

# Sun Canyon Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

8150 W. Durango, Phoenix, AZ 85043

Fowler 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

New School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

### 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. Colleen Grove-Rodgers  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-5  
2003 Enrollment : 563  
Web Address : www.fesd.org  
Phone Number : (623) 707-2000  
Fax Number : (623) 707-2015  
E-mail : crodgers@fesd.org

### Mission

Our mission is to provide a positive, safe, nurturing environment that fosters self-esteem and respect. Each student will be challenged by a relevant, success-oriented education and exhibit the knowledge, skills, and attitudes to be successful.

### School / Academic Goals

ü All second through fifth grade students will make a minimum of one year's growth on the Stanford 9 Achievement Test.

ü All third and fifth grade students will meet or exceed the standards on AIMS.

### Instructional Programs

ü Success For All Reading  
ü Success For All Tutoring Program  
ü Saxon Mathematics  
ü Six Trait Writing

### Enrollment

October 1, 2002 School Year Student Enrollment : 714  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 69

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 7/23/2003  
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

School Site Council

Council Composition

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

Council Duties

- ü School Safety
- ü Parent Volunteers
- ü School Wide Events/Activities
- ü Fowler District Ad Hoc Committees
- ü Curriculum/Textbook Input
- ü Public Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	2.00	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	8	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	5	2	0	0
10 or more years	17	9	1	0

Shared Responsibilities

School

All first through fifth grade students attend a 90-minute SFA reading block at their ability level each day. Students are assessed to ensure mastery of Arizona Standards. All instructional materials, parent handbook, and Code of Conduct are provided.

Parents

Children attend school daily and are prepared to engage in learning. Open communication is present between the parent and school so an appropriate learning climate is created for all. Parents need to assist their children with homework assignments.

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Media Center

Extracurricular Activities

- ü Band
- ü Choir
- ü Student Council
- ü Super Star Assemblies/Field Trips

Social Services

- ü Day Care
- ü Social Worker
- ü Health Clinic
- ü Dental Services

Transportation Policy

The Fowler Elementary School District provides bus transportation for students who are residents of the school attendance area and reside more than one mile from the school or have disabilities as indicated in their Individual Education Plan.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Success for All (SFA) is a comprehensive reading program in which all children received 90 minutes of reading at their level each day. Based on the SFA Assessments, 67% of all 1st-5th grade students are at or above grade level in reading.
- ü As a new school our goal was to create a sense of community. We attained this goal through Thanksgiving Community Dinner, SFA Day, Raising Readers Nights, and parent meetings. This year we have an Active Parent Staff Organization and Site Council.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	9	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	20	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	50
Grades 3-4	78	70
Grades 4-5	79	75

