

# Neil V. Christensen School

## ARIZONA SCHOOL REPORT CARD 2003-04

4000 N. Cummings Street, Flagstaff, AZ 86004

Flagstaff Unified District

### AZ LEARNS<sup>1</sup>

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.

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.

### School Overview

Principal/Administrator : Mr. Savino Ontiveros  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-6  
2003 Enrollment : 489  
Web Address : [www.flagstaff.k12.az.us/christensen/](http://www.flagstaff.k12.az.us/christensen/)  
Phone Number : (928) 773-4140  
Fax Number : (928) 773-4138  
E-mail : [sontiver@flagstaff.apsc.k12.az.us](mailto:sontiver@flagstaff.apsc.k12.az.us)

### Mission

Christensen School, in partnership with families and the community, will prepare all students for a successful future by providing a safe, positive and challenging academic environment.

### School / Academic Goals

- Christensen students will improve their overall SAT 9 scores by one (1) NCE point in the area of Language using the SAT 9. In the areas of Mathematics and Reading, all Christensen students will maintain their current NCE scores.
- The Christensen students will improve their overall absences by two percent. We would like to increase the percentage of students who are absent in the 0-9 category by two percent by decreasing the number of students in the 10 or more category.

### Instructional Programs

- Title I
- Collaborative Literacy Intervention
- At-risk Extended Kindergarten
- Data Driven Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 500  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 106

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 45 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)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Policy Development
- Ü Facility Planning
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	8.00	Teacher Aide	4.00

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	1	4	0	0
7 to 9 years	1	11	0	0
10 or more years	0	26	0	0

Shared Responsibilities

School

Believing that quality education is a partnership, Christensen School involves families in their students' educational experiences by promoting regular communication between school and home to improve student achievement, as well as social growth.

Parents

Christensen families are active in their children's education by providing a home environment that supports academic and social growth; communicating with the school concerning their students; offering assistance to Christensen School.

Resources Available at School Site

Special Facilities

- Ü Parent Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Choir/Band/Orchestra
- Ü Student Choir
- Ü Odyssey of the Mind

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Breakfast/Lunch Programs
- Ü FAST After School Program

Transportation Policy

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated on their Individual Education Programs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We have developed a schoolwide student management plan providing a disciplinary alternative to off-campus suspension: Our Alternative Learning Center. Our goal is to ensure all students a safe, secure environment which is conducive to learning.
  
- ü Christensen School has a truancy program that will decrease the amount of absences our students have each year. The focus of the program is to increase the amount of time a student spends in the classroom.

