

John Q. Thomas Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3330 E. Lockett Road, Flagstaff, AZ 86004

Flagstaff 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 : Mr. Tom Ziegler
Schedule : 8:00 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 381
Web Address : www.flagstaff.k12.az.us/thomas
Phone Number : (928) 773-4110
Fax Number : (928) 773-4108
E-mail : tziegler@apscc.org

Mission

Thomas School fosters an optimal learning environment in which safety, appreciation of diversity, and sense of community are paramount.

School / Academic Goals

- Students will participate in at least one exhibition of their work during the 2003-04 school year.
- Ninety percent of students will demonstrate reading and writing proficiency at or above grade level and/or show growth on scores from year to year on the Stanford 9. An emphasis on vocabulary development will take place.

Instructional Programs

- Title I Technology, Reading, Math
- Special Education/Gifted Inclusion
- Full-day Kindergarten
- CLIP, SOAR--Literacy Intervention

Enrollment

October 1, 2002 School Year Student Enrollment : 362
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 95

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Needs Assessment
- ü School Safety Issues
- ü Prioritization/Goal Setting
- ü Budget
- ü Student Achievement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	25.50
Other Professional Staff	2.50	Teacher Aide	14.50

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	1	5	0	1
7 to 9 years	1	4	0	0
10 or more years	1	15	0	0

Shared Responsibilities

School

We believe that establishing partnerships with families and the community will enable us to provide the best learning environment for our students. Our responsibilities to parents are to create a feeling of comfort for all families at our school.

Parents

Parent responsibilities are to ensure regular, on time attendance, adequate rest, cleanliness and nutrition and provide a safe, healthy home environment. We encourage regular communication with the school to ensure adequate student progress.

Resources Available at School Site

Special Facilities

- ü Mt. Elden Environmental Study Area
- ü Outdoor Ecological/Garden Center

Extracurricular Activities

- ü Homework Club
- ü Suzuki Strings (K-4), Chorus (4-6)
- ü Community-wide Afterschool Program
- ü FACTS Before/After School Program

Social Services

- ü Counseling Services
- ü Before/After School FACTS Program
- ü Flagstaff Cooperative Preschool
- ü Volunteers

Transportation Policy

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated in their IEPs and students who live more than one mile from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Thomas Elementary School is an integrated school which serves all children in the regular classroom setting. Extra support may be provided in the regular classroom as indicated by IEP documents (Individualized Education Plan).

- ü Students have learned conflict resolution skills to enable them to resolve their own conflicts through a mediation process. We also participate in Character Counts. Student behavior has improved dramatically.

School Honors

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

Award/Honor	Year
ü Walk to Conquer Cancer - \$1200 Raised	2002
ü Character Education Grant - K12 Center	2002
ü Digging Deeper Garden Grant	2003
ü Coconino County Fair Best of Show	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	7	2	2	2
Transfers In ⁵ (Out of District)	10	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	48	50
Grades 3-4	80	90
Grades 4-5	73	83
Grades 5-6	73	100