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	130	325	75372	98	100	101	493	490	523	20	19	9	39	42	25	24	27	36	17	12	30
All Students (Prior Year)	--	238	70809	--	NA	NA	--	480	518	--	30	11	--	39	27	--	22	35	--	9	27
Female	64	158	36901	97	99	101	490	488	524	22	20	8	40	41	25	22	28	36	16	11	31
Male	66	167	38385	99	101	101	495	491	523	19	18	9	37	43	24	26	27	36	19	12	30
African American	15	25	3589	94	96	96	469	464	501	40	36	18	33	40	33	20	20	33	7	4	16
Hispanic	89	246	29103	100	101	99	489	491	510	20	17	12	43	41	31	29	37	36	8	5	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	23	46	34597	96	107	98	516	502	535	11	14	4	32	43	20	16	14	38	42	30	38
Students with Disabilities	11	32	8057	110	123	99	459	464	496	25	33	23	75	56	31	0	11	28	0	0	17
Students without Disabilities	119	293	67315	97	98	101	494	493	525	20	17	8	37	40	24	25	29	37	18	13	31
Limited English Proficient Students	37	156	16925	95	98	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	NC	201	26325				NC	481	504	NC	23	15	NC	43	34	NC	29	33	NC	5	18
Non-Economically Disadvantaged	123	124	49047				498	498	530	15	15	6	41	41	21	26	26	37	18	18	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	129	326	75221	97	100	101	504	500	523	15	20	8	29	31	16	46	42	56	10	8	21
All Students (Prior Year)	--	239	70860	--	NA	NA	--	491	524	--	31	9	--	24	17	--	38	45	--	7	30
Female	63	158	36833	95	99	100	508	502	526	9	18	6	30	28	15	51	46	56	9	8	23
Male	66	168	38319	99	102	101	501	498	520	22	22	9	27	33	17	41	38	56	10	7	18
African American	14	24	3597	88	92	97	491	486	510	29	33	14	43	38	22	21	25	53	7	4	11
Hispanic	89	248	29019	100	102	99	506	502	513	17	20	12	23	26	21	52	48	55	8	7	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	23	46	34543	96	107	97	510	504	531	5	11	4	32	38	12	47	38	58	16	14	26
Students with Disabilities	10	32	8006	100	123	99	NA	482	505	NA	29	22	NA	50	23	NA	21	42	NA	0	13
Students without Disabilities	119	294	67215	97	98	101	504	501	524	15	19	7	29	29	16	46	44	56	10	8	21
Limited English Proficient Students	37	157	16853	95	99	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	NC	202	26256				NC	492	509	NC	26	14	NC	35	24	NC	35	51	NC	5	11
Non-Economically Disadvantaged	122	124	48965				507	507	528	13	14	5	27	27	13	50	49	58	10	10	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	127	317	73654	95	98	99	507	500	530	19	27	9	23	24	13	57	49	70	1	1	7
All Students (Prior Year)	--	237	68592	--	NA	NA	--	499	542	--	32	9	--	18	12	--	45	63	--	6	16
Female	63	155	36239	95	97	99	511	504	537	16	22	7	16	22	11	67	56	72	0	0	10
Male	64	162	37301	96	98	98	503	496	523	22	31	12	29	26	15	46	41	68	2	1	5
African American	15	24	3488	94	92	94	497	489	515	21	39	16	21	17	18	57	43	62	0	0	4
Hispanic	87	241	28348	98	99	96	504	498	520	21	24	13	29	33	17	50	43	65	0	0	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	22	44	33924	92	102	96	519	510	537	16	25	5	5	6	10	74	67	75	5	3	9
Students with Disabilities	NC	31	7306	NC	119	90	NC	475	506	NC	57	24	NC	29	20	NC	14	52	NC	0	4
Students without Disabilities	118	286	66348	96	96	100	507	502	531	19	24	8	23	24	13	57	52	71	1	1	8
Limited English Proficient Students	36	151	16422	92	95	109	NA	NA	495	NA	NA	30	NA	NA	27	NA	NA	43	NA	NA	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	NC	195	25711				NC	489	514	NC	38	16	NC	23	19	NC	39	61	NC	0	3
Non-Economically Disadvantaged	120	122	47943				511	510	535	15	15	7	24	25	11	59	58	74	1	1	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	130	300	76230	98	103	101	476	470	498	17	21	12	51	55	38	13	9	12	19	16	37
All Students (Prior Year)	--	269	72888	--	NA	NA	--	465	494	--	24	14	--	49	40	--	13	12	--	14	34
Female	66	153	37247	100	101	100	482	477	500	15	16	11	49	57	40	13	9	13	23	18	37
Male	63	146	38725	95	104	101	468	463	497	21	26	14	54	52	37	13	9	12	13	13	37
African American	13	22	3594	87	96	96	459	459	476	27	32	22	73	53	46	0	5	11	0	11	21
Hispanic	87	226	28100	98	102	98	476	470	482	12	20	18	57	57	47	14	9	11	16	14	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	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	25	45	35389	96	105	96	494	483	514	14	14	6	33	49	32	19	14	14	33	23	48
Students with Disabilities	14	32	9022	100	128	105	448	420	465	0	50	31	100	50	43	0	0	8	0	0	17
Students without Disabilities	116	268	67208	98	100	100	476	472	500	18	20	12	51	55	38	13	9	12	19	16	38
Limited English Proficient Students	42	128	14826	100	105	113	462	449	460	20	41	31	80	48	51	0	3	8	0	7	10
Migrant Students	NC	16	837				NC	476	478	NC	0	19	NC	100	51	NC	0	8	NC	0	21
Economically Disadvantaged	NC	173	25037				NC	465	477	NC	25	21	NC	57	47	NC	6	11	NC	13	21
Non-Economically Disadvantaged	122	127	51193				478	477	507	16	16	9	52	52	35	13	13	13	19	19	43

