

Copper Canyon Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

17650 N. 54th Street, Scottsdale, AZ 85254

Paradise Valley 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 : Mr. Steven William Bursi
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 699
Web Address : coppercanyon.pvUSD.k12.az.us
Phone Number : (602) 493-6310
Fax Number : (602) 493-6316
E-mail : sbursi@pvUSD.k12.az.us

Mission

CCES is committed to helping parents raise productive, caring and responsible citizens who value themselves, respect others, and take responsibility for their own actions. To do so, we use the State Standards and a great deal of love.

School / Academic Goals

ü Literacy: Incorporate the Accelerated Reader Program in grade K-6.

ü Align the School Report Card with the State Standards.

Instructional Programs

ü The Accelerated Reader Program
ü Hands-on Learning Experiences
ü Cooperative Learning
ü Authentic Student Assessment

Enrollment

October 1, 2002 School Year Student Enrollment : 673
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 125

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 20 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Planning
- Ü Oversight of School Goals
- Ü Safety/Well-being Issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Tax Credit Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.25
Other Professional Staff	1.60	Teacher Aide	1.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	0	0	0
10 or more years	8	25	2	0

Shared Responsibilities

School

Copper Canyon will: Provide students with a safe learning environment; set high expectations; create opportunities for family involvement; maintain ongoing communication regarding student progress.

Parents

Parents will need to: Support school goals, policies and procedures; monitor attendance and learning; attend conferences and special activities; communicate with teachers; participate in PTA and family learning activities.

Resources Available at School Site

Special Facilities

- Ü Computer Center/Multimedia Library
- Ü Science Laboratory

Extracurricular Activities

- Ü Chorus
- Ü Band/Orchestra
- Ü Student Council
- Ü Academic Coaching Club

Social Services

- Ü Before/After School Child Care
- Ü Summer/Holiday Child Care
- Ü Health Services
- Ü Lunch Program

Transportation Policy

PVUSD provides buses for Kindergartners living more than 1/2 mile, and 1st through 6th living more than one mile, from school. Open enrollment students supply their own transportation. Special ed. students are accommodated according to their IEPs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Copper Canyon is implementing the Accelerated Reader Program and the Star Reading Inventory. These programs will allow CCES and the parents an ongoing record of the student's reading level and which books the student has read.
- ü Every student who attends Copper Canyon will have a lifelong treasure in the form of a published book. This is made possible because of our very supportive PTA/School sponsored Publishing Lab.

School Honors

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

Award/Honor	Year
ü District Track Meet Winner	2003
ü District Spelling Bee Runner-Up	2002
ü PTA Golden Oak Award - Honorable Mention	2003
ü 1st Grade Library Participation Award	2001

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	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	4	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	64	77
Grades 3-4	88	92
Grades 4-5	77	81
Grades 5-6	80	73