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	40	758	75372	98	101	101	499	530	523	17	6	9	31	23	25	45	35	36	7	35	30
All Students (Prior Year)	65	781	70809	NA	NA	NA	512	526	518	6	6	11	33	23	27	40	39	35	21	32	27
Female	18	378	36901	95	101	101	504	528	524	19	7	8	25	25	25	44	33	36	13	34	31
Male	22	380	38385	100	102	101	493	532	523	15	6	9	38	20	24	46	38	36	0	37	30
African American	NC	22	3589	NC	100	96	NC	500	501	NC	11	18	NC	37	33	NC	42	33	NC	11	16
Hispanic	NC	149	29103	NC	100	99	NC	503	510	NC	15	12	NC	38	31	NC	26	36	NC	20	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	10	168	5086	91	102	114	486	508	491	0	11	22	75	33	38	25	38	28	0	18	12
White	19	407	34597	100	100	98	509	545	535	13	2	4	13	15	20	60	36	38	13	46	38
Students with Disabilities	NC	139	8057	NC	124	99	NC	529	496	NC	12	23	NC	24	31	NC	24	28	NC	39	17
Students without Disabilities	34	619	67315	97	97	101	499	530	525	19	6	8	30	23	24	44	36	37	7	35	31
Limited English Proficient Students	NC	128	16925	NC	106	112	NC	469	482	NC	34	27	NC	43	40	NC	17	26	NC	6	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	40	166	26325				499	524	504	17	7	15	31	24	34	45	42	33	7	27	18
Non-Economically Disadvantaged	--	592	49047				--	531	530	--	6	6	--	23	21	--	34	37	--	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	761	75221	100	102	101	519	526	523	7	7	8	24	17	16	48	53	56	21	23	21
All Students (Prior Year)	62	775	70860	NA	NA	NA	521	531	524	4	6	9	22	15	17	48	45	45	26	35	30
Female	18	379	36833	95	101	100	519	526	526	6	7	6	19	18	15	56	51	56	19	24	23
Male	23	382	38319	105	103	101	519	526	520	8	6	9	31	16	17	38	56	56	23	23	18
African American	NC	22	3597	NC	100	97	NC	518	510	NC	16	14	NC	5	22	NC	58	53	NC	21	11
Hispanic	NC	150	29019	NC	101	99	NC	513	513	NC	17	12	NC	27	21	NC	42	55	NC	15	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	11	169	5071	100	103	114	516	511	502	0	11	20	25	28	27	50	51	46	25	10	8
White	19	407	34543	100	100	97	527	534	531	7	2	4	20	12	12	47	56	58	27	30	26
Students with Disabilities	NC	142	8006	NC	127	99	NC	523	505	NC	13	22	NC	21	23	NC	41	42	NC	26	13
Students without Disabilities	34	619	67215	97	97	101	517	526	524	7	6	7	26	17	16	48	54	56	19	23	21
Limited English Proficient Students	NC	130	16853	NC	107	112	NC	478	489	NC	43	29	NC	37	36	NC	20	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	41	168	26256				519	529	509	7	7	14	24	16	24	48	53	51	21	24	11
Non-Economically Disadvantaged	--	593	48965				--	526	528	--	6	5	--	17	13	--	53	58	--	23	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	39	754	73654	95	101	99	522	533	530	0	6	9	32	14	13	61	73	70	7	7	7
All Students (Prior Year)	62	763	68592	NA	NA	NA	536	551	542	4	5	9	15	9	12	74	66	63	7	19	16
Female	18	375	36239	95	100	99	527	537	537	0	7	7	31	12	11	56	71	72	13	9	10
Male	21	379	37301	95	102	98	515	530	523	0	5	12	33	16	15	67	74	68	0	5	5
African American	NC	22	3488	NC	100	94	NC	522	515	NC	21	16	NC	11	18	NC	63	62	NC	5	4
Hispanic	NC	146	28348	NC	98	96	NC	519	520	NC	13	13	NC	19	17	NC	66	65	NC	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	10	167	4947	91	102	111	502	516	507	0	10	22	25	25	22	75	61	53	0	4	3
White	18	406	33924	95	100	96	532	543	537	0	2	5	29	10	10	57	79	75	14	9	9
Students with Disabilities	NC	138	7306	NC	123	90	NC	528	506	NC	11	24	NC	16	20	NC	68	52	NC	5	4
Students without Disabilities	32	616	66348	91	97	100	521	534	531	0	6	8	35	14	13	58	73	71	8	7	8
Limited English Proficient Students	NC	128	16422	NC	106	109	NC	486	495	NC	35	30	NC	29	27	NC	35	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	39	164	25711				522	535	514	0	3	16	32	17	19	61	71	61	7	9	3
Non-Economically Disadvantaged	--	590	47943				--	533	535	--	7	7	--	13	11	--	73	74	--	7	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	67	907	76230	100	101	101	510	513	498	7	5	12	38	33	38	9	15	12	47	46	37
All Students (Prior Year)	39	822	72888	NA	NA	NA	496	505	494	16	10	14	39	37	40	10	13	12	35	41	34
Female	33	418	37247	97	98	100	512	514	500	4	5	11	44	34	40	8	14	13	44	47	37
Male	34	486	38725	103	102	101	507	512	497	10	6	14	30	33	37	10	15	12	50	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	15	161	28100	100	100	98	503	495	482	20	12	18	30	41	47	10	14	11	40	33	24
Asian/Pacific Islander	--	10	1447	--	100	95	--	500	527	--	0	5	--	60	26	--	10	11	--	30	58
American Indian/Alaskan Native	15	191	5292	107	99	113	498	498	463	0	10	31	67	40	47	0	17	8	33	34	14
White	36	511	35389	97	98	96	515	523	514	4	2	6	36	28	32	7	15	14	54	54	48
Students with Disabilities	17	173	9022	121	109	105	474	489	465	33	12	31	0	41	43	67	24	8	0	22	17
Students without Disabilities	50	734	67208	94	99	100	513	515	500	5	5	12	40	33	38	5	14	12	50	48	38
Limited English Proficient Students	15	138	14826	100	104	113	471	467	460	0	25	31	100	55	51	0	14	8	0	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	65	236	25037				511	506	477	7	8	21	37	36	47	7	14	11	49	42	21
Non-Economically Disadvantaged	NC	671	51193				NC	515	507	NC	5	9	NC	33	35	NC	15	13	NC	48	43

