

Winifred Harelson Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

826 W. Chapala Drive, Tucson, AZ 85704

Amphitheater 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 *

Excelling*

* 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. Andrew T. Heinemann
Schedule : 7:30 AM to 3:30 PM
Grades : K-6
2003 Enrollment : 569
Web Address : www.amphi.com/~harelson
Phone Number : (520) 696-6020
Fax Number : (520) 696-6070
E-mail :

Mission

Community dedicated to excellence. Ensure a sound academic foundation. Empower our students to become self-directed, responsible, innovative, lifelong learners. Providing a safe, challenging, environment. Active partnerships school and community.

School / Academic Goals

- ü Through increased reading instructional time and staff development, Harelson teachers will increase student achievement in grades K-6.
- ü Harelson students will achieve one year's growth in reading as measured by level testing and maintain or exceed their Stanford 9 Total Reading Stanine.

Instructional Programs

- ü Standards-based Curriculum
- ü Focus on Arizona Academic Standards
- ü Fine Arts Program (K-6)
- ü Student Leadership Program, Grade 6

Enrollment

October 1, 2002 School Year Student Enrollment : 607
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 213

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/6/2003
Last Day of School : 5/19/2004

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

Winifred Harelson Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Monitor Strategic Plan
- Ü Recommendations for Improvement
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Policy Review

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	3.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	1	0	0
10 or more years	12	13	1	0

Shared Responsibilities

School

Commitment to Excellence. Create a safe and orderly environment. Clear and focused Mission. Opportunity for all students to succeed. Develop positive home and school relations.

Parents

Provide the love of learning and the true motivation to help their child succeed in school. Volunteer as classroom aides and serve in the PTO, Site Council, and a variety of committees. Support a variety of afterschool clubs and activities.

Resources Available at School Site

Special Facilities

- Ü 34-station Computer Lab
- Ü Elementary Library

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Band, Choir and Orchestra (Grades 4-6)
- Ü Track and Garden Club (Kindergarten-6)
- Ü Entrepreneurs Club (Grades 4-6)

Social Services

- Ü School-age Child Care
- Ü Community School Classes
- Ü Counseling Services
- Ü Health Services

Transportation Policy

Transportation is provided for students who live more than one-half mile from the school. Transportation is not provided to students on open enrollment.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Harelson supports the community and local organizations. This year, students have raised money for the American Heart Association, and volunteered in classrooms of severely disabled students.

- ü Harelson sponsored the 4th Annual Amphitheater Peace Conference. Local community support included media personnel, other schools in the Amphitheater School District, as well as local political leaders.

School Honors

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

Award/Honor	Year
ü 1st Place in the Public Education Xeriscape Contest	2003
ü Bobcat Code of Honor Student Monthly Winners	2003
ü \$10,000 Schoolyard AZ Game and Fish Heritage Grant	2002
ü A+ Award	1996

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	17	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	2	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	90	78
Grades 3-4	87	75
Grades 4-5	67	86
Grades 5-6	90	94