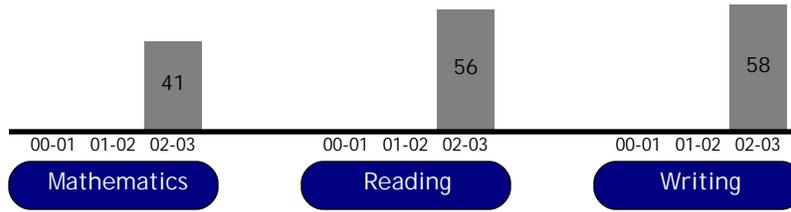
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	296	76202	99	101	101	505	497	505	20	32	19	31	25	24	44	40	46	6	3	11
All Students (Prior Year)	--	270	72779	--	NA	NA	--	491	505	--	38	21	--	29	20	--	29	43	--	3	15
Female	66	149	37231	100	99	100	504	498	507	17	26	16	29	25	24	50	47	48	4	2	13
Male	64	146	38718	97	104	101	506	496	503	23	38	22	33	26	24	36	31	44	8	5	10
African American	13	22	3600	87	96	97	498	496	497	18	28	28	27	22	29	55	44	39	0	6	5
Hispanic	87	221	28090	98	100	98	500	495	497	18	31	28	42	31	30	36	36	37	4	2	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	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	26	46	35371	100	107	96	522	510	512	14	29	10	10	6	20	67	59	54	10	6	16
Students with Disabilities	14	30	9097	100	120	106	486	478	493	50	75	39	50	25	27	0	0	29	0	0	5
Students without Disabilities	117	266	67105	99	100	100	505	498	506	19	31	18	31	25	24	45	41	47	6	3	12
Limited English Proficient Students	43	127	14780	102	104	113	491	482	486	40	55	50	40	34	32	20	10	18	0	0	1
Migrant Students	NC	16	832				NC	498	492	NC	0	36	NC	50	31	NC	50	31	NC	0	3
Economically Disadvantaged	NC	168	24961				NC	490	495	NC	42	32	NC	21	30	NC	36	34	NC	1	4
Non-Economically Disadvantaged	123	128	51241				506	506	509	18	20	14	31	30	22	45	44	51	6	6	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	125	291	74692	95	100	99	476	471	502	28	32	18	44	42	27	26	24	47	2	1	8
All Students (Prior Year)	--	264	70710	--	NA	NA	--	489	512	--	26	17	--	33	26	--	33	42	--	8	16
Female	65	148	36710	98	98	99	487	482	509	15	20	14	54	49	26	27	29	50	4	2	10
Male	59	142	37742	89	101	98	461	459	495	46	46	22	30	35	28	24	19	44	0	0	6
African American	12	21	3516	80	91	94	477	480	487	20	24	26	60	47	31	20	29	39	0	0	4
Hispanic	83	217	27492	93	98	96	474	469	486	29	32	27	43	44	32	27	23	38	2	1	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	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	25	46	34785	96	107	94	484	478	517	24	32	10	43	38	23	29	26	56	5	3	11
Students with Disabilities	13	28	8428	93	112	98	472	449	472	50	67	38	0	0	30	50	33	29	0	0	3
Students without Disabilities	112	263	66264	95	99	99	476	472	503	28	32	17	45	43	27	25	24	48	2	1	8
Limited English Proficient Students	40	123	14363	95	101	109	450	442	459	40	62	47	60	28	34	0	10	19	0	0	1
Migrant Students	NC	16	814				NC	477	475	NC	25	33	NC	50	37	NC	25	27	NC	0	2
Economically Disadvantaged	NC	172	24507				NC	466	480	NC	37	31	NC	41	33	NC	22	33	NC	0	3
Non-Economically Disadvantaged	117	119	50185				478	477	511	27	27	13	44	44	24	27	26	53	2	2	10

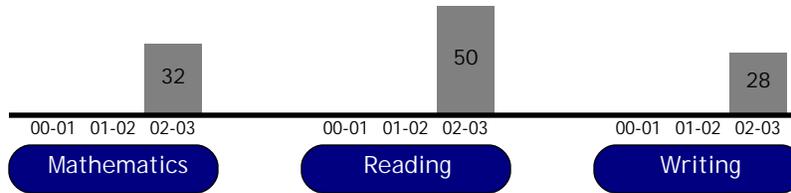
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](http://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	--	--	24	53	--	--	19	44	85	32	26	50
	Language	--	--	12	45	--	--	16	39	95	27	20	43
	Mathematics	--	--	34	56	--	--	35	52	95	42	37	57
3	Reading	--	--	21	50	--	--	19	43	96	30	22	47
	Language	--	--	33	55	--	--	26	50	96	35	27	54
	Mathematics	--	--	33	53	--	--	33	50	98	30	29	54
4	Reading	--	--	34	55	--	--	23	47	95	38	31	52
	Language	--	--	32	50	--	--	25	45	96	41	32	48
	Mathematics	--	--	38	56	--	--	38	52	98	42	38	57
5	Reading	--	--	37	51	--	--	25	46	98	35	30	50
	Language	--	--	36	46	--	--	24	43	100	38	33	46
	Mathematics	--	--	43	56	--	--	40	54	98	45	44	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

Our Crisis Management Plan has monthly fire and quarterly lock-down drills. Staff wear ID badges and visitors register in the office. Parents drop off and pick up their children in a supervised area. Home visits determine the welfare of our students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Colleen Grove Rodgers	(623) 707-2003
Transportation Policy	Ignacio Fernandez	(623) 707-4509
Community Resources	Rebecca Marrer	(623) 707-2000
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Lupita Canez	(623) 707-2000
Student Health/Nurse	Rebecca Aragon	(623) 707-2004

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)