

Navajo Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

4525 N. Granite Reef Road, Scottsdale, AZ 85251

Scottsdale Unified District

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.

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. Mark Haugen
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2003 Enrollment : 575
Web Address : www.susd.org
Phone Number : (480) 484-2600
Fax Number : (480) 484-2601
E-mail : www.mhaugen.susd.org

Mission

Navajo Elementary School in partnership with families and the community will prepare all students for academic success in a safe and positive environment while celebrating our cultural diversity.

School / Academic Goals

ü Offer activities that incorporate various learning styles and instructional formats to improve student achievement.

ü To meet all aspects of NCLB within the time frame allocated.

Instructional Programs

ü Character/Citizenship Development
ü Lifelong Learning & Leadership
ü Computer Literacy
ü Integrated Learning

Enrollment

October 1, 2002 School Year Student Enrollment : 596
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 110

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

Council Duties

- Ü Facilitate Schoolwide Performance Pay
- Ü Facilitate School Improvement
- Ü Promote Collaboration
- Ü Encourage Shared Decision Making
- Ü Parent/Educator Relations
- Ü Support Staff Development

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	12.00	Teacher Aide	13.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	9	0	0
10 or more years	10	9	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; to encourage parent participation in the life of the school and to assure the safety of students.

Parents

Parents are encouraged to provide a supportive environment conducive to study and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education. Parents are our first teachers.

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Local Area Computer Network

Extracurricular Activities

- Ü Book Adventures
- Ü Student Council
- Ü Lunch Life Skills/Intramurals
- Ü After School Homework Support

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school and 4-6 students one mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students with IEPs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Navajo Community Center continues to serve the community of Navajo. This center offers free services to families needing health care, counseling, legal advice and credit services. Navajo anticipates more providers to offer their services at Navajo.
- ü Navajo received a second Head Start Preschool program from the state.

School Honors

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

Award/Honor	Year
ü Five Star Outstanding Practice Award	1999
ü Outstanding Administrator of the Year	2000
ü Community Center Foundation Award	2000
ü Mervyn's Service Award Grant	2000

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	19	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	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	67	60
Grades 3-4	85	79
Grades 4-5	73	72
Grades 5-6	79	70