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	101	1286	75372	101	99	101	555	537	523	1	6	9	15	17	25	29	36	36	54	41	30
All Students (Prior Year)	99	1252	70809	NA	NA	NA	555	536	518	1	4	11	12	21	27	26	33	35	60	41	27
Female	59	626	36901	100	98	101	550	537	524	2	6	8	11	16	25	35	37	36	52	41	31
Male	42	658	38385	102	99	101	561	538	523	0	6	9	21	18	24	21	34	36	58	41	30
African American	NC	42	3589	NC	98	96	NC	523	501	NC	13	18	NC	13	33	NC	38	33	NC	38	16
Hispanic	11	425	29103	92	97	99	537	515	510	10	14	12	20	23	31	30	36	36	40	27	20
Asian/Pacific Islander	NC	38	1574	NC	97	96	NC	558	549	NC	0	3	NC	6	14	NC	38	34	NC	56	48
American Indian/Alaskan Native	NC	31	5086	NC	97	114	NC	514	491	NC	7	22	NC	36	38	NC	32	28	NC	25	12
White	84	749	34597	102	100	98	557	546	535	0	3	4	16	15	20	30	36	38	55	46	38
Students with Disabilities	19	157	8057	100	97	99	569	493	496	0	39	23	10	23	31	10	14	28	80	25	17
Students without Disabilities	82	1129	67315	101	99	101	553	539	525	1	4	8	16	17	24	32	37	37	51	42	31
Limited English Proficient Students	NC	170	16925	NC	102	112	NC	479	482	NC	29	27	NC	36	40	NC	29	26	NC	7	7
Migrant Students	--	32	869				--	522	501	--	11	17	--	0	30	--	72	39	--	17	14
Economically Disadvantaged	--	459	26325				--	512	504	--	15	15	--	26	34	--	35	33	--	24	18
Non-Economically Disadvantaged	101	827	49047				555	548	530	1	2	6	15	14	21	29	36	37	54	48	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	102	1286	75221	102	99	101	543	530	523	1	5	8	4	11	16	61	58	56	33	25	21
All Students (Prior Year)	94	1254	70860	NA	NA	NA	564	536	524	0	5	9	1	11	17	30	45	45	69	39	30
Female	59	628	36833	100	99	100	540	533	526	2	4	6	4	10	15	59	56	56	35	30	23
Male	43	658	38319	105	99	101	548	527	520	0	6	9	5	13	17	64	61	56	31	21	18
African American	NC	42	3597	NC	98	97	NC	517	510	NC	9	14	NC	22	22	NC	53	53	NC	16	11
Hispanic	11	424	29019	92	97	99	535	517	513	0	10	12	0	19	21	80	58	55	20	13	13
Asian/Pacific Islander	NC	38	1572	NC	97	95	NC	541	536	NC	0	2	NC	6	9	NC	63	57	NC	31	31
American Indian/Alaskan Native	NC	31	5071	NC	97	114	NC	516	502	NC	15	20	NC	7	27	NC	56	46	NC	22	8
White	85	748	34543	104	100	97	544	536	531	1	3	4	5	8	12	58	59	58	36	30	26
Students with Disabilities	20	158	8006	105	98	99	549	519	505	0	26	22	0	3	23	64	42	42	36	29	13
Students without Disabilities	82	1128	67215	101	99	101	542	530	524	1	4	7	5	11	16	61	59	56	33	25	21
Limited English Proficient Students	NC	169	16853	NC	102	112	NC	475	489	NC	64	29	NC	7	36	NC	29	32	NC	0	3
Migrant Students	--	32	866				--	511	503	--	11	19	--	6	23	--	78	49	--	6	8
Economically Disadvantaged	--	461	26256				--	513	509	--	13	14	--	17	24	--	55	51	--	14	11
Non-Economically Disadvantaged	102	825	48965				543	537	528	1	2	5	4	9	13	61	60	58	33	30	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	102	1257	73654	102	97	99	546	539	530	1	7	9	3	8	13	87	74	70	9	11	7
All Students (Prior Year)	95	1230	68592	NA	NA	NA	586	559	542	2	6	9	3	8	12	54	62	63	40	24	16
Female	59	618	36239	100	97	99	550	545	537	2	6	7	0	7	11	87	72	72	11	15	10
Male	43	638	37301	105	96	98	539	532	523	0	7	12	8	10	15	87	76	68	5	7	5
African American	NC	40	3488	NC	93	94	NC	534	515	NC	16	16	NC	6	18	NC	69	62	NC	9	4
Hispanic	11	415	28348	92	95	96	531	522	520	0	13	13	10	14	17	90	65	65	0	8	5
Asian/Pacific Islander	NC	38	1558	NC	97	95	NC	559	547	NC	0	3	NC	3	8	NC	81	76	NC	16	13
American Indian/Alaskan Native	NC	30	4947	NC	94	111	NC	526	507	NC	15	22	NC	22	22	NC	44	53	NC	19	3
White	85	732	33924	104	98	96	548	545	537	1	4	5	3	6	10	86	79	75	10	12	9
Students with Disabilities	20	142	7306	105	88	90	543	499	506	0	30	24	9	21	20	91	49	52	0	0	4
Students without Disabilities	82	1115	66348	101	98	100	546	540	531	1	5	8	2	8	13	87	75	71	10	12	8
Limited English Proficient Students	NC	164	16422	NC	99	109	NC	470	495	NC	64	30	NC	7	27	NC	29	43	NC	0	0
Migrant Students	--	32	849				--	528	511	--	11	19	--	0	22	--	78	56	--	11	4
Economically Disadvantaged	--	447	25711				--	520	514	--	15	16	--	14	19	--	64	61	--	7	3
Non-Economically Disadvantaged	102	810	47943				546	547	535	1	3	7	3	6	11	87	78	74	9	13	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	111	1337	76230	100	98	101	530	515	498	2	6	12	15	31	38	13	13	12	69	50	37
All Students (Prior Year)	111	1362	72888	NA	NA	NA	535	515	494	5	7	14	12	30	40	8	13	12	75	50	34
Female	45	642	37247	105	97	100	537	516	500	0	4	11	17	33	40	17	14	13	67	49	37
Male	66	690	38725	97	97	101	525	514	497	4	7	14	14	29	37	11	13	12	71	51	37
African American	NC	49	3594	NC	104	96	NC	489	476	NC	14	22	NC	36	46	NC	14	11	NC	36	21
Hispanic	18	423	28100	100	95	98	515	496	482	0	10	18	15	42	47	38	15	11	46	33	24
Asian/Pacific Islander	NC	39	1447	NC	93	95	NC	549	527	NC	0	5	NC	23	26	NC	9	11	NC	69	58
American Indian/Alaskan Native	NC	24	5292	NC	100	113	NC	511	463	NC	0	31	NC	58	47	NC	5	8	NC	37	14
White	81	797	35389	98	98	96	532	522	514	3	4	6	16	25	32	9	13	14	72	57	48
Students with Disabilities	13	169	9022	72	91	105	458	483	465	0	19	31	100	38	43	0	19	8	0	24	17
Students without Disabilities	98	1168	67208	105	98	100	532	515	500	2	6	12	14	31	38	14	13	12	71	51	38
Limited English Proficient Students	NC	118	14826	NC	101	113	NC	455	460	NC	28	31	NC	62	51	NC	0	8	NC	10	10
Migrant Students	--	23	837				--	485	478	--	8	19	--	50	51	--	25	8	--	17	21
Economically Disadvantaged	--	462	25037				--	495	477	--	11	21	--	45	47	--	11	11	--	33	21
Non-Economically Disadvantaged	111	875	51193				530	523	507	2	3	9	15	25	35	13	15	13	69	57	43

