

Knox Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

700 W. Orchid Lane, Chandler, AZ 85225

Chandler 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 *

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.

School Overview

Principal/Administrator : Mrs. Laura Rook
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2003 Enrollment : 636
Web Address : ww2.chandler.k12.az.us/knox-elementary/
Phone Number : (480) 812-6100
Fax Number : (480) 812-6120
E-mail : www.rook.laura@chandler.k12.az.us

Mission

Our mission at Knox is to teach academic and personal development skills to each student. We will provide learning opportunities within a motivating and nurturing environment. We are committed to helping every student reach their greatest potential.

School / Academic Goals

- ü The Knox Elementary literacy goal is to increase the percent of students meeting and/or exceeding standards in reading and writing as measured by AIMS, Stanford 9 and District assessment tools.
- ü The Knox Elementary mathematics goal is to increase the percent of students meeting and/or exceeding standards in math strands measured by AIMS and Stanford 9, District assessment tools.

Instructional Programs

- ü On-site Special Education
- ü EL
- ü Title I
- ü All-day Kindergarten

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 87

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/30/2003
Last Day of School : 6/3/2004

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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Instructional Programs
- Ü School Safety
- Ü School Improvement
- Ü Business/Parent/Community Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.30	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	4	2	0	0
4 to 6 years	5	2	1	0
7 to 9 years	4	2	0	0
10 or more years	7	14	0	0

Shared Responsibilities

School

The staff promotes an environment where all parents are encouraged to be actively involved in their child's education. Staff will communicate with parents through progress reports, report cards, newsletters, notes, phone calls and the web site.

Parents

Knox parents are responsible in making sure their child arrives on time and attends school regularly. Parents are encouraged to support their school in its efforts to maintain high academic standards and a safe environment for teaching and learning.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Running Club
- Ü Learning Club
- Ü Chorus

Social Services

- Ü Chandler Fire/Urban Awareness Program
- Ü MAPPS Program
- Ü Clothing/Food Banks
- Ü YMCA Before/After School Programs

Transportation Policy

Knox students residing within the school boundary of one square mile walk to school. Students with boundary exceptions are transported by parents. Special education students are bused by the district.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Expanded parent involvement through parenting workshops and classes; school/family educational activities and community-based family education.

- ü Expanded and upgraded technology for students and staff to increase student academic achievement and increase student skills for lifelong learning through the use of technology applications.

School Honors

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

Award/Honor	Year
ü Rotary Club Teacher of the Month Award	2002
ü Technology Integration Project	2000
ü ADE Team Nutrition School	2001
ü Triple A Apple Achievement	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	7	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	73	63
Grades 3-4	72	77
Grades 4-5	65	59
Grades 5-6	69	77