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	76	2032	75372	100	98	101	519	547	523	4	2	9	32	14	25	44	36	36	21	47	30
All Students (Prior Year)	64	1994	70809	NA	NA	NA	523	545	518	9	3	11	23	14	27	37	36	35	32	47	27
Female	47	988	36901	100	98	101	515	545	524	5	3	8	31	15	25	49	37	36	15	45	31
Male	29	1044	38385	100	99	101	530	549	523	0	2	9	33	14	24	33	35	36	33	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	13	275	29103	72	93	99	530	519	510	0	9	12	0	28	31	100	38	36	0	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	52	1570	34597	100	96	98	519	550	535	2	1	4	31	13	20	48	36	38	19	50	38
Students with Disabilities	10	189	8057	83	69	99	513	522	496	0	10	23	33	22	31	67	41	28	0	27	17
Students without Disabilities	66	1843	67315	103	103	101	520	548	525	4	2	8	31	14	24	43	36	37	22	48	31
Limited English Proficient Students	13	188	16925	130	106	112	NA	462	482	NA	45	27	NA	40	40	NA	15	26	NA	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	76	1886	49047				519	548	530	4	2	6	32	13	21	44	36	37	21	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	76	2023	75221	100	98	101	522	540	523	2	2	8	23	8	16	61	56	56	14	34	21
All Students (Prior Year)	69	1998	70860	NA	NA	NA	522	543	524	10	3	9	10	9	17	55	42	45	26	46	30
Female	48	987	36833	102	98	100	521	543	526	3	2	6	21	8	15	67	53	56	10	38	23
Male	28	1036	38319	97	98	101	523	536	520	0	3	9	28	9	17	50	59	56	22	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	13	268	29019	72	90	99	520	522	513	0	12	12	0	16	21	100	52	55	0	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	52	1566	34543	100	96	97	520	542	531	2	1	4	25	7	12	60	56	58	13	35	26
Students with Disabilities	10	184	8006	83	68	99	515	526	505	0	5	22	0	17	23	100	55	42	0	23	13
Students without Disabilities	66	1839	67215	103	103	101	522	540	524	2	2	7	24	8	16	59	56	56	15	34	21
Limited English Proficient Students	13	180	16853	130	102	112	NA	477	489	NA	47	29	NA	42	36	NA	11	32	NA	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	76	1879	48965				522	541	528	2	2	5	23	8	13	61	56	58	14	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	72	1992	73654	95	96	99	529	554	530	5	2	9	15	6	13	73	73	70	7	19	7
All Students (Prior Year)	67	1949	68592	NA	NA	NA	553	571	542	5	3	9	8	6	12	67	61	63	20	31	16
Female	46	972	36239	98	97	99	529	561	537	8	2	7	13	4	11	74	70	72	5	24	10
Male	26	1020	37301	90	96	98	530	547	523	0	2	12	18	8	15	71	76	68	12	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	12	261	28348	67	88	96	530	531	520	0	11	13	0	13	17	100	66	65	0	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	50	1547	33924	96	95	96	530	556	537	6	1	5	13	5	10	74	73	75	6	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	63	1821	66348	98	102	100	529	555	531	6	2	8	15	6	13	71	73	71	8	20	8
Limited English Proficient Students	12	177	16422	120	100	109	NA	476	495	NA	53	30	NA	26	27	NA	21	43	NA	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	72	1855	47943				529	555	535	5	2	7	15	5	11	73	73	74	7	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	82	2110	76230	98	98	101	499	521	498	8	4	12	35	28	38	26	14	12	31	54	37
All Students (Prior Year)	80	2193	72888	NA	NA	NA	529	523	494	6	5	14	22	26	40	9	13	12	63	56	34
Female	33	1048	37247	97	99	100	493	522	500	7	3	11	43	29	40	32	14	13	18	55	37
Male	49	1060	38725	98	98	101	503	521	497	9	4	14	30	27	37	23	15	12	39	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	15	239	28100	79	93	98	446	489	482	30	11	18	60	49	47	10	11	11	0	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	NC	32	5292	NC	91	113	NC	496	463	NC	4	31	NC	44	47	NC	19	8	NC	33	14
White	54	1571	35389	96	90	96	510	526	514	4	3	6	31	25	32	27	15	14	37	58	48
Students with Disabilities	NC	171	9022	NC	80	105	NC	467	465	NC	29	31	NC	38	43	NC	16	8	NC	16	17
Students without Disabilities	78	1939	67208	99	100	100	500	523	500	8	3	12	34	28	38	27	14	12	31	55	38
Limited English Proficient Students	14	157	14826	127	101	113	453	470	460	29	15	31	57	65	51	0	9	8	14	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	82	1985	51193				499	523	507	8	3	9	35	27	35	26	14	13	31	55	43

