

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3300 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tom Ziegler
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 399
 Web Address : 207.246.0.51/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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will demonstrate math proficiency at or above grade level and/or show growth on scores from year to year on the Stanford 9 and/or AIMS test.
- ü 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 and/or AIMS test. An emphasis on vocabulary development will take place.
- ü Thomas School will strive to have 100 percent of our parents show involvement in their child's education.

Enrollment

October 1, 2003 School Year Student Enrollment : 389
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 89

Instructional Programs

- Title I Technology, Reading, Math
- Special Education/Gifted Inclusion
- Full-Day Kindergarten
- CLIP, SOAR--Literacy Intervention
- Music, Band, Strings, PE, Art, Library

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/23/2004
Last Day of School :	6/9/2005

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.

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.

School Honors

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

Award/Honor	Year
• Arizona Community Foundation Grant	2003
• Character Education Grant - K12 Center	2002
• Digging Deeper Garden Grant	2003
• Coconino County Fair Best of Show	2003

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	46	771	75509	88	98	100	520	526	521	13	11	13	28	19	23	22	35	33	38	35	31
All Students (Prior Year)	40	758	75372	98	100	100	499	530	523	17	6	9	31	23	25	45	35	36	7	35	30
Female	21	366	37013	100	100	100	524	528	522	13	10	12	27	18	24	20	37	33	40	34	31
Male	25	405	38430	78	97	99	517	525	521	12	12	14	29	19	22	24	34	33	35	35	31
African American	NC	23	3660	NC	100	99	NC	483	496	NC	35	24	NC	18	31	NC	35	28	NC	12	18
Hispanic	NC	160	30486	NC	98	99	NC	505	505	NC	20	18	NC	24	29	NC	34	32	NC	22	21
Asian/Pacific Islander	--	15	1780	--	100	98	--	555	549	--	0	5	--	7	13	--	43	33	--	50	50
American Indian/Alaskan Native	24	172	4075	86	97	100	513	504	486	13	17	28	38	32	34	19	29	26	31	21	12
White	17	397	35192	89	98	99	540	542	534	8	6	8	8	13	19	33	37	35	50	44	39
Students with Disabilities	18	145	9708	86	100	100	526	507	489	20	25	32	20	22	27	0	25	24	60	27	17
Students without Disabilities	28	626	65801	90	97	98	519	528	525	11	10	11	30	18	23	26	36	34	33	36	33
Limited English Proficient Students	NC	124	16928	NC	100	100	NC	457	485	NC	53	29	NC	33	33	NC	11	26	NC	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	26	361	36411				503	507	503	13	18	19	50	28	29	13	33	32	25	21	20
Non-Economically Disadvantaged	20	410	39040				537	541	534	13	6	8	6	11	19	31	37	34	50	46	39

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	47	772	75492	90	99	100	522	526	519	9	9	12	22	14	16	38	48	47	31	29	24
All Students (Prior Year)	41	761	75221	100	100	100	519	526	523	7	7	8	24	17	16	48	53	56	21	23	21
Female	21	366	37014	100	100	100	524	530	523	6	8	10	25	13	15	44	46	48	25	33	27
Male	26	406	38400	81	97	99	520	521	516	13	11	14	19	14	17	31	50	47	38	25	21
African American	NC	23	3665	NC	100	99	NC	504	505	NC	18	20	NC	18	22	NC	53	43	NC	12	14
Hispanic	NC	161	30438	NC	98	99	NC	509	508	NC	12	17	NC	24	21	NC	51	47	NC	12	15
Asian/Pacific Islander	--	14	1773	--	93	98	--	549	534	--	0	4	--	0	10	--	23	50	--	77	36
American Indian/Alaskan Native	25	173	4081	89	98	100	511	506	498	13	21	25	31	23	26	38	39	40	19	17	8
White	17	397	35177	89	98	99	539	537	528	8	5	8	0	8	13	42	50	49	50	38	31
Students with Disabilities	18	144	9707	86	100	100	532	505	495	0	25	33	20	23	21	60	33	33	20	19	13
Students without Disabilities	29	628	65785	94	97	98	520	528	522	11	8	10	22	13	16	33	49	49	33	30	26
Limited English Proficient Students	10	126	16905	91	100	100	474	479	489	0	39	34	100	39	28	0	19	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	27	362	36302				505	508	507	18	17	18	29	20	21	35	48	46	18	15	14
Non-Economically Disadvantaged	20	410	39164				541	539	528	0	4	8	13	9	13	40	47	48	47	40	31