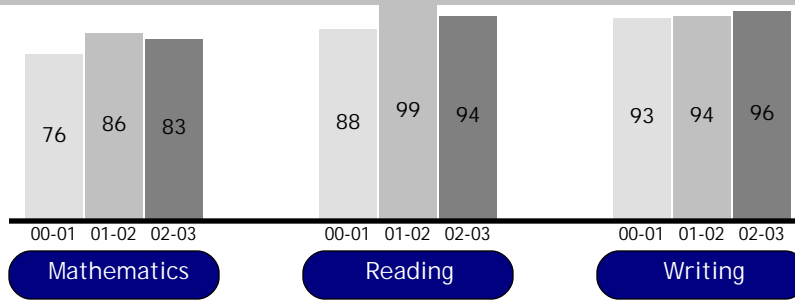
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1332	76202	100	97	101	520	512	505	5	10	19	11	19	24	64	54	46	19	16	11
All Students (Prior Year)	110	1350	72779	NA	NA	NA	523	516	505	7	11	21	7	16	20	46	46	43	40	27	15
Female	45	641	37231	105	97	100	524	513	507	2	9	16	10	18	24	62	56	48	26	17	13
Male	66	686	38718	97	97	101	517	511	503	7	11	22	13	21	24	66	52	44	14	16	10
African American	NC	50	3600	NC	106	97	NC	499	497	NC	25	28	NC	31	29	NC	36	39	NC	8	5
Hispanic	19	417	28090	106	94	98	520	504	497	15	16	28	15	27	30	54	48	37	15	8	5
Asian/Pacific Islander	NC	38	1443	NC	90	95	NC	520	515	NC	0	9	NC	21	19	NC	62	53	NC	18	19
American Indian/Alaskan Native	NC	24	5311	NC	100	113	NC	506	491	NC	11	38	NC	37	31	NC	47	28	NC	5	3
White	81	800	35371	98	98	96	521	516	512	4	8	10	11	15	20	63	57	54	22	20	16
Students with Disabilities	13	177	9097	72	96	106	500	503	493	0	17	39	50	22	27	50	48	29	0	13	5
Students without Disabilities	98	1155	67105	105	97	100	521	512	506	5	10	18	10	19	24	65	54	47	20	16	12
Limited English Proficient Students	NC	113	14780	NC	97	113	NC	482	486	NC	54	50	NC	39	32	NC	7	18	NC	0	1
Migrant Students	--	22	832				--	504	492	--	8	36	--	17	31	--	75	31	--	0	3
Economically Disadvantaged	--	456	24961				--	502	495	--	20	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	111	876	51241				520	516	509	5	6	14	11	16	22	64	58	51	19	20	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	110	1315	74692	99	96	99	544	521	502	5	9	18	8	22	27	62	54	47	24	14	8
All Students (Prior Year)	108	1331	70710	NA	NA	NA	564	538	512	3	7	17	10	21	26	41	45	42	47	28	16
Female	45	637	36710	105	96	99	551	526	509	2	7	14	7	19	26	60	56	50	31	17	10
Male	65	674	37742	96	95	98	538	516	495	7	10	22	9	25	28	64	53	44	20	12	6
African American	NC	50	3516	NC	106	94	NC	513	487	NC	14	26	NC	28	31	NC	50	39	NC	8	4
Hispanic	18	413	27492	100	93	96	527	503	486	8	13	27	15	33	32	69	46	38	8	8	4
Asian/Pacific Islander	NC	39	1428	NC	93	94	NC	548	528	NC	0	8	NC	14	20	NC	54	54	NC	31	18
American Indian/Alaskan Native	NC	23	5166	NC	96	110	NC	511	470	NC	16	39	NC	26	32	NC	53	27	NC	5	2
White	81	788	34785	98	97	94	544	529	517	5	7	10	8	18	23	61	58	56	26	17	11
Students with Disabilities	12	165	8428	67	89	98	472	486	472	50	26	38	0	26	30	50	42	29	0	5	3
Students without Disabilities	98	1150	66264	105	97	99	545	522	503	4	8	17	8	22	27	63	55	48	25	15	8
Limited English Proficient Students	NC	110	14363	NC	94	109	NC	444	459	NC	59	47	NC	41	34	NC	0	19	NC	0	1
Migrant Students	--	22	814				--	493	475	--	17	33	--	50	37	--	25	27	--	8	2
Economically Disadvantaged	--	455	24507				--	495	480	--	19	31	--	35	33	--	38	33	--	7	3
Non-Economically Disadvantaged	110	860	50185				544	533	511	5	4	13	8	17	24	62	61	53	24	18	10

