

Cochise Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

9451 N. 84th Street, Scottsdale, AZ 85258

Scottsdale 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 : Mrs. Diane K. Smith
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2003 Enrollment : 550
Web Address : www.scottsdale.org/schools/elem/Cochise/Cochi
Phone Number : (480) 484-1100
Fax Number : (480) 484-1101
E-mail : dsmith@susd.org

Mission

Cochise School, in partnership with parents and the community, will enable all children to learn, to become critical thinkers, to believe in themselves, to respect others, to demonstrate responsible citizenship, and to value and celebrate education.

School / Academic Goals

- Students will demonstrate increasing proficiency in oral language, reading strategies, literature interpretation and written language.
- Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.

Instructional Programs

- Academic Excellence
- Skills Taught in Meaningful Content
- Secure Community of Learners
- Community Programs for Enrichment

Enrollment

October 1, 2002 School Year Student Enrollment : 564
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 52

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/25/2004

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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Improvement Plan Goal Setting
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Personnel Decisions
- Ü School Safety/Facility Improvement
- Ü Budget

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	7.00	Teacher Aide	16.00

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	3	6	0	0
7 to 9 years	1	11	0	0
10 or more years	1	16	0	0

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; and to maintain a highly qualified professional staff.

Parents

Parents are urged to show support of their children in several areas: motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school.

Resources Available at School Site

Special Facilities

- Ü Media Center/Technology Emphasis
- Ü Full Computer Lab and Two Mini Labs

Extracurricular Activities

- Ü Enrichment Classes
- Ü Community Recreation Programs
- Ü Scouting Opportunities
- Ü Community Athletic Opportunities

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü Afterschool Program

Transportation Policy

Transportation is provided for K-3 students 3/4 mile from school, and 4-5 students 1 mile from school. Mid-day transportation is provided for eligible kindergarten students. Service is provided for special education students whose IEPs require it.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü In all classes, teachers develop and communicate an ongoing, systematic summary of each student's progress using data to assist instructional plans. Accurate, meaningful data is consistently utilized to increase student growth.

- ü Cochise consistently scores in the top 25th percentile in state and national testing programs. Scores from the Stanford 9 test showed increases in achievement in all areas, with scores ranging up to the 93rd percentile in mathematics in fifth grade.

School Honors

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

Award/Honor	Year
ü National Board Certified Teacher	2000
ü Student Work Published Nationally	1999
ü Math Olympiad Highest Team Award	1996
ü Arizona Special Education Teacher of the Year	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	10	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	3	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	65	66
Grades 3-4	87	92
Grades 4-5	64	78