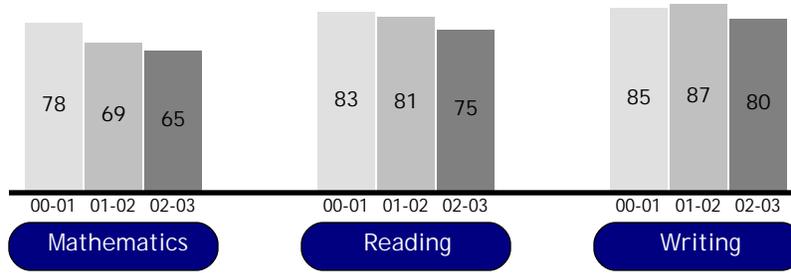
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2103	76202	100	98	101	506	516	505	9	8	19	32	17	24	47	55	46	11	20	11
All Students (Prior Year)	86	2198	72779	NA	NA	NA	517	518	505	14	9	21	18	12	20	45	48	43	24	31	15
Female	34	1037	37231	100	98	100	504	519	507	14	5	16	24	15	24	52	56	48	10	23	13
Male	50	1064	38718	100	98	101	508	514	503	7	10	22	38	18	24	44	55	44	11	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	15	237	28090	79	92	98	489	500	497	20	19	28	60	36	30	20	37	37	0	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	NC	32	5311	NC	91	113	NC	501	491	NC	15	38	NC	26	31	NC	56	28	NC	4	3
White	55	1566	35371	98	90	96	511	518	512	6	6	10	25	14	20	54	58	54	15	22	16
Students with Disabilities	NC	173	9097	NC	80	106	NC	490	493	NC	39	39	NC	30	27	NC	30	29	NC	2	5
Students without Disabilities	80	1930	67105	101	100	100	507	517	506	10	7	18	32	17	24	48	56	47	11	21	12
Limited English Proficient Students	14	158	14780	127	102	113	487	489	486	29	36	50	43	45	32	29	17	18	0	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	84	1980	51241				506	517	509	9	6	14	32	16	22	47	57	51	11	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	82	2048	74692	98	95	99	503	529	502	15	6	18	24	18	27	58	57	47	3	18	8
All Students (Prior Year)	82	2146	70710	NA	NA	NA	539	550	512	9	5	17	16	14	26	42	47	42	32	34	16
Female	34	1020	36710	100	96	99	502	538	509	18	4	14	21	16	26	57	58	50	4	23	10
Male	48	1026	37742	96	95	98	504	520	495	14	9	22	26	21	28	58	57	44	2	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	14	232	27492	74	90	96	467	501	486	33	17	27	44	28	32	22	45	38	0	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	NC	29	5166	NC	83	110	NC	498	470	NC	15	39	NC	26	32	NC	56	27	NC	4	2
White	54	1523	34785	96	88	94	509	533	517	14	5	10	18	18	23	64	59	56	4	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	78	1896	66264	99	98	99	503	530	503	15	6	17	24	18	27	58	58	48	3	18	8
Limited English Proficient Students	13	151	14363	118	97	109	464	474	459	33	33	47	50	41	34	17	25	19	0	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	82	1929	50185				503	531	511	15	6	13	24	17	24	58	59	53	3	18	10

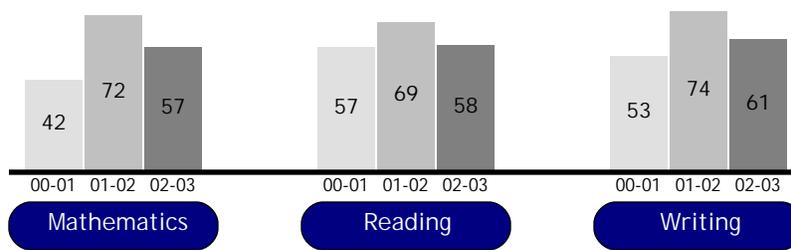
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	74	61	71	53	94	53	67	44	90	51	66	50
	Language	75	59	65	45	94	47	63	39	99	38	61	43
	Mathematics	75	67	74	56	94	54	75	52	96	58	72	57
3	Reading	85	64	72	50	93	52	67	43	99	52	70	47
	Language	85	63	76	55	93	60	72	50	97	62	75	54
	Mathematics	86	64	76	53	93	55	72	50	97	55	73	54
4	Reading	78	72	77	55	97	55	71	47	97	68	75	52
	Language	78	64	69	50	97	50	65	45	99	56	68	48
	Mathematics	79	69	77	56	97	59	74	52	97	68	78	57
5	Reading	94	55	72	51	92	62	69	46	92	62	70	50
	Language	90	46	66	46	92	57	64	43	97	52	65	46
	Mathematics	91	55	78	56	92	72	76	54	95	68	77	57
6	Reading	95	67	72	54	89	57	72	49	100	61	72	53
	Language	96	51	66	46	89	47	66	42	99	53	67	45
	Mathematics	96	63	80	61	89	62	78	58	99	70	78	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

Navajo's priority is a safe campus. Our School Safety Committee meets to review, refine and establish safety procedures. Navajo practices fire drills monthly, as well as lock-down drills. These drills ensure the safety of students and staff.

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) :

1

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	Mark Haugen	(480) 484-2600
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Martha Barbeito	(480) 484-2600
School Nutrition Programs	Barbara Savastio	(480) 484-1126
Parent Organization	Lori Simonson	(480) 946-3097
Student Health/Nurse	Christine Ann Wiest	(480) 484-2600

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