

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

700 W Orchid Ln, 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Laura L. Rook
 Schedule : 7:30 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 617
 Web Address : ww2.chandler.k12.az.us/knox-elementary/
 Phone Number : (480) 812-6100
 Fax Number : (480) 812-6120
 E-mail : rook.laura@chandler.k12.az.us

Mission

Our mission at Knox Elementary is to foster an innovative, motivating and nurturing environment where a community of staff, students and parents work respectfully and collaboratively to support a strong educational foundation for all children. This foundation will prepare students for a successful future where quality and excellence are pursued. We will actively promote attitudes and behaviors that celebrate and honor cultural diversity and help each individual reach their greatest potential.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

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, and decrease the percentage of students 'falling far below' as measured by AIMS and district assessment tools.
- ü The Knox Elementary mathematics goal is to increase the percent of students 'meeting' and/or 'exceeding' standards in mathematics, and decrease the percentage of students 'falling far below' as measured by AIMS and district assessment tools.
- ü Knox will identify, provide intervention and monitor the progress of underachieving subgroups as defined by AIMS and curriculum-based district assessment tools.
- ü Knox will enhance and expand the Elementary Art Masterpiece program by increasing the number of grade levels currently participating.

Enrollment

October 1, 2003 School Year Student Enrollment : 645
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 84

Instructional Programs

- Ü On-Site Special Education
- Ü English Immersion
- Ü Targeted Title One
- Ü All-Day Kindergarten
- Ü Before and After School Tutoring
- Ü Comprehensive Literacy Program
- Ü Comprehensive Mathematics Program
- Ü Art Masterpiece

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

The Knox staff is committed to promoting 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, parent workshops and the web site. To accomodate our school community, we will provide communiques in English and Spanish.

Parents

Knox parents are responsible in making sure their child arrives on time and attends school daily. Parents are encouraged to support their school in its efforts to maintain high academic standards and a safe environment for teaching and learning. Parents are invited to communicate with their child's teacher, administrator, counselor, psychologist or intervention specialists according to any need that may arise.

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.

School Honors

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

Award/Honor	Year
Ü Rotary Club Teacher of the Month Award	2004
Ü Triple A Apple Achievement	2003

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	83	2220	75509	92	100	100	534	531	521	3	8	13	29	19	23	37	37	33	32	36	31
All Students (Prior Year)	99	2034	75372	97	98	100	527	529	523	8	7	9	19	20	25	48	39	36	25	34	30
Female	43	1107	37013	98	100	100	525	534	522	5	7	12	29	19	24	39	38	33	27	37	31
Male	40	1113	38430	87	99	99	545	528	521	0	9	14	29	20	22	34	36	33	37	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	48	705	30486	94	100	99	520	510	505	2	14	18	44	29	29	29	37	32	24	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	30	1232	35192	94	99	99	551	541	534	3	5	8	13	15	19	43	37	35	40	43	39
Students with Disabilities	10	252	9708	67	100	100	510	508	489	11	15	32	44	33	27	22	29	24	22	23	17
Students without Disabilities	73	1968	65801	97	99	98	537	533	525	1	7	11	27	18	23	39	38	34	33	37	33
Limited English Proficient Students	15	259	16928	45	63	100	482	470	485	13	37	29	63	37	33	25	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	50	689	36411				526	508	503	2	15	19	40	30	29	35	35	32	23	20	20
Non-Economically Disadvantaged	33	1531	39040				545	540	534	3	5	8	15	15	19	39	38	34	42	42	39

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	83	2224	75492	92	100	100	526	526	519	4	8	12	17	14	16	58	50	47	21	29	24
All Students (Prior Year)	99	2040	75221	97	98	100	521	529	523	8	5	8	19	12	16	56	57	56	17	25	21
Female	43	1107	37014	98	100	100	523	531	523	2	5	10	22	12	15	56	48	48	20	35	27
Male	40	1117	38400	87	100	99	529	521	516	6	11	14	11	15	17	60	52	47	23	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	48	708	30438	94	100	99	513	510	508	7	14	17	20	22	21	61	49	47	12	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	30	1233	35177	94	99	99	542	534	528	0	5	8	17	9	13	50	50	49	33	35	31
Students with Disabilities	10	254	9707	67	100	100	520	513	495	0	14	33	22	25	21	67	43	33	11	19	13
Students without Disabilities	73	1970	65785	97	99	98	527	527	522	4	7	10	16	13	16	57	50	49	22	29	26
Limited English Proficient Students	15	259	16905	45	63	100	492	477	489	25	44	34	25	36	28	50	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	50	690	36302				516	509	507	5	15	18	23	22	21	60	49	46	12	14	14
Non-Economically Disadvantaged	33	1534	39164				539	532	528	3	5	8	9	10	13	55	50	48	33	34	31