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	46	770	75053	88	98	99	589	607	597	6	6	7	19	11	12	66	75	72	9	9	9
All Students (Prior Year)	39	754	73654	95	100	99	522	533	530	0	6	9	32	14	13	61	73	70	7	7	7
Female	20	363	36872	100	99	99	661	635	621	0	2	5	13	9	9	67	77	74	20	12	12
Male	26	407	38109	81	98	99	526	578	573	12	9	10	24	12	14	65	72	69	0	7	6
African American	NC	22	3636	NC	96	99	NC	541	568	NC	6	12	NC	29	16	NC	65	67	NC	0	6
Hispanic	NC	161	30235	NC	98	98	NC	590	575	NC	9	9	NC	14	14	NC	71	70	NC	6	6
Asian/Pacific Islander	--	15	1768	--	100	98	--	640	651	--	0	3	--	0	5	--	79	72	--	21	19
American Indian/Alaskan Native	24	172	4044	86	97	99	597	575	550	0	11	13	20	9	17	73	74	66	7	5	4
White	17	396	35028	89	98	99	598	624	613	15	3	6	15	9	10	54	77	73	15	11	11
Students with Disabilities	18	143	9625	86	100	100	544	552	530	17	17	21	17	8	21	67	70	55	0	5	4
Students without Disabilities	28	627	65428	90	97	98	600	613	604	4	4	6	19	11	11	65	75	73	12	10	10
Limited English Proficient Students	NC	125	16765	NC	100	100	NC	505	525	NC	14	17	NC	31	20	NC	54	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	26	362	36077				572	572	566	6	9	10	19	15	16	69	72	69	6	4	5
Non-Economically Disadvantaged	20	408	38950				606	633	618	6	3	5	19	7	9	63	76	73	13	13	12

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	71	822	76019	100	100	100	508	508	499	5	7	14	36	40	39	31	16	14	28	36	33
All Students (Prior Year)	67	907	76230	100	100	100	510	513	498	7	5	12	38	33	38	9	15	12	47	46	37
Female	40	402	37207	100	99	100	503	507	499	6	6	12	43	42	41	34	18	14	17	34	33
Male	31	420	38677	100	100	100	513	509	498	4	8	15	27	39	38	27	14	13	42	39	34
African American	NC	25	3817	NC	96	100	NC	483	475	NC	29	23	NC	43	47	NC	0	11	NC	29	18
Hispanic	NC	174	29458	NC	98	100	NC	487	480	NC	13	20	NC	55	48	NC	12	12	NC	20	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	37	196	4735	100	100	100	502	490	466	4	10	28	39	49	49	39	21	10	18	20	13
White	25	418	35880	100	100	100	513	522	515	0	2	7	40	32	32	28	17	16	32	48	45
Students with Disabilities	NC	154	9786	NC	100	100	NC	483	457	NC	22	39	NC	44	40	NC	9	7	NC	24	13
Students without Disabilities	62	668	66233	100	98	99	507	510	503	5	5	11	34	40	39	33	17	14	28	38	35
Limited English Proficient Students	13	123	15206	100	100	100	492	472	459	14	25	31	43	52	53	29	10	7	14	13	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	39	350	35714				495	488	480	9	11	20	42	53	47	33	16	12	15	21	20
Non-Economically Disadvantaged	32	472	40266				522	520	513	0	4	9	29	33	33	29	17	15	43	46	43

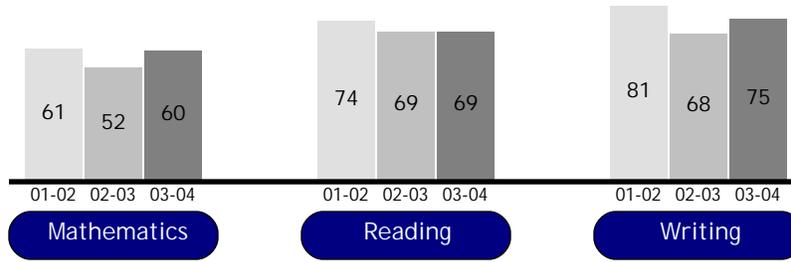
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	821	76020	100	100	100	501	506	503	21	16	25	20	21	23	52	50	40	7	13	12
All Students (Prior Year)	68	905	76202	100	100	100	503	510	505	20	11	19	24	22	24	46	52	46	11	16	11
Female	40	402	37213	100	99	100	500	507	504	23	15	22	20	20	23	51	53	42	6	12	13
Male	31	419	38666	100	100	100	502	505	501	19	17	29	19	22	22	54	47	38	8	14	12
African American	NC	25	3819	NC	96	100	NC	496	494	NC	32	37	NC	26	26	NC	32	31	NC	11	6
Hispanic	NC	173	29442	NC	97	99	NC	499	494	NC	28	37	NC	27	26	NC	35	31	NC	10	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	37	196	4735	100	100	100	497	496	489	21	26	48	29	29	25	46	42	24	4	3	3
White	25	419	35890	100	100	100	506	513	511	16	7	15	12	15	20	64	59	48	8	18	18
Students with Disabilities	NC	153	9784	NC	100	100	NC	499	485	NC	16	58	NC	23	19	NC	58	19	NC	2	4
Students without Disabilities	62	668	66236	100	98	99	500	507	504	22	16	23	21	21	23	50	50	42	7	14	13
Limited English Proficient Students	13	123	15198	100	100	100	486	487	483	57	56	59	0	17	25	43	23	14	0	4	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	39	348	35703				496	497	494	33	28	37	15	25	26	48	40	31	3	7	6
Non-Economically Disadvantaged	32	473	40274				506	512	509	7	8	17	25	18	20	57	57	47	11	17	17

