

Boulder Creek Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8045 E. Portobello Avenue, Mesa, AZ 85212

Gilbert 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 *

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 : Dr. Karen Coleman
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 835
Web Address : boulder-es.gilbert.k12.az.us
Phone Number : (480) 507-1404
Fax Number : (480) 507-1666
E-mail : karen_coleman@gilbert.k12.az.us

Mission

The mission of the Boulder Creek Elementary Community is to provide quality education in a safe, positive and nurturing environment, respecting all individuals, while challenging them to achieve their full potential.

School / Academic Goals

- ü To build a school-community partnership which involves parents, teachers, students and our business community.
- ü To integrate the Character Counts! program and our school theme into all aspects of our school. Each month a new character trait is explored. They include Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Instructional Programs

- ü On-site Special Education
- ü Integrated Curriculum/Instruction
- ü Gifted
- ü ELL Instruction

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 : 40

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

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

Boulder Creek Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Planning Special Events
- Ü Liaison to PTSO and Dads' Club
- Ü School/Community Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	19.00

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

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

Shared Responsibilities

School

We adhere to high academic standards for all students. We emphasize a school-community partnership. School safety and activities to enhance self-esteem are given high priority. Special area classes assist students in meeting their goals.

Parents

Parents are encouraged to participate at Boulder Creek through the PTSO, Dads' Club and the classroom volunteer program. It is the parents' responsibility for ensuring their children arrive on time, in appropriate attire, with completed assignments.

Resources Available at School Site

Special Facilities

- Ü Rock Wall
- Ü Access to Media/Video/Phone/Technology

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediators
- Ü Chorus
- Ü Intramural Sports and Fun Runs

Social Services

- Ü Social Worker
- Ü Parenting Program (Grades K-6)
- Ü Health Services
- Ü Recreational Activities

Transportation Policy

Boulder Creek serves an area which is approx. 10 square miles in size. The square mile adjacent to the school is densely populated and students walk or ride bicycles. Crossing guards assist students at two different locations before and after school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü PTSSO, Fathers Club, and Staff have prompted several events. We have had a Bulldog Boneanza, Founders Day Picnic, Mom Shopping Day, Bring Your Father to Work Day, Father's Club Camp Out. Businesses have donated generously.
- ü We have two teachers for Character Counts. Teachers have been trained and are implementing Character Counts.

School Honors

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

Award/Honor	Year
ü Several Health Room Certificates	2001
ü Numerous Chess Club Trophies	2001
ü Reading Renaissance Master School	2003
ü Battle of the Books 1st Place Winners 2 Years in a Row	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	16	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	95	99	98	95
Retention Rate ⁷	5	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	70	53
Grades 3-4	90	90
Grades 4-5	72	78
Grades 5-6	79	93