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	105	2687	75372	100	101	101	547	538	523	0	4	9	15	19	25	37	36	36	49	42	30
All Students (Prior Year)	96	2686	70809	NA	NA	NA	549	533	518	2	6	11	16	19	27	27	37	35	55	38	27
Female	52	1298	36901	100	101	101	552	539	524	0	3	8	16	19	25	31	35	36	53	43	31
Male	53	1380	38385	100	99	101	542	538	523	0	4	9	14	19	24	42	36	36	44	41	30
African American	NC	98	3589	NC	96	96	NC	514	501	NC	10	18	NC	31	33	NC	38	33	NC	21	16
Hispanic	NC	519	29103	NC	104	99	NC	518	510	NC	10	12	NC	28	31	NC	36	36	NC	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	--	26	5086	--	100	114	--	522	491	--	0	22	--	26	38	--	61	28	--	13	12
White	90	1962	34597	100	100	98	550	542	535	0	3	4	14	17	20	34	35	38	52	45	38
Students with Disabilities	12	386	8057	100	104	99	523	514	496	0	11	23	27	31	31	45	36	28	27	21	17
Students without Disabilities	93	2301	67315	100	100	101	551	541	525	0	3	8	13	18	24	36	35	37	51	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	355	26325				--	522	504	--	7	15	--	33	34	--	31	33	--	30	18
Non-Economically Disadvantaged	105	2332	49047				547	540	530	0	4	6	15	18	21	37	36	37	49	43	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	105	2699	75221	100	101	101	539	532	523	0	4	8	6	11	16	64	57	56	30	28	21
All Students (Prior Year)	96	2685	70860	NA	NA	NA	543	535	524	1	5	9	10	11	17	43	43	45	46	40	30
Female	52	1301	36833	100	102	100	538	536	526	0	3	6	6	9	15	59	56	56	35	32	23
Male	53	1389	38319	100	100	101	539	529	520	0	4	9	6	12	17	70	59	56	24	25	18
African American	NC	99	3597	NC	97	97	NC	517	510	NC	10	14	NC	20	22	NC	55	53	NC	15	11
Hispanic	NC	522	29019	NC	105	99	NC	518	513	NC	8	12	NC	19	21	NC	58	55	NC	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	--	26	5071	--	100	114	--	525	502	--	0	20	--	17	27	--	65	46	--	17	8
White	89	1971	34543	99	100	97	541	535	531	0	3	4	5	9	12	62	57	58	33	31	26
Students with Disabilities	12	389	8006	100	105	99	539	514	505	0	12	22	18	19	23	64	53	42	18	16	13
Students without Disabilities	93	2310	67215	100	101	101	539	534	524	0	3	7	4	10	16	64	58	56	31	30	21
Limited English Proficient Students	NC	321	16853	NC	103	112	NC	480	489	NC	44	29	NC	44	36	NC	0	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	356	26256				--	516	509	--	10	14	--	24	24	--	52	51	--	14	11
Non-Economically Disadvantaged	105	2343	48965				539	533	528	0	3	5	6	10	13	64	58	58	30	29	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	103	2644	73654	98	99	99	548	541	530	1	4	9	4	8	13	83	78	70	12	10	7
All Students (Prior Year)	95	2640	68592	NA	NA	NA	578	560	542	0	5	9	4	7	12	64	65	63	32	23	16
Female	52	1283	36239	100	100	99	554	548	537	0	2	7	2	6	11	84	79	72	14	13	10
Male	51	1347	37301	96	97	98	541	534	523	2	6	12	6	10	15	82	77	68	10	7	5
African American	NC	91	3488	NC	89	94	NC	523	515	NC	8	16	NC	16	18	NC	73	62	NC	4	4
Hispanic	NC	506	28348	NC	102	96	NC	527	520	NC	9	13	NC	13	17	NC	75	65	NC	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	--	26	4947	--	100	111	--	536	507	--	4	22	--	9	22	--	78	53	--	9	3
White	89	1938	33924	99	98	96	549	544	537	1	3	5	3	7	10	83	79	75	13	11	9
Students with Disabilities	11	357	7306	92	96	90	535	520	506	9	13	24	0	18	20	73	64	52	18	5	4
Students without Disabilities	92	2287	66348	99	100	100	549	544	531	0	3	8	4	7	13	84	79	71	11	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	349	25711				--	526	514	--	10	16	--	16	19	--	70	61	--	4	3
Non-Economically Disadvantaged	103	2295	47943				548	542	535	1	4	7	4	7	11	83	79	74	12	10	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	94	2748	76230	101	100	101	532	513	498	2	7	12	19	32	38	10	13	12	69	49	37
All Students (Prior Year)	114	2846	72888	NA	NA	NA	547	513	494	0	7	14	15	32	40	8	13	12	77	48	34
Female	51	1338	37247	100	100	100	543	515	500	2	6	11	14	32	40	10	13	13	75	49	37
Male	43	1390	38725	102	99	101	518	511	497	2	8	14	26	32	37	9	12	12	63	48	37
African American	NC	87	3594	NC	98	96	NC	487	476	NC	16	22	NC	43	46	NC	10	11	NC	31	21
Hispanic	NC	462	28100	NC	102	98	NC	481	482	NC	18	18	NC	49	47	NC	10	11	NC	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	87	2089	35389	101	99	96	533	520	514	2	5	6	18	28	32	9	13	14	70	54	48
Students with Disabilities	10	384	9022	125	110	105	482	484	465	10	18	31	60	46	43	0	10	8	30	27	17
Students without Disabilities	84	2364	67208	99	99	100	538	517	500	1	6	12	14	30	38	11	13	12	74	51	38
Limited English Proficient Students	NC	254	14826	NC	98	113	NC	448	460	NC	36	31	NC	55	51	NC	8	8	NC	2	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	342	25037	--	--	--	--	473	477	--	24	21	--	49	47	--	10	11	--	17	21
Non-Economically Disadvantaged	94	2406	51193	--	--	--	532	518	507	2	5	9	19	30	35	10	13	13	69	52	43