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	2032	75372	98	98	101	580	547	523	0	2	9	3	14	25	22	36	36	75	47	30
All Students (Prior Year)	95	1994	70809	NA	NA	NA	546	545	518	2	3	11	16	14	27	30	36	35	51	47	27
Female	52	988	36901	100	98	101	579	545	524	0	3	8	6	15	25	21	37	36	73	45	31
Male	49	1044	38385	96	99	101	581	549	523	0	2	9	0	14	24	23	35	36	77	50	30
African American	NC	40	3589	NC	89	96	NC	522	501	NC	8	18	NC	25	33	NC	36	33	NC	31	16
Hispanic	NC	275	29103	NC	93	99	NC	519	510	NC	9	12	NC	28	31	NC	38	36	NC	25	20
Asian/Pacific Islander	NC	58	1574	NC	89	96	NC	564	549	NC	0	3	NC	9	14	NC	28	34	NC	64	48
American Indian/Alaskan Native	NC	20	5086	NC	74	114	NC	528	491	NC	13	22	NC	13	38	NC	31	28	NC	44	12
White	90	1570	34597	99	96	98	580	550	535	0	1	4	4	13	20	21	36	38	75	50	38
Students with Disabilities	NC	189	8057	NC	69	99	NC	522	496	NC	10	23	NC	22	31	NC	41	28	NC	27	17
Students without Disabilities	92	1843	67315	105	103	101	583	548	525	0	2	8	1	14	24	21	36	37	78	48	31
Limited English Proficient Students	NC	188	16925	NC	106	112	NC	462	482	NC	45	27	NC	40	40	NC	15	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	101	1886	49047				580	548	530	0	2	6	3	13	21	22	36	37	75	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	101	2023	75221	98	98	101	551	540	523	0	2	8	4	8	16	49	56	56	47	34	21
All Students (Prior Year)	93	1998	70860	NA	NA	NA	545	543	524	0	3	9	12	9	17	41	42	45	47	46	30
Female	52	987	36833	100	98	100	555	543	526	0	2	6	4	8	15	45	53	56	51	38	23
Male	49	1036	38319	96	98	101	547	536	520	0	3	9	4	9	17	53	59	56	43	30	18
African American	NC	42	3597	NC	93	97	NC	518	510	NC	3	14	NC	21	22	NC	67	53	NC	10	11
Hispanic	NC	268	29019	NC	90	99	NC	522	513	NC	12	12	NC	16	21	NC	52	55	NC	20	13
Asian/Pacific Islander	NC	58	1572	NC	89	95	NC	551	536	NC	0	2	NC	4	9	NC	44	57	NC	51	31
American Indian/Alaskan Native	NC	19	5071	NC	70	114	NC	518	502	NC	0	20	NC	21	27	NC	79	46	NC	0	8
White	90	1566	34543	99	96	97	551	542	531	0	1	4	5	7	12	46	56	58	49	35	26
Students with Disabilities	NC	184	8006	NC	68	99	NC	526	505	NC	5	22	NC	17	23	NC	55	42	NC	23	13
Students without Disabilities	92	1839	67215	105	103	101	552	540	524	0	2	7	3	8	16	48	56	56	48	34	21
Limited English Proficient Students	NC	180	16853	NC	102	112	NC	477	489	NC	47	29	NC	42	36	NC	11	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	101	1879	48965				551	541	528	0	2	5	4	8	13	49	56	58	47	35	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	95	1992	73654	92	96	99	577	554	530	0	2	9	0	6	13	73	73	70	27	19	7
All Students (Prior Year)	91	1949	68592	NA	NA	NA	571	571	542	0	3	9	7	6	12	62	61	63	31	31	16
Female	49	972	36239	94	97	99	587	561	537	0	2	7	0	4	11	63	70	72	38	24	10
Male	46	1020	37301	90	96	98	566	547	523	0	2	12	0	8	15	85	76	68	15	14	5
African American	NC	40	3488	NC	89	94	NC	533	515	NC	6	16	NC	6	18	NC	75	62	NC	14	4
Hispanic	NC	261	28348	NC	88	96	NC	531	520	NC	11	13	NC	13	17	NC	66	65	NC	9	5
Asian/Pacific Islander	NC	58	1558	NC	89	95	NC	572	547	NC	0	3	NC	0	8	NC	72	76	NC	28	13
American Indian/Alaskan Native	NC	17	4947	NC	63	111	NC	546	507	NC	0	22	NC	14	22	NC	71	53	NC	14	3
White	85	1547	33924	93	95	96	574	556	537	0	1	5	0	5	10	74	73	75	26	20	9
Students with Disabilities	NC	171	7306	NC	63	90	NC	533	506	NC	11	24	NC	8	20	NC	71	52	NC	11	4
Students without Disabilities	91	1821	66348	103	102	100	579	555	531	0	2	8	0	6	13	72	73	71	28	20	8
Limited English Proficient Students	NC	177	16422	NC	100	109	NC	476	495	NC	53	30	NC	26	27	NC	21	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	95	1855	47943				577	555	535	0	2	7	0	5	11	73	73	74	27	20	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	101	2110	76230	98	98	101	523	521	498	1	4	12	28	28	38	13	14	12	58	54	37
All Students (Prior Year)	103	2193	72888	NA	NA	NA	557	523	494	2	5	14	7	26	40	10	13	12	80	56	34
Female	44	1048	37247	96	99	100	530	522	500	0	3	11	27	29	40	8	14	13	65	55	37
Male	57	1060	38725	100	98	101	519	521	497	2	4	14	29	27	37	16	15	12	53	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	NC	239	28100	NC	93	98	NC	489	482	NC	11	18	NC	49	47	NC	11	11	NC	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	86	1571	35389	99	90	96	525	526	514	1	3	6	27	25	32	13	15	14	59	58	48
Students with Disabilities	13	171	9022	87	80	105	445	467	465	50	29	31	50	38	43	0	16	8	0	16	17
Students without Disabilities	88	1939	67208	100	100	100	525	523	500	0	3	12	28	28	38	13	14	12	59	55	38
Limited English Proficient Students	NC	157	14826	NC	101	113	NC	470	460	NC	15	31	NC	65	51	NC	9	8	NC	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	101	1985	51193				523	523	507	1	3	9	28	27	35	13	14	13	58	55	43