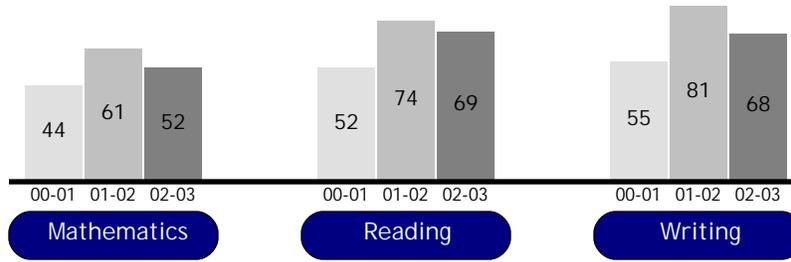
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	905	76202	101	100	101	503	510	505	20	11	19	24	22	24	46	52	46	11	16	11
All Students (Prior Year)	41	824	72779	NA	NA	NA	500	509	505	36	17	21	12	20	20	39	44	43	12	19	15
Female	34	420	37231	100	99	100	505	511	507	15	9	16	19	23	24	58	51	48	8	17	13
Male	34	482	38718	103	101	101	501	509	503	25	13	22	30	20	24	30	52	44	15	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	15	159	28090	100	99	98	506	504	497	20	20	28	20	28	30	40	37	37	20	15	5
Asian/Pacific Islander	--	10	1443	--	100	95	--	503	515	--	20	9	--	20	19	--	50	53	--	10	19
American Indian/Alaskan Native	14	191	5311	100	99	113	499	498	491	50	24	38	17	26	31	17	42	28	17	8	3
White	37	513	35371	100	99	96	503	515	512	14	6	10	28	18	20	52	58	54	7	18	16
Students with Disabilities	17	172	9097	121	109	106	491	502	493	67	16	39	0	21	27	33	58	29	0	5	5
Students without Disabilities	51	733	67105	96	99	100	504	510	506	16	11	18	26	22	24	47	51	47	12	16	12
Limited English Proficient Students	15	137	14780	100	103	113	483	490	486	67	47	50	33	23	32	0	28	18	0	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	66	236	24961				504	502	495	20	19	32	20	24	30	48	47	34	11	9	4
Non-Economically Disadvantaged	NC	669	51241				NC	512	509	NC	9	14	NC	21	22	NC	53	51	NC	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	67	897	74692	100	100	99	507	512	502	9	10	18	29	25	27	58	57	47	4	8	8
All Students (Prior Year)	34	792	70710	NA	NA	NA	521	526	512	11	10	17	30	23	26	41	46	42	19	21	16
Female	33	415	36710	97	98	99	514	518	509	4	7	14	24	25	26	72	59	50	0	9	10
Male	34	479	37742	103	101	98	498	506	495	15	13	22	35	25	28	40	55	44	10	7	6
African American	NC	17	3516	NC	94	94	NC	503	487	NC	27	26	NC	27	31	NC	40	39	NC	7	4
Hispanic	14	158	27492	93	98	96	519	495	486	0	18	27	33	36	32	56	41	38	11	5	4
Asian/Pacific Islander	--	10	1428	--	100	94	--	499	528	--	20	8	--	0	20	--	80	54	--	0	18
American Indian/Alaskan Native	14	190	5166	100	98	110	492	492	470	17	20	39	50	36	32	33	41	27	0	3	2
White	37	508	34785	100	98	94	507	524	517	10	5	10	21	19	23	66	66	56	3	10	11
Students with Disabilities	17	169	8428	121	107	98	483	499	472	0	11	38	67	32	30	33	55	29	0	3	3
Students without Disabilities	50	728	66264	94	98	99	508	513	503	10	10	17	26	25	27	60	57	48	5	8	8
Limited English Proficient Students	15	137	14363	100	103	109	480	462	459	33	44	47	33	33	34	33	23	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	65	233	24507				507	501	480	9	13	31	28	31	33	58	54	33	5	3	3
Non-Economically Disadvantaged	NC	664	50185				NC	515	511	NC	10	13	NC	23	24	NC	58	53	NC	9	10