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	107	2623	75372	99	99	101	533	539	523	1	3	9	16	16	25	54	40	36	29	40	30
All Students (Prior Year)	138	2444	70809	NA	NA	NA	528	538	518	6	3	11	20	17	27	44	39	35	30	40	27
Female	54	1285	36901	100	99	101	532	540	524	0	3	8	12	15	25	62	40	36	26	41	31
Male	53	1338	38385	98	99	101	534	538	523	2	3	9	21	17	24	45	40	36	32	39	30
African American	--	109	3589	--	96	96	--	510	501	--	9	18	--	34	33	--	42	33	--	15	16
Hispanic	21	368	29103	100	97	99	524	523	510	0	6	12	38	24	31	31	44	36	31	26	20
Asian/Pacific Islander	NC	90	1574	NC	96	96	NC	554	549	NC	0	3	NC	13	14	NC	37	34	NC	50	48
American Indian/Alaskan Native	NC	20	5086	NC	74	114	NC	520	491	NC	6	22	NC	35	38	NC	35	28	NC	24	12
White	84	1979	34597	99	97	98	535	542	535	1	3	4	12	14	20	59	40	38	28	43	38
Students with Disabilities	NC	242	8057	NC	80	99	NC	523	496	NC	12	23	NC	26	31	NC	36	28	NC	26	17
Students without Disabilities	100	2381	67315	99	102	101	531	540	525	1	3	8	17	16	24	54	40	37	28	41	31
Limited English Proficient Students	NC	114	16925	NC	103	112	NC	518	482	NC	9	27	NC	36	40	NC	36	26	NC	18	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	13	108	26325				496	500	504	13	11	15	38	41	34	38	36	33	13	12	18
Non-Economically Disadvantaged	94	2515	49047				536	541	530	0	3	6	15	15	21	55	40	37	30	41	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	107	2633	75221	99	99	101	536	535	523	0	2	8	8	8	16	66	61	56	26	28	21
All Students (Prior Year)	138	2439	70860	NA	NA	NA	535	541	524	2	1	9	11	10	17	52	46	45	35	43	30
Female	54	1286	36833	100	99	100	541	540	526	0	1	6	2	6	15	68	61	56	30	33	23
Male	53	1347	38319	98	99	101	530	530	520	0	3	9	15	10	17	64	62	56	21	24	18
African American	--	107	3597	--	94	97	--	518	510	--	8	14	--	13	22	--	66	53	--	13	11
Hispanic	21	371	29019	100	98	99	523	526	513	0	3	12	15	9	21	85	70	55	0	18	13
Asian/Pacific Islander	NC	90	1572	NC	96	95	NC	543	536	NC	1	2	NC	4	9	NC	66	57	NC	28	31
American Indian/Alaskan Native	NC	20	5071	NC	74	114	NC	523	502	NC	0	20	NC	18	27	NC	59	46	NC	24	8
White	84	1988	34543	99	98	97	539	536	531	0	2	4	6	8	12	63	60	58	30	30	26
Students with Disabilities	NC	238	8006	NC	78	99	NC	519	505	NC	12	22	NC	21	23	NC	53	42	NC	15	13
Students without Disabilities	100	2395	67215	99	102	101	535	535	524	0	2	7	9	8	16	67	61	56	24	29	21
Limited English Proficient Students	NC	114	16853	NC	103	112	NC	513	489	NC	0	29	NC	36	36	NC	55	32	NC	9	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	13	109	26256				514	501	509	0	18	14	25	28	24	63	51	51	13	4	11
Non-Economically Disadvantaged	94	2524	48965				538	536	528	0	2	5	7	7	13	66	62	58	27	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	106	2563	73654	98	97	99	539	542	530	1	3	9	8	7	13	85	78	70	5	11	7
All Students (Prior Year)	138	2420	68592	NA	NA	NA	544	561	542	6	2	9	7	7	12	77	69	63	10	22	16
Female	54	1259	36239	100	97	99	543	550	537	0	2	7	4	4	11	90	80	72	6	15	10
Male	52	1304	37301	96	96	98	535	533	523	2	5	12	13	11	15	80	77	68	4	7	5
African American	--	103	3488	--	90	94	--	525	515	--	9	16	--	10	18	--	74	62	--	7	4
Hispanic	21	364	28348	100	96	96	528	534	520	0	4	13	8	11	17	92	78	65	0	6	5
Asian/Pacific Islander	NC	89	1558	NC	95	95	NC	546	547	NC	1	3	NC	7	8	NC	78	76	NC	13	13
American Indian/Alaskan Native	NC	19	4947	NC	70	111	NC	527	507	NC	13	22	NC	13	22	NC	75	53	NC	0	3
White	83	1932	33924	98	95	96	540	544	537	1	3	5	7	7	10	86	79	75	5	12	9
Students with Disabilities	NC	205	7306	NC	67	90	NC	525	506	NC	9	24	NC	13	20	NC	72	52	NC	6	4
Students without Disabilities	99	2358	66348	98	101	100	539	542	531	1	3	8	9	7	13	85	78	71	5	11	8
Limited English Proficient Students	NC	111	16422	NC	100	109	NC	519	495	NC	0	30	NC	45	27	NC	55	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	13	109	25711				511	511	514	13	13	16	13	24	19	75	62	61	0	1	3
Non-Economically Disadvantaged	93	2454	47943				541	543	535	0	3	7	8	7	11	86	79	74	6	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	105	2679	76230	101	99	101	513	513	498	1	4	12	39	34	38	14	15	12	46	47	37
All Students (Prior Year)	135	2528	72888	NA	NA	NA	489	512	494	10	5	14	53	36	40	11	15	12	27	44	34
Female	52	1282	37247	100	100	100	515	514	500	0	3	11	43	35	40	12	14	13	45	47	37
Male	53	1396	38725	102	99	101	512	512	497	2	5	14	34	33	37	16	15	12	48	48	37
African American	NC	111	3594	NC	101	96	NC	493	476	NC	12	22	NC	41	46	NC	18	11	NC	29	21
Hispanic	23	374	28100	96	98	98	499	494	482	0	9	18	59	45	47	6	13	11	35	33	24
Asian/Pacific Islander	NC	74	1447	NC	90	95	NC	535	527	NC	2	5	NC	21	26	NC	16	11	NC	61	58
American Indian/Alaskan Native	NC	24	5292	NC	77	113	NC	505	463	NC	5	31	NC	50	47	NC	9	8	NC	36	14
White	76	2020	35389	103	97	96	518	516	514	1	3	6	33	32	32	16	15	14	50	50	48
Students with Disabilities	11	247	9022	100	88	105	492	476	465	25	24	31	0	44	43	0	6	8	75	25	17
Students without Disabilities	94	2432	67208	101	101	100	514	514	500	0	4	12	40	34	38	15	15	12	45	48	38
Limited English Proficient Students	10	89	14826	111	84	113	463	468	460	0	11	31	100	74	51	0	0	8	0	16	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	12	50	25037				479	479	477	0	14	21	80	58	47	10	14	11	10	14	21
Non-Economically Disadvantaged	93	2629	51193				518	514	507	1	4	9	34	33	35	14	15	13	51	48	43