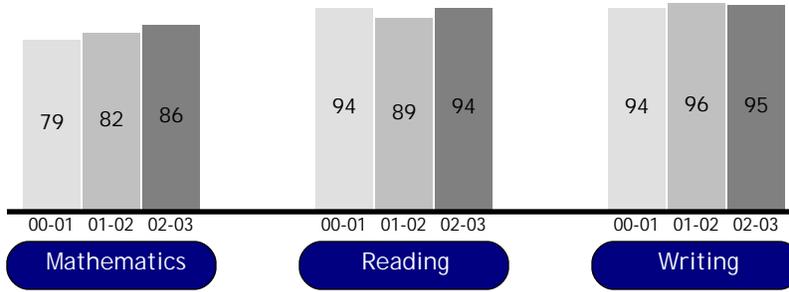
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2755	76202	101	100	101	526	513	505	3	11	19	10	20	24	62	51	46	26	18	11
All Students (Prior Year)	114	2845	72779	NA	NA	NA	529	514	505	0	12	21	6	16	20	52	47	43	42	25	15
Female	51	1340	37231	100	100	100	533	516	507	2	8	16	4	18	24	57	52	48	37	21	13
Male	43	1394	38718	102	99	101	517	510	503	5	13	22	16	21	24	67	50	44	12	16	10
African American	NC	88	3600	NC	99	97	NC	502	497	NC	16	28	NC	36	29	NC	40	39	NC	8	5
Hispanic	NC	462	28090	NC	102	98	NC	499	497	NC	27	28	NC	26	30	NC	40	37	NC	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	87	2093	35371	101	99	96	527	516	512	3	7	10	9	18	20	62	54	54	25	21	16
Students with Disabilities	10	391	9097	125	112	106	517	502	493	20	25	39	20	26	27	50	40	29	10	8	5
Students without Disabilities	84	2364	67105	99	99	100	527	514	506	1	9	18	8	19	24	63	52	47	27	20	12
Limited English Proficient Students	NC	255	14780	NC	98	113	NC	481	486	NC	61	50	NC	27	32	NC	12	18	NC	1	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	346	24961	--	--	--	--	492	495	--	34	32	--	31	30	--	34	34	--	2	4
Non-Economically Disadvantaged	94	2409	51241	--	--	--	526	516	509	3	8	14	10	18	22	62	53	51	26	20	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	93	2708	74692	100	99	99	537	519	502	1	10	18	18	22	27	59	56	47	22	12	8
All Students (Prior Year)	112	2802	70710	NA	NA	NA	565	534	512	0	8	17	8	19	26	54	49	42	38	24	16
Female	51	1326	36710	100	99	99	546	526	509	0	7	14	14	20	26	61	58	50	25	15	10
Male	42	1364	37742	100	97	98	525	513	495	2	12	22	24	24	28	57	54	44	17	10	6
African American	NC	87	3516	NC	98	94	NC	502	487	NC	16	26	NC	30	31	NC	46	39	NC	7	4
Hispanic	NC	456	27492	NC	101	96	NC	489	486	NC	26	27	NC	30	32	NC	40	38	NC	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	86	2058	34785	100	97	94	537	526	517	1	6	10	17	20	23	59	60	56	22	14	11
Students with Disabilities	10	368	8428	125	105	98	495	494	472	10	21	38	40	34	30	40	38	29	10	7	3
Students without Disabilities	83	2340	66264	98	98	99	542	522	503	0	8	17	16	21	27	61	58	48	23	13	8
Limited English Proficient Students	NC	248	14363	NC	96	109	NC	451	459	NC	51	47	NC	38	34	NC	11	19	NC	0	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	340	24507	--	--	--	--	476	480	--	31	31	--	34	33	--	33	33	--	2	3
Non-Economically Disadvantaged	93	2368	50185	--	--	--	537	525	511	1	7	13	18	21	24	59	59	53	22	14	10

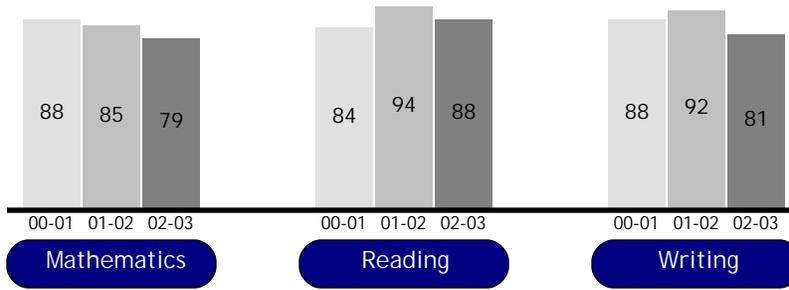
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

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

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

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

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

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

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

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

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	79	61	53	100	71	54	44	97	69	61	50
	Language	99	75	53	45	100	67	48	39	100	69	54	43
	Mathematics	99	87	59	56	100	77	57	52	100	77	67	57
3	Reading	100	68	60	50	99	75	55	43	100	72	60	47
	Language	98	74	66	55	99	82	63	50	100	77	64	54
	Mathematics	100	70	64	53	99	76	61	50	100	82	66	54
4	Reading	100	80	67	55	94	75	63	47	99	84	65	52
	Language	100	73	61	50	94	70	59	45	99	77	60	48
	Mathematics	100	78	67	56	94	80	65	52	99	86	69	57
5	Reading	98	79	66	51	100	80	62	46	99	76	64	50
	Language	97	74	58	46	100	74	57	43	99	70	58	46
	Mathematics	100	89	71	56	100	88	68	54	99	84	69	57
6	Reading	100	77	68	54	97	81	65	49	99	81	67	53
	Language	100	74	62	46	96	75	59	42	99	76	60	45
	Mathematics	100	84	73	61	98	86	73	58	99	88	74	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

Expectations are clear and often repeated. Undesirable behaviors are monitored and reported. Safety meetings, Crisis meetings, fire drills, as well as Bike rodeos and lock-down drills are conducted.

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	Steven Bursi	(602) 493-6310
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Debbie West	(602) 493-6313
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Beth Moreno	(602) 404-3836
Student Health/Nurse	Debbie West	(602) 493-6313

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