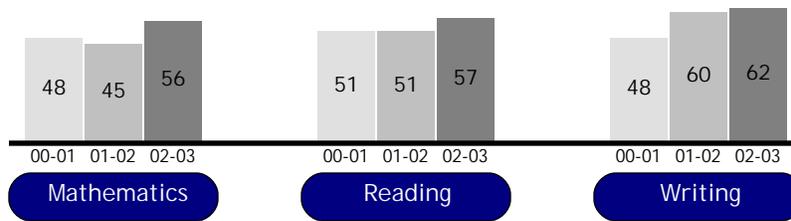
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	70	55	61	53	93	29	49	44	66	44	56	50
	Language	77	43	52	45	93	28	45	39	98	31	47	43
	Mathematics	80	57	65	56	93	46	58	52	100	61	64	57
3	Reading	73	44	61	50	100	45	51	43	89	32	53	47
	Language	73	43	61	55	100	45	56	50	95	36	59	54
	Mathematics	74	40	62	53	98	46	58	50	92	41	60	54
4	Reading	70	61	66	55	94	51	56	47	98	53	60	52
	Language	65	53	58	50	95	41	50	45	97	47	53	48
	Mathematics	75	62	65	56	95	54	60	52	95	69	64	57
5	Reading	96	54	57	51	90	46	54	46	96	46	59	50
	Language	96	42	51	46	93	37	48	43	100	41	53	46
	Mathematics	98	61	60	56	100	48	62	54	98	59	67	57
6	Reading	98	54	61	54	87	52	60	49	94	54	63	53
	Language	100	45	54	46	86	46	53	42	97	41	56	45
	Mathematics	100	65	70	61	87	67	69	58	100	73	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 have been recognized as one the cleanest schools in our school district. We use ongoing conflict resolution problem-solving techniques to help students learn to solve their own problems. We implement the Character Counts program at our school.

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	Tom Ziegler	(928) 773-4110
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	L. Acheson/T. Hamrah	(928) 773-4114
School Nutrition Programs	Theresa Torres	(928) 773-4116
Parent Organization	Paul Kulpinski	(928) 773-4110
Student Health/Nurse	Sally Tachias	(928) 773-4112

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