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	2206	75053	91	99	99	589	618	597	3	4	7	11	8	12	86	77	72	1	11	9
All Students (Prior Year)	95	2003	73654	93	96	99	530	540	530	8	6	9	15	10	13	72	74	70	5	10	7
Female	42	1102	36872	95	100	99	603	642	621	0	1	5	10	6	9	88	79	74	2	14	12
Male	40	1104	38109	87	98	99	573	594	573	6	7	10	11	10	14	83	75	69	0	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	47	694	30235	92	99	98	584	582	575	5	6	9	15	13	14	80	75	70	0	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	30	1230	35028	94	99	99	591	635	613	0	3	6	7	6	10	90	78	73	3	13	11
Students with Disabilities	10	251	9625	67	100	100	526	555	530	11	18	21	0	18	21	89	57	55	0	7	4
Students without Disabilities	72	1955	65428	96	99	98	597	623	604	1	3	6	12	7	11	85	78	73	1	11	10
Limited English Proficient Students	14	253	16765	42	62	100	531	527	525	13	12	17	13	22	20	75	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	49	680	36077				589	580	566	2	4	10	12	13	16	86	77	69	0	5	5
Non-Economically Disadvantaged	33	1526	38950				589	633	618	3	4	5	9	6	9	85	77	73	3	13	12

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	99	2175	76019	96	99	100	492	510	499	16	9	14	37	33	39	12	16	14	34	42	33
All Students (Prior Year)	97	2101	76230	94	99	100	500	510	498	9	8	12	39	33	38	13	15	12	39	45	37
Female	52	1073	37207	98	99	100	485	511	499	17	7	12	48	36	41	13	17	14	23	40	33
Male	47	1099	38677	94	99	100	499	509	498	16	12	15	26	31	38	12	14	13	47	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	50	640	29458	94	98	100	483	483	480	21	18	20	36	47	48	14	13	12	29	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	36	1257	35880	100	99	100	497	522	515	14	5	7	39	28	32	8	17	16	39	51	45
Students with Disabilities	10	268	9786	67	100	100	437	477	457	70	26	39	20	41	40	0	7	7	10	25	13
Students without Disabilities	89	1907	66233	100	99	99	499	513	503	10	8	11	40	33	39	14	16	14	37	43	35
Limited English Proficient Students	19	220	15206	56	73	100	447	442	459	36	44	31	55	48	53	9	5	7	0	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	62	642	35714				487	482	480	18	19	20	35	46	47	16	11	12	31	23	20
Non-Economically Disadvantaged	37	1533	40266				499	520	513	14	6	9	42	29	33	6	17	15	39	49	43

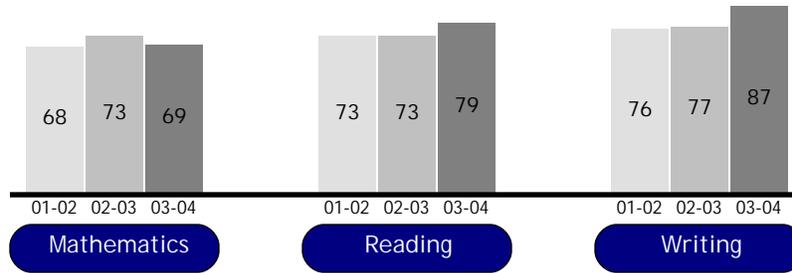
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2174	76020	96	99	100	491	506	503	44	22	25	18	20	23	36	43	40	2	14	12
All Students (Prior Year)	97	2096	76202	94	99	100	500	509	505	22	13	19	23	22	24	48	52	46	6	13	11
Female	52	1073	37213	98	99	100	491	507	504	44	18	22	19	23	23	35	44	42	2	15	13
Male	47	1098	38666	94	99	100	491	504	501	44	26	29	16	18	22	37	42	38	2	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	50	639	29442	94	98	99	484	491	494	57	45	37	19	23	26	21	27	31	2	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	36	1258	35890	100	99	100	496	512	511	36	12	15	11	19	20	50	50	48	3	19	18
Students with Disabilities	10	268	9784	67	100	100	483	493	485	70	47	58	10	18	19	20	27	19	0	8	4
Students without Disabilities	89	1906	66236	100	99	99	492	507	504	41	20	23	19	21	23	38	44	42	2	15	13
Limited English Proficient Students	19	219	15198	56	73	100	468	472	483	82	88	59	9	7	25	9	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	62	640	35703				490	491	494	51	44	37	11	24	26	35	28	31	4	4	6
Non-Economically Disadvantaged	37	1534	40274				493	511	509	33	14	17	28	19	20	39	49	47	0	18	17