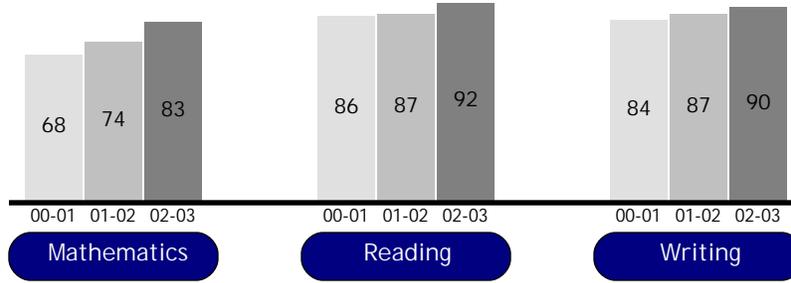
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2678	76202	100	99	101	519	514	505	5	6	19	12	19	24	63	58	46	20	17	11
All Students (Prior Year)	134	2532	72779	NA	NA	NA	509	514	505	17	8	21	11	16	20	50	54	43	21	21	15
Female	52	1284	37231	100	100	100	524	516	507	6	5	16	8	17	24	67	59	48	18	19	13
Male	52	1393	38718	100	99	101	512	512	503	5	7	22	16	21	24	58	58	44	21	15	10
African American	NC	111	3600	NC	101	97	NC	507	497	NC	9	28	NC	24	29	NC	58	39	NC	8	5
Hispanic	23	378	28090	96	99	98	510	508	497	6	9	28	18	27	30	59	54	37	18	9	5
Asian/Pacific Islander	NC	74	1443	NC	90	95	NC	525	515	NC	2	9	NC	10	19	NC	60	53	NC	29	19
American Indian/Alaskan Native	NC	24	5311	NC	77	113	NC	508	491	NC	9	38	NC	18	31	NC	68	28	NC	5	3
White	75	2014	35371	101	96	96	521	515	512	6	6	10	12	17	20	61	59	54	22	18	16
Students with Disabilities	10	244	9097	91	87	106	521	498	493	0	19	39	0	37	27	100	38	29	0	6	5
Students without Disabilities	94	2434	67105	101	101	100	518	514	506	6	6	18	12	19	24	62	59	47	20	17	12
Limited English Proficient Students	10	91	14780	111	86	113	503	494	486	33	26	50	0	42	32	67	32	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	12	50	24961				503	496	495	10	23	32	30	35	30	50	40	34	10	2	4
Non-Economically Disadvantaged	92	2628	51241				520	514	509	5	6	14	10	19	22	65	59	51	21	17	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	102	2627	74692	98	97	99	519	520	502	8	7	18	26	23	27	56	59	47	11	11	8
All Students (Prior Year)	130	2497	70710	NA	NA	NA	520	536	512	10	5	17	26	19	26	44	52	42	19	23	16
Female	50	1265	36710	96	98	99	519	527	509	9	5	14	23	19	26	55	62	50	13	13	10
Male	52	1361	37742	100	97	98	519	513	495	7	9	22	28	27	28	56	56	44	9	8	6
African American	NC	105	3516	NC	95	94	NC	513	487	NC	11	26	NC	29	31	NC	48	39	NC	12	4
Hispanic	23	371	27492	96	97	96	511	506	486	12	12	27	29	28	32	47	52	38	12	8	4
Asian/Pacific Islander	NC	73	1428	NC	89	94	NC	545	528	NC	2	8	NC	10	20	NC	67	54	NC	22	18
American Indian/Alaskan Native	NC	23	5166	NC	74	110	NC	518	470	NC	10	39	NC	24	32	NC	57	27	NC	10	2
White	73	1979	34785	99	95	94	519	521	517	7	6	10	25	22	23	58	60	56	9	11	11
Students with Disabilities	10	223	8428	91	79	98	541	483	472	0	33	38	33	29	30	67	33	29	0	4	3
Students without Disabilities	92	2404	66264	99	100	99	518	520	503	8	6	17	25	23	27	55	60	48	11	11	8
Limited English Proficient Students	10	88	14363	111	83	109	491	478	459	33	21	47	33	53	34	33	26	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	12	49	24507				482	483	480	10	14	31	60	55	33	30	29	33	0	2	3
Non-Economically Disadvantaged	90	2578	50185				524	520	511	8	7	13	21	23	24	59	60	53	13	11	10

