34	33	37	39	33	6	5	3
Non-Economically Disadvantaged	--	--	50185				--	--	511	--	--	13	--	--	24	--	--	53	--	--	10

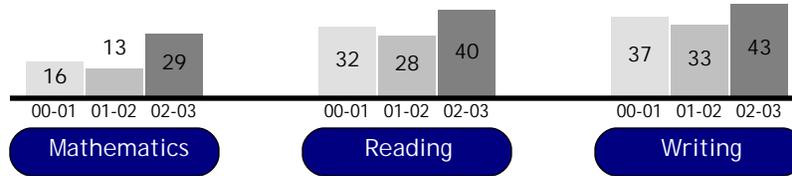
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

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	43	30	45	53	98	33	40	44	97	25	36	50
	Language	39	16	37	45	99	24	36	39	96	15	33	43
	Mathematics	40	39	55	56	98	69	70	52	99	54	64	57
3	Reading	38	40	35	50	100	16	21	43	96	23	28	47
	Language	38	53	43	55	100	26	36	50	99	33	42	54
	Mathematics	37	50	44	53	98	31	40	50	97	34	41	54
4	Reading	84	23	33	55	100	23	26	47	93	20	25	52
	Language	84	25	34	50	100	26	32	45	93	25	33	48
	Mathematics	85	32	39	56	100	39	43	52	98	26	41	57
5	Reading	91	29	33	51	100	20	30	46	91	29	30	50
	Language	92	32	38	46	100	21	32	43	95	30	33	46
	Mathematics	92	37	47	56	100	36	44	54	99	47	47	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

A school-wide behavior plan developed by parents and school staff, makes TDS a safe environment for all students. In cooperation with with the UA Cooperative Extension, TDS staff promotes health and nutrition through reading and physical activities.

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	Veronica M. Lopez	(928) 341-6405
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Rose Arevalo	(928) 341-6003
School Nutrition Programs	Paul Filby	(928) 341-6423
Parent Organization	Maria P. Vasquez	(928) 341-6406
Student Health/Nurse	Emma Rubio	(928) 341-6415

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