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	99	2165	75673	96	99	100	503	544	530	13	7	12	41	23	25	45	65	58	1	4	4
All Students (Prior Year)	96	2069	74692	93	98	99	500	514	502	16	11	18	30	24	27	51	55	47	4	10	8
Female	52	1070	37099	98	99	100	511	563	548	10	4	8	44	21	22	44	69	64	2	6	6
Male	47	1092	38441	94	99	99	494	525	513	16	10	16	37	26	29	47	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	50	638	29305	94	98	99	491	507	507	14	15	16	45	30	31	40	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	36	1250	35760	100	98	99	512	558	550	8	4	9	42	20	21	50	70	64	0	5	6
Students with Disabilities	10	267	9706	67	100	100	458	500	462	30	14	36	50	39	32	20	44	31	0	2	1
Students without Disabilities	89	1898	65967	100	98	99	509	548	536	11	7	10	40	22	25	48	67	60	1	5	5
Limited English Proficient Students	19	218	15115	56	72	100	477	455	471	18	27	26	55	46	38	27	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	62	637	35541				500	508	504	11	13	17	42	32	31	47	53	50	0	2	2
Non-Economically Disadvantaged	37	1528	40091				509	558	550	17	5	9	39	20	21	42	69	64	3	5	6

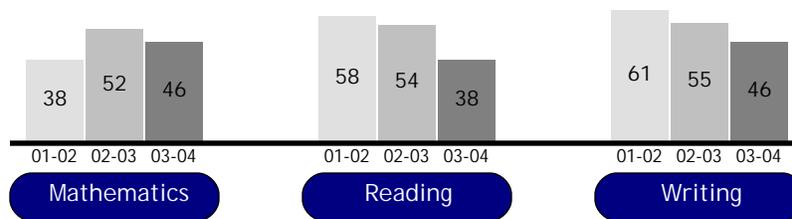
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	53	53	44	95	52	57	50	88	63	NA	58
	Language	96	47	50	39	99	44	53	43	91	48	58	50
	Mathematics	97	61	63	52	99	56	63	57	91	62	71	64
3	Reading	98	40	51	43	100	45	56	47	94	53	NA	55
	Language	98	50	57	50	100	53	63	54	94	67	66	61
	Mathematics	96	51	56	50	100	59	61	54	93	65	66	61
4	Reading	98	50	56	47	95	46	60	52	96	54	NA	56
	Language	98	49	53	45	100	43	54	48	96	55	59	52
	Mathematics	99	53	59	52	99	54	61	57	96	62	68	61
5	Reading	99	48	54	46	100	49	58	50	92	45	NA	55
	Language	98	44	50	43	100	51	54	46	93	43	56	49
	Mathematics	99	45	60	54	99	53	65	57	93	66	69	63
6	Reading	96	50	57	49	100	44	59	53	92	50	NA	56
	Language	98	44	51	42	100	54	52	45	93	46	57	48
	Mathematics	98	59	65	58	100	50	68	62	93	62	74	66

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.50
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	2	0	0
10 or more years	7	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 30
 Core academic classes taught by Highly Qualified (NCLB) teachers. 56
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.
- ü Increased instructional time for teaching reading and writing.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	63
Grades 3-4	72	77
Grades 4-5	65	59
Grades 5-6	69	72

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.