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	99	2034	75372	97	98	101	527	529	523	8	7	9	19	20	25	48	39	36	25	34	30
All Students (Prior Year)	125	1949	70809	NA	NA	NA	526	522	518	2	8	11	30	26	27	36	37	35	32	30	27
Female	51	1023	36901	96	98	101	531	529	524	5	8	8	20	20	25	53	39	36	23	34	31
Male	48	1011	38385	98	98	101	523	529	523	11	6	9	17	21	24	43	39	36	29	33	30
African American	NC	114	3589	NC	96	96	NC	505	501	NC	19	18	NC	25	33	NC	36	33	NC	20	16
Hispanic	51	655	29103	96	100	99	514	506	510	9	15	12	19	30	31	53	37	36	19	18	20
Asian/Pacific Islander	NC	83	1574	NC	98	96	NC	561	549	NC	0	3	NC	12	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	93	114	NC	507	491	NC	9	22	NC	35	38	NC	43	28	NC	13	12
White	37	1148	34597	97	97	98	547	541	535	6	3	4	11	15	20	46	40	38	37	42	38
Students with Disabilities	NC	210	8057	NC	NA	99	NC	506	496	NC	20	23	NC	31	31	NC	26	28	NC	23	17
Students without Disabilities	90	1824	67315	88	88	101	528	530	525	7	6	8	18	20	24	49	40	37	25	35	31
Limited English Proficient Students	29	357	16925	NA	NA	112	502	482	482	9	27	27	27	42	40	64	26	26	0	5	7
Migrant Students	NC	55	869				NC	486	501	NC	29	17	NC	35	30	NC	29	39	NC	6	14
Economically Disadvantaged	23	433	26325				507	503	504	11	19	15	33	31	34	50	30	33	6	20	18
Non-Economically Disadvantaged	76	1601	49047				533	535	530	7	4	6	14	18	21	47	41	37	32	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	99	2040	75221	97	98	101	521	529	523	8	5	8	19	12	16	56	57	56	17	25	21
All Students (Prior Year)	126	1951	70860	NA	NA	NA	533	531	524	4	6	9	23	14	17	40	47	45	33	32	30
Female	51	1024	36833	96	98	100	524	532	526	5	5	6	18	12	15	60	56	56	18	28	23
Male	48	1016	38319	98	98	101	516	526	520	11	6	9	20	13	17	51	58	56	17	23	18
African American	NC	113	3597	NC	95	97	NC	516	510	NC	10	14	NC	17	22	NC	57	53	NC	16	11
Hispanic	51	656	29019	96	100	99	509	512	513	9	13	12	25	23	21	59	51	55	6	13	13
Asian/Pacific Islander	NC	84	1572	NC	99	95	NC	546	536	NC	2	2	NC	2	9	NC	60	57	NC	37	31
American Indian/Alaskan Native	NC	26	5071	NC	93	114	NC	509	502	NC	13	20	NC	22	27	NC	65	46	NC	0	8
White	37	1153	34543	97	97	97	538	537	531	0	2	4	14	8	12	54	59	58	31	32	26
Students with Disabilities	NC	211	8006	NC	NA	99	NC	512	505	NC	16	22	NC	19	23	NC	49	42	NC	16	13
Students without Disabilities	90	1829	67215	88	88	101	521	530	524	8	5	7	18	12	16	56	57	56	18	26	21
Limited English Proficient Students	29	358	16853	NA	NA	112	497	491	489	9	28	29	36	37	36	55	32	32	0	3	3
Migrant Students	NC	55	866				NC	496	503	NC	32	19	NC	19	23	NC	39	49	NC	10	8
Economically Disadvantaged	23	430	26256				500	510	509	22	16	14	22	24	24	50	46	51	6	14	11
Non-Economically Disadvantaged	76	1610	48965				527	534	528	4	3	5	18	10	13	58	59	58	21	28	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	2003	73654	93	96	99	530	540	530	8	6	9	15	10	13	72	74	70	5	10	7
All Students (Prior Year)	122	1933	68592	NA	NA	NA	542	552	542	5	6	9	18	9	12	64	64	63	12	20	16
Female	49	1010	36239	92	97	99	536	546	537	5	4	7	10	9	11	79	74	72	5	13	10
Male	46	992	37301	94	96	98	523	533	523	11	7	12	20	11	15	63	75	68	6	7	5
African American	NC	113	3488	NC	95	94	NC	524	515	NC	8	16	NC	20	18	NC	66	62	NC	6	4
Hispanic	49	636	28348	92	97	96	525	524	520	13	12	13	16	15	17	69	66	65	3	6	5
Asian/Pacific Islander	NC	83	1558	NC	98	95	NC	553	547	NC	0	3	NC	5	8	NC	75	76	NC	20	13
American Indian/Alaskan Native	NC	26	4947	NC	93	111	NC	524	507	NC	13	22	NC	13	22	NC	70	53	NC	4	3
White	35	1140	33924	92	96	96	540	548	537	3	2	5	12	6	10	76	79	75	9	12	9
Students with Disabilities	NC	194	7306	NC	NA	90	NC	517	506	NC	18	24	NC	14	20	NC	63	52	NC	5	4
Students without Disabilities	88	1809	66348	86	87	100	530	541	531	8	5	8	15	9	13	72	75	71	4	11	8
Limited English Proficient Students	28	346	16422	NA	NA	109	513	502	495	18	24	30	27	26	27	55	49	43	0	1	0
Migrant Students	NC	54	849				NC	512	511	NC	29	19	NC	13	22	NC	48	56	NC	10	4
Economically Disadvantaged	23	426	25711				514	521	514	17	15	16	22	17	19	61	61	61	0	7	3
Non-Economically Disadvantaged	72	1577	47943				535	544	535	5	3	7	13	8	11	75	78	74	7	11	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	97	2101	76230	94	99	101	500	510	498	9	8	12	39	33	38	13	15	12	39	45	37
All Students (Prior Year)	94	1912	72888	NA	NA	NA	486	498	494	11	10	14	51	40	40	15	14	12	23	36	34
Female	45	999	37247	96	98	100	501	510	500	6	7	11	48	35	40	9	15	13	36	43	37
Male	52	1097	38725	93	100	101	499	510	497	12	8	14	31	31	37	17	14	12	40	47	37
African American	NC	129	3594	NC	95	96	NC	489	476	NC	17	22	NC	40	46	NC	11	11	NC	32	21
Hispanic	49	693	28100	96	100	98	494	493	482	12	14	18	44	40	47	12	14	11	32	32	24
Asian/Pacific Islander	NC	70	1447	NC	93	95	NC	548	527	NC	0	5	NC	17	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	NC	20	5292	NC	77	113	NC	492	463	NC	19	31	NC	38	47	NC	13	8	NC	31	14
White	36	1168	35389	90	98	96	503	518	514	6	4	6	42	30	32	12	15	14	39	51	48
Students with Disabilities	20	260	9022	NA	NA	105	483	474	465	17	27	31	50	37	43	17	7	8	17	29	17
Students without Disabilities	77	1841	67208	75	87	100	501	512	500	9	7	12	38	32	38	13	15	12	41	46	38
Limited English Proficient Students	21	316	14826	NA	NA	113	469	467	460	29	25	31	57	52	51	0	9	8	14	14	10
Migrant Students	NC	53	837				NC	483	478	NC	18	19	NC	47	51	NC	6	8	NC	29	21
Economically Disadvantaged	--	423	25037				--	493	477	--	14	21	--	39	47	--	14	11	--	33	21
Non-Economically Disadvantaged	97	1678	51193				500	514	507	9	6	9	39	31	35	13	15	13	39	48	43