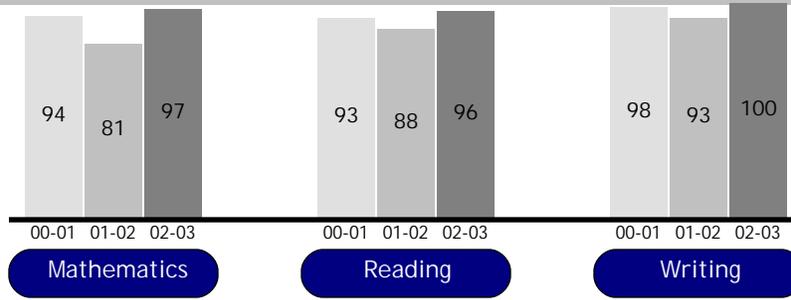
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2103	76202	97	98	101	511	516	505	6	8	19	18	17	24	57	55	46	18	20	11
All Students (Prior Year)	104	2198	72779	NA	NA	NA	529	518	505	2	9	21	3	12	20	55	48	43	40	31	15
Female	43	1037	37231	93	98	100	515	519	507	3	5	16	14	15	24	58	56	48	25	23	13
Male	57	1064	38718	100	98	101	508	514	503	8	10	22	22	18	24	57	55	44	14	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	NC	237	28090	NC	92	98	NC	500	497	NC	19	28	NC	36	30	NC	37	37	NC	8	5
Asian/Pacific Islander	NC	55	1443	NC	75	95	NC	524	515	NC	2	9	NC	6	19	NC	65	53	NC	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	85	1566	35371	98	90	96	511	518	512	7	6	10	18	14	20	55	58	54	20	22	16
Students with Disabilities	13	173	9097	87	80	106	475	490	493	50	39	39	50	30	27	0	30	29	0	2	5
Students without Disabilities	87	1930	67105	99	100	100	511	517	506	5	7	18	18	17	24	59	56	47	19	21	12
Limited English Proficient Students	NC	158	14780	NC	102	113	NC	489	486	NC	36	50	NC	45	32	NC	17	18	NC	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	100	1980	51241				511	517	509	6	6	14	18	16	22	57	57	51	18	21	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	92	2048	74692	89	95	99	531	529	502	4	6	18	21	18	27	57	57	47	18	18	8
All Students (Prior Year)	99	2146	70710	NA	NA	NA	587	550	512	0	5	17	3	14	26	33	47	42	64	34	16
Female	39	1020	36710	85	96	99	540	538	509	3	4	14	14	16	26	63	58	50	20	23	10
Male	53	1026	37742	93	95	98	525	520	495	4	9	22	27	21	28	53	57	44	16	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	NC	232	27492	NC	90	96	NC	501	486	NC	17	27	NC	28	32	NC	45	38	NC	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	77	1523	34785	89	88	94	533	533	517	3	5	10	23	18	23	56	59	56	18	19	11
Students with Disabilities	NC	152	8428	NC	71	98	NC	481	472	NC	23	38	NC	42	30	NC	32	29	NC	3	3
Students without Disabilities	85	1896	66264	97	98	99	532	530	503	4	6	17	22	18	27	57	58	48	18	18	8
Limited English Proficient Students	NC	151	14363	NC	97	109	NC	474	459	NC	33	47	NC	41	34	NC	25	19	NC	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	92	1929	50185				531	531	511	4	6	13	21	17	24	57	59	53	18	18	10

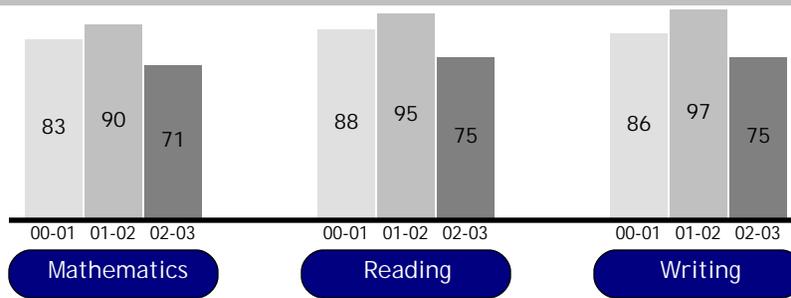
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	78	71	53	99	55	67	44	99	78	66	50
	Language	95	76	65	45	99	75	63	39	99	74	61	43
	Mathematics	95	80	74	56	99	83	75	52	98	88	72	57
3	Reading	98	74	72	50	93	70	67	43	98	80	70	47
	Language	99	80	76	55	93	74	72	50	99	88	75	54
	Mathematics	99	80	76	53	91	74	72	50	97	87	73	54
4	Reading	97	84	77	55	97	80	71	47	100	82	75	52
	Language	97	71	69	50	96	72	65	45	100	76	68	48
	Mathematics	98	83	77	56	96	83	74	52	100	89	78	57
5	Reading	97	79	72	51	93	86	69	46	99	76	70	50
	Language	96	72	66	46	92	80	64	43	98	68	65	46
	Mathematics	97	86	78	56	93	92	76	54	99	85	77	57

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

School Safety

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

All staff wear photo identification badges and visitors are required to sign-in and wear identifying badges. Students use a buddy system when moving throughout the campus.

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	Diane K. Smith	(480) 484-1100
Transportation Policy	Dan Sharer	(480) 484-8558
Community Resources	Diane K. Smith	(480) 484-1100
School Nutrition Programs	Office	(480) 484-1151
Parent Organization	Erin Cravens	(480) 484-1100
Student Health/Nurse	Marie Peters	(480) 484-1100

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