School Honors

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

Award/Honor	Year
ü National Social Studies Teacher of the Year	2003
ü State of Arizona Safety Award	1998
ü Science Teacher of the Year	1999
ü Six Fulbright Scholarship Recipients	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	--	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	96	99	98	95
Retention Rate <sup>7</sup>	4	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	82	64
Grades 3-4	70	62
Grades 4-5	55	64
Grades 5-6	83	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	56	758	75372	102	101	101	541	530	523	3	6	9	18	23	25	35	35	36	45	35	30
All Students (Prior Year)	69	781	70809	NA	NA	NA	520	526	518	6	6	11	27	23	27	44	39	35	23	32	27
Female	26	378	36901	100	101	101	533	528	524	5	7	8	21	25	25	32	33	36	42	34	31
Male	30	380	38385	103	102	101	549	532	523	0	6	9	14	20	24	38	38	36	48	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	13	149	29103	100	100	99	547	503	510	0	15	12	14	38	31	29	26	36	57	20	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	15	168	5086	107	102	114	533	508	491	8	11	22	17	33	38	33	38	28	42	18	12
White	26	407	34597	100	100	98	550	545	535	0	2	4	16	15	20	37	36	38	47	46	38
Students with Disabilities	19	139	8057	136	124	99	562	529	496	17	12	23	17	24	31	0	24	28	67	39	17
Students without Disabilities	37	619	67315	90	97	101	538	530	525	0	6	8	18	23	24	41	36	37	41	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	56	166	26325				541	524	504	3	7	15	18	24	34	35	42	33	45	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	56	761	75221	102	102	101	539	526	523	8	7	8	13	17	16	50	53	56	30	23	21
All Students (Prior Year)	68	775	70860	NA	NA	NA	521	531	524	8	6	9	18	15	17	47	45	45	27	35	30
Female	26	379	36833	100	101	100	540	526	526	11	7	6	11	18	15	53	51	56	26	24	23
Male	30	382	38319	103	103	101	538	526	520	5	6	9	14	16	17	48	56	56	33	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	13	150	29019	100	101	99	545	513	513	0	17	12	0	27	21	57	42	55	43	15	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	15	169	5071	107	103	114	530	511	502	8	11	20	25	28	27	50	51	46	17	10	8
White	26	407	34543	100	100	97	546	534	531	11	2	4	5	12	12	47	56	58	37	30	26
Students with Disabilities	19	142	8006	136	127	99	531	523	505	17	13	22	17	21	23	33	41	42	33	26	13
Students without Disabilities	37	619	67215	90	97	101	541	526	524	6	6	7	12	17	16	53	54	56	29	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	56	168	26256				539	529	509	8	7	14	13	16	24	50	53	51	30	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	55	754	73654	100	101	99	528	533	530	8	6	9	18	14	13	67	73	70	8	7	7
All Students (Prior Year)	69	763	68592	NA	NA	NA	541	551	542	4	5	9	13	9	12	67	66	63	15	19	16
Female	26	375	36239	100	100	99	533	537	537	5	7	7	16	12	11	63	71	72	16	9	10
Male	29	379	37301	100	102	98	523	530	523	10	5	12	20	16	15	70	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	12	146	28348	92	98	96	533	519	520	0	13	13	0	19	17	100	66	65	0	3	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	15	167	4947	107	102	111	521	516	507	8	10	22	25	25	22	67	61	53	0	4	3
White	26	406	33924	100	100	96	530	543	537	11	2	5	16	10	10	63	79	75	11	9	9
Students with Disabilities	19	138	7306	136	123	90	520	528	506	33	11	24	0	16	20	67	68	52	0	5	4
Students without Disabilities	36	616	66348	88	97	100	529	534	531	3	6	8	21	14	13	67	73	71	9	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	55	164	25711				528	535	514	8	3	16	18	17	19	67	71	61	8	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	85	907	76230	104	101	101	506	513	498	8	5	12	34	33	38	18	15	12	40	46	37
All Students (Prior Year)	80	822	72888	NA	NA	NA	499	505	494	10	10	14	43	37	40	16	13	12	31	41	34
Female	37	418	37247	100	98	100	502	514	500	10	5	11	30	34	40	27	14	13	33	47	37
Male	48	486	38725	107	102	101	511	512	497	6	6	14	38	33	37	9	15	12	47	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	21	161	28100	105	100	98	501	495	482	12	12	18	35	41	47	18	14	11	35	33	24
Asian/Pacific Islander	--	10	1447	--	100	95	--	500	527	--	0	5	--	60	26	--	10	11	--	30	58
American Indian/Alaskan Native	22	191	5292	110	99	113	492	498	463	10	10	31	50	40	47	20	17	8	20	34	14
White	41	511	35389	100	98	96	513	523	514	6	2	6	29	28	32	18	15	14	47	54	48
Students with Disabilities	19	173	9022	127	109	105	513	489	465	0	12	31	0	41	43	100	24	8	0	22	17
Students without Disabilities	66	734	67208	99	99	100	506	515	500	8	5	12	34	33	38	16	14	12	41	48	38
Limited English Proficient Students	19	138	14826	136	104	113	479	467	460	25	25	31	50	55	51	13	14	8	13	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	85	236	25037				506	506	477	8	8	21	34	36	47	18	14	11	40	42	21
Non-Economically Disadvantaged	--	671	51193				--	515	507	--	5	9	--	33	35	--	15	13	--	48	43