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	71	817	75673	100	99	100	568	545	530	0	7	12	18	22	25	75	67	58	7	4	4
All Students (Prior Year)	67	897	74692	100	100	99	507	512	502	9	10	18	29	25	27	58	57	47	4	8	8
Female	40	399	37099	100	98	100	565	556	548	0	4	8	17	17	22	74	74	64	9	5	6
Male	31	418	38441	100	100	99	572	534	513	0	9	16	19	28	29	77	60	52	4	4	3
African American	NC	25	3791	NC	96	99	NC	546	506	NC	5	18	NC	25	29	NC	65	50	NC	5	3
Hispanic	NC	171	29305	NC	96	99	NC	526	507	NC	11	16	NC	25	31	NC	64	51	NC	1	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	37	196	4707	100	100	100	549	515	492	0	10	19	21	33	33	75	55	46	4	2	1
White	25	417	35760	100	99	99	574	563	550	0	4	9	20	17	21	72	73	64	8	6	6
Students with Disabilities	NC	153	9706	NC	100	100	NC	497	462	NC	16	36	NC	42	32	NC	42	31	NC	0	1
Students without Disabilities	62	664	65967	100	97	99	568	549	536	0	6	10	19	21	25	74	69	60	7	5	5
Limited English Proficient Students	13	121	15115	100	99	100	522	489	471	0	19	26	43	38	38	57	43	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	39	347	35541				545	525	504	0	10	17	27	32	31	70	55	50	3	3	2
Non-Economically Disadvantaged	32	470	40091				595	558	550	0	4	9	7	16	21	82	75	64	11	5	6

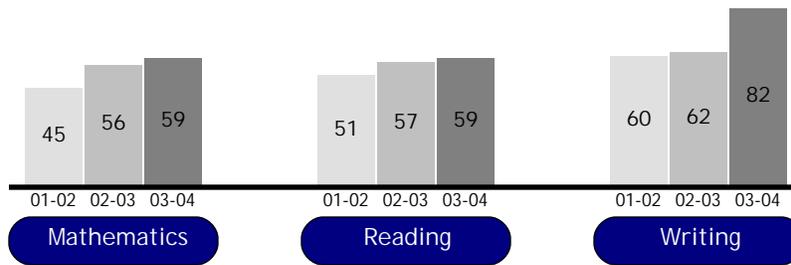
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	29	49	44	66	44	56	50	88	47	NA	58
	Language	93	28	45	39	98	31	47	43	95	35	52	50
	Mathematics	93	46	58	52	100	61	64	57	93	59	68	64
3	Reading	100	45	51	43	89	32	53	47	88	51	NA	55
	Language	100	45	56	50	95	36	59	54	85	58	63	61
	Mathematics	98	46	58	50	92	41	60	54	88	57	65	61
4	Reading	94	51	56	47	98	53	60	52	98	54	NA	56
	Language	95	41	50	45	97	47	53	48	100	51	56	52
	Mathematics	95	54	60	52	95	69	64	57	98	65	63	61
5	Reading	90	46	54	46	96	46	59	50	100	57	NA	55
	Language	93	37	48	43	100	41	53	46	100	50	55	49
	Mathematics	100	48	62	54	98	59	67	57	100	72	69	63
6	Reading	87	52	60	49	94	54	63	53	91	63	NA	56
	Language	86	46	53	42	97	41	56	45	97	52	58	48
	Mathematics	87	67	69	58	100	73	73	62	99	73	76	66

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 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	2	0	1
7 to 9 years	0	6	0	0
10 or more years	2	17	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 17
 Core academic classes taught by Highly Qualified (NCLB) teachers. 42
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- ü Homework Club
- ü 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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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 or special education 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.
- ü Thomas School has received a planning grant of \$10,000 from the Arizona Community Foundation to improve and enhance parental involvement and communication.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	48	50
Grades 3-4	80	88
Grades 4-5	73	68
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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

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. We will be promoting increased parental involvement through collaboration with local agencies and the Arizona Community Foundation utilizing the Education Quality Bill of Rights.

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	Tom Ziegler	(928) 773-4110
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	New to be determined	(928) 773-4114
School Nutrition Programs	Theresa Torres	(928) 773-4116
Parent Organization	New to be determined	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.