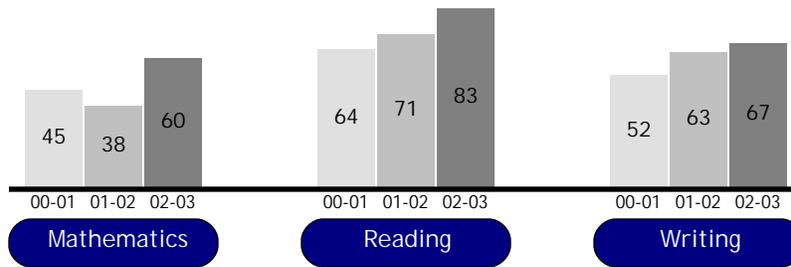
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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	86	63	68	53	93	61	64	44	97	69	68	50
	Language	88	59	66	45	95	60	60	39	98	65	62	43
	Mathematics	88	70	74	56	95	70	70	52	98	79	72	57
3	Reading	92	62	66	50	92	61	64	43	99	63	67	47
	Language	92	69	73	55	94	68	72	50	100	73	72	54
	Mathematics	92	62	70	53	93	61	68	50	100	63	70	54
4	Reading	82	69	72	55	93	75	68	47	99	74	73	52
	Language	83	64	66	50	93	67	62	45	98	68	66	48
	Mathematics	83	68	73	56	94	71	71	52	99	79	74	57
5	Reading	92	63	68	51	94	58	64	46	100	68	69	50
	Language	92	56	62	46	94	54	59	43	100	64	63	46
	Mathematics	92	68	74	56	95	52	73	54	99	75	76	57
6	Reading	96	62	70	54	88	55	67	49	99	67	69	53
	Language	97	58	64	46	90	51	60	42	97	61	63	45
	Mathematics	98	69	80	61	91	62	78	58	99	75	80	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

Boulder Creek utilizes peer mediation for conflicts. We also have a Safety Patrol to assist with the safe arrival and departure of students. We have a social worker who works individually and in small groups with students that have special needs.

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) :

3

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	Karen Coleman	(480) 507-1404
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Krista Fancy	(480) 507-1404
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Maggie Sandberg	(480) 357-5171
Student Health/Nurse	Darita Chumbley	(480) 507-1404

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