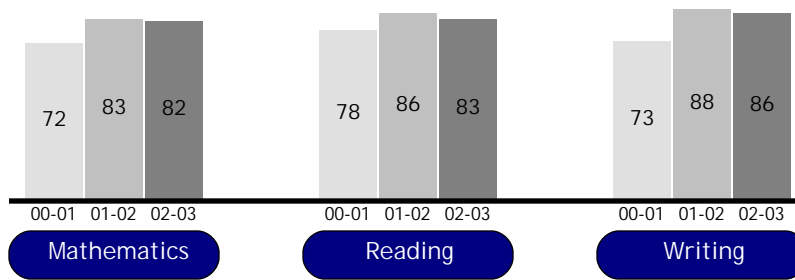
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	82	65	53	95	61	49	44	94	71	59	50
	Language	93	76	57	45	96	62	47	39	99	66	51	43
	Mathematics	89	82	69	56	96	71	61	52	94	81	66	57
3	Reading	83	77	64	50	98	69	51	43	95	80	58	47
	Language	90	75	67	55	98	73	58	50	100	78	63	54
	Mathematics	87	76	66	53	98	71	61	50	99	83	67	54
4	Reading	93	83	69	55	93	75	56	47	96	86	63	52
	Language	96	73	62	50	93	69	53	45	96	79	59	48
	Mathematics	94	85	71	56	94	85	62	52	96	86	69	57
5	Reading	88	80	62	51	95	72	55	46	97	80	63	50
	Language	87	78	57	46	95	70	51	43	99	74	58	46
	Mathematics	90	87	71	56	99	73	66	54	96	88	72	57
6	Reading	89	84	65	54	94	80	55	49	97	86	63	53
	Language	90	80	60	46	94	79	50	42	97	79	57	45
	Mathematics	89	92	74	61	94	91	66	58	99	93	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We celebrate a Week Without Violence and we are the host site for the 4th Annual Peace Conference involving local media directors and local leaders. Programs such as our Bobcat Code of Honor help us create a safe environment for children.

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	Andrew T. Heinemann	(520) 696-6022
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Andrew T. Heinemann	(520) 696-6022
School Nutrition Programs	Gail Collins	(520) 696-5992
Parent Organization	Katie Strumpf	(520) 696-6020
Student Health/Nurse	Sandi Beck	(520) 696-5728

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