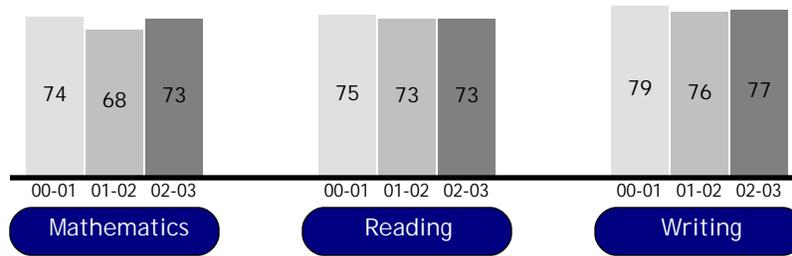
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2096	76202	94	99	101	500	509	505	22	13	19	23	22	24	48	52	46	6	13	11
All Students (Prior Year)	94	1915	72779	NA	NA	NA	506	506	505	18	17	21	24	22	20	47	46	43	11	16	15
Female	45	998	37231	96	98	100	502	510	507	21	10	16	18	22	24	53	55	48	9	13	13
Male	52	1093	38718	93	99	101	499	507	503	23	15	22	28	24	24	44	49	44	5	12	10
African American	NC	129	3600	NC	95	97	NC	504	497	NC	21	28	NC	22	29	NC	48	39	NC	9	5
Hispanic	49	689	28090	96	99	98	498	498	497	23	25	28	31	30	30	46	38	37	0	6	5
Asian/Pacific Islander	NC	70	1443	NC	93	95	NC	526	515	NC	0	9	NC	14	19	NC	54	53	NC	32	19
American Indian/Alaskan Native	NC	21	5311	NC	81	113	NC	494	491	NC	29	38	NC	29	31	NC	35	28	NC	6	3
White	36	1166	35371	90	98	96	502	514	512	24	7	10	15	20	20	53	59	54	9	15	16
Students with Disabilities	20	258	9097	NA	NA	106	495	496	493	50	36	39	0	27	27	50	31	29	0	6	5
Students without Disabilities	77	1838	67105	75	87	100	501	509	506	19	12	18	26	22	24	48	53	47	7	13	12
Limited English Proficient Students	21	315	14780	NA	NA	113	490	486	486	29	45	50	43	40	32	29	15	18	0	0	1
Migrant Students	NC	53	832				NC	491	492	NC	41	36	NC	32	31	NC	26	31	NC	0	3
Economically Disadvantaged	--	420	24961				--	497	495	--	27	32	--	33	30	--	35	34	--	6	4
Non-Economically Disadvantaged	97	1676	51241				500	511	509	22	10	14	23	20	22	48	56	51	6	14	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	96	2069	74692	93	98	99	500	514	502	16	11	18	30	24	27	51	55	47	4	10	8
All Students (Prior Year)	94	1886	70710	NA	NA	NA	511	519	512	10	12	17	29	25	26	51	44	42	10	18	16
Female	44	996	36710	94	98	99	506	520	509	12	9	14	35	20	26	47	59	50	6	12	10
Male	52	1068	37742	93	97	98	495	507	495	19	13	22	26	28	28	53	51	44	2	9	6
African American	NC	124	3516	NC	91	94	NC	508	487	NC	16	26	NC	28	31	NC	45	39	NC	11	4
Hispanic	48	684	27492	94	99	96	496	493	486	14	21	27	34	31	32	49	43	38	3	5	4
Asian/Pacific Islander	NC	69	1428	NC	92	94	NC	548	528	NC	2	8	NC	19	20	NC	47	54	NC	32	18
American Indian/Alaskan Native	NC	20	5166	NC	77	110	NC	481	470	NC	38	39	NC	19	32	NC	44	27	NC	0	2
White	36	1156	34785	90	97	94	498	523	517	18	6	10	29	20	23	50	62	56	3	11	11
Students with Disabilities	20	243	8428	NA	NA	98	479	481	472	25	30	38	38	29	30	38	37	29	0	4	3
Students without Disabilities	76	1826	66264	74	86	99	502	515	503	14	10	17	29	24	27	52	56	48	4	10	8
Limited English Proficient Students	20	308	14363	NA	NA	109	478	463	459	29	39	47	43	39	34	29	21	19	0	0	1
Migrant Students	NC	51	814				NC	469	475	NC	41	33	NC	28	37	NC	31	27	NC	0	2
Economically Disadvantaged	--	416	24507				--	491	480	--	23	31	--	31	33	--	41	33	--	5	3
Non-Economically Disadvantaged	96	1653	50185				500	519	511	16	9	13	30	22	24	51	58	53	4	11	10