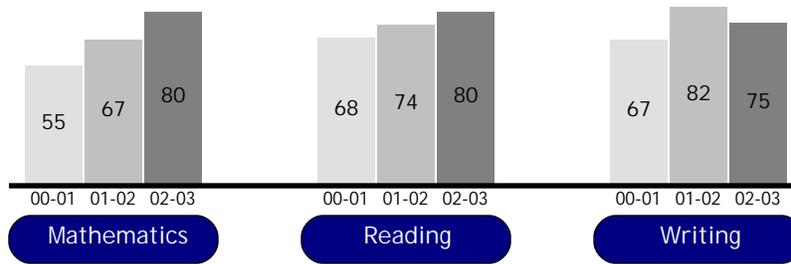
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	905	76202	104	100	101	504	510	505	15	11	19	24	22	24	52	52	46	10	16	11
All Students (Prior Year)	83	824	72779	NA	NA	NA	501	509	505	20	17	21	23	20	20	48	44	43	8	19	15
Female	37	420	37231	100	99	100	505	511	507	10	9	16	30	23	24	50	51	48	10	17	13
Male	48	482	38718	107	101	101	503	509	503	19	13	22	19	20	24	53	52	44	9	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	20	159	28090	100	99	98	501	504	497	18	20	28	41	28	30	29	37	37	12	15	5
Asian/Pacific Islander	--	10	1443	--	100	95	--	503	515	--	20	9	--	20	19	--	50	53	--	10	19
American Indian/Alaskan Native	23	191	5311	115	99	113	500	498	491	20	24	38	30	26	31	40	42	28	10	8	3
White	41	513	35371	100	99	96	506	515	512	12	6	10	15	18	20	65	58	54	9	18	16
Students with Disabilities	19	172	9097	127	109	106	504	502	493	0	16	39	0	21	27	100	58	29	0	5	5
Students without Disabilities	66	733	67105	99	99	100	504	510	506	15	11	18	25	22	24	51	51	47	10	16	12
Limited English Proficient Students	19	137	14780	136	103	113	491	490	486	50	47	50	25	23	32	25	28	18	0	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	85	236	24961				504	502	495	15	19	32	24	24	30	52	47	34	10	9	4
Non-Economically Disadvantaged	--	669	51241				--	512	509	--	9	14	--	21	22	--	53	51	--	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	84	897	74692	102	100	99	498	512	502	11	10	18	39	25	27	47	57	47	3	8	8
All Students (Prior Year)	78	792	70710	NA	NA	NA	512	526	512	10	10	17	32	23	26	47	46	42	10	21	16
Female	36	415	36710	97	98	99	503	518	509	10	7	14	37	25	26	47	59	50	7	9	10
Male	48	479	37742	107	101	98	493	506	495	13	13	22	41	25	28	47	55	44	0	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	20	158	27492	100	98	96	486	495	486	18	18	27	53	36	32	24	41	38	6	5	4
Asian/Pacific Islander	--	10	1428	--	100	94	--	499	528	--	20	8	--	0	20	--	80	54	--	0	18
American Indian/Alaskan Native	23	190	5166	115	98	110	484	492	470	20	20	39	50	36	32	30	41	27	0	3	2
White	40	508	34785	98	98	94	508	524	517	6	5	10	29	19	23	62	66	56	3	10	11
Students with Disabilities	18	169	8428	120	107	98	500	499	472	0	11	38	0	32	30	100	55	29	0	3	3
Students without Disabilities	66	728	66264	99	98	99	498	513	503	11	10	17	39	25	27	46	57	48	3	8	8
Limited English Proficient Students	19	137	14363	136	103	109	460	462	459	38	44	47	50	33	34	13	23	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	84	233	24507				498	501	480	11	13	31	39	31	33	47	54	33	3	3	3
Non-Economically Disadvantaged	--	664	50185				--	515	511	--	10	13	--	23	24	--	58	53	--	9	10

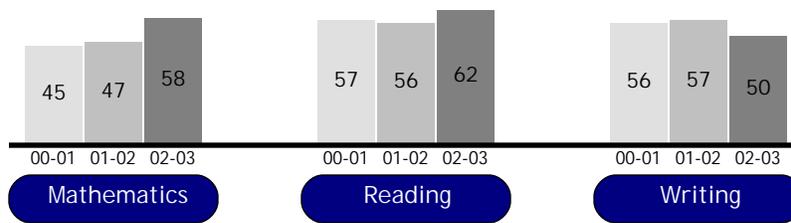
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	65	47	61	53	92	33	49	44	86	47	56	50
	Language	71	42	52	45	92	34	45	39	100	41	47	43
	Mathematics	71	66	65	56	92	58	58	52	92	66	64	57
3	Reading	70	59	61	50	95	41	51	43	98	52	53	47
	Language	72	59	61	55	95	48	56	50	96	58	59	54
	Mathematics	71	63	62	53	95	50	58	50	96	60	60	54
4	Reading	70	58	66	55	92	56	56	47	98	51	60	52
	Language	85	51	58	50	92	56	50	45	98	45	53	48
	Mathematics	77	70	65	56	92	65	60	52	100	57	64	57
5	Reading	91	53	57	51	88	44	54	46	97	47	59	50
	Language	94	49	51	46	88	37	48	43	100	50	53	46
	Mathematics	91	60	60	56	88	57	62	54	97	61	67	57
6	Reading	94	51	61	54	94	59	60	49	90	57	63	53
	Language	96	47	54	46	94	53	53	42	91	38	56	45
	Mathematics	96	70	70	61	94	77	69	58	91	74	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

At Christensen Elementary School, we are utilizing the Concerns, Compliments and Solutions Program. This program is geared to reduce and assist students in resolving conflict on their own.

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	Kathy Smith	(928) 773-4140
Transportation Policy	Fred Fennel	(928) 773-4170
Community Resources	Savino Ontiveros	(928) 773-4140
School Nutrition Programs	Troy Fullner	(928) 773-4140
Parent Organization	Mrs. Wooley/A. Hanno	(928) 773-4140
Student Health/Nurse	Gail Bell	(928) 773-4140

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)