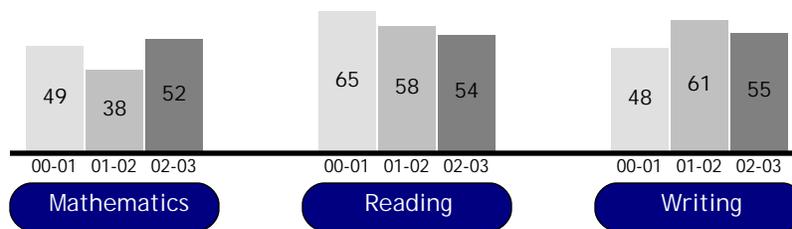
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	58	53	60	53	96	53	53	44	95	52	57	50
	Language	63	47	53	45	96	47	50	39	99	44	53	43
	Mathematics	63	54	63	56	97	61	63	52	99	56	63	57
3	Reading	84	51	56	50	98	40	51	43	100	45	56	47
	Language	86	56	61	55	98	50	57	50	100	53	63	54
	Mathematics	86	61	59	53	96	51	56	50	100	59	61	54
4	Reading	81	47	59	55	98	50	56	47	95	46	60	52
	Language	82	46	55	50	98	49	53	45	100	43	54	48
	Mathematics	81	51	60	56	99	53	59	52	99	54	61	57
5	Reading	89	54	57	51	99	48	54	46	100	49	58	50
	Language	91	57	51	46	98	44	50	43	100	51	54	46
	Mathematics	88	58	63	56	99	45	60	54	99	53	65	57
6	Reading	88	50	59	54	96	50	57	49	100	44	59	53
	Language	88	48	52	46	98	44	51	42	100	54	52	45
	Mathematics	88	64	68	61	98	59	65	58	100	50	68	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

Knox has implemented the Second Step Program to teach age-appropriate skills in empathy, impulse control, anger management and pro-social behaviors. Susan Kovalik's lifelong guidelines and lifeskills are communicated and practiced daily.

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	Laura Rook	(480) 812-6100
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Cheryl Yoshioka	(480) 812-6100
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	David Wadding	(480) 812-6100
Student Health/Nurse	Danielle McGrath	(480) 812-6102

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