

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mrs. Laura L. Rook  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 2005 Enrollment : 537  
 Web Address : ww2.chandler.k12.az.us/knox-elementary/  
 Phone Number : (602) 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 prepares students for a successful future where quality and excellence are pursued. We actively promote attitudes and behaviors that celebrate and honor cultural diversity and help each individual reach his or her 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, 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, 2004 School Year Student Enrollment : 612  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 85

Instructional Programs

- ü On-Site Special Education
- ü 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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

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 will make sure their child arrives on time and attends school daily. They will ensure their child follows the school dress code. Parents will support their child with assigned homework. Parents will support their school in maintaining high academic standards and a safe environment for teaching and learning. Parents will support behavior plans if needed. Parents will communicate with their child's teacher, administrator, counselor, psychologist or intervention specialists as needed.

Transportation Policy

Knox students reside within the school boundary of one square mile and thus walk to school. If riding a bicycle to school, students are expected to wear bike helmets. 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 Triple A Apple Achievement	2003
ü Rotary Club Teacher of the Month Award	2004
ü Student Council Convention Award	2005
ü Who's Who Among America's Teacher Award	2005

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	79	2417	79306	100	100	99	435	465	445	6	5	10	17	11	18	57	49	51	20	36	20
All Students (Prior Year)	83	2220	75509	92	100	100	534	531	521	3	8	13	29	19	23	37	37	33	32	36	31
Female	45	1140	38691	100	99	99	443	468	446	3	5	10	23	10	18	59	49	52	15	36	20
Male	34	1276	40583	100	100	99	426	463	445	10	5	11	10	11	18	53	49	50	27	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	48	750	32869	100	100	99	425	438	429	7	12	15	17	20	25	61	51	51	15	17	10
Asian/Pacific Islander	--	121	1935	--	100	99	--	483	474	--	2	3	--	5	9	--	40	48	--	53	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	406	419	NC	0	19	NC	60	30	NC	30	45	NC	10	6
White	24	1398	36197	100	100	99	472	481	463	5	2	5	10	5	11	52	48	53	33	46	31
Students with Disabilities	17	297	10321	100	100	100	348	385	389	19	18	30	25	22	27	38	45	34	19	16	9
Students without Disabilities	62	2123	69060	98	99	98	462	477	454	2	3	7	15	9	17	62	49	54	21	38	22
Limited English Proficient Students	18	241	15509	100	100	100	405	381	406	3	19	20	25	26	30	56	48	45	16	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	50	679	39415	91	90	96	448	439	431	9	13	15	22	21	25	50	54	50	20	13	10
Non-Economically Disadvantaged	29	1741	39966	100	100	100	410	476	459	0	2	6	9	7	12	70	47	52	22	45	30

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	79	2417	79395	100	0	99	435	462	446	6	4	9	14	15	25	74	64	55	6	17	11
All Students (Prior Year)	83	2224	75492	92	100	100	526	526	519	4	8	12	17	14	16	58	50	47	21	29	24
Female	45	1141	38743	100	0	100	446	471	451	5	3	7	13	13	24	74	63	57	8	21	12
Male	34	1275	40618	100	0	99	420	454	440	7	6	11	17	17	27	73	64	53	3	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	48	749	32915	100	0	99	425	434	426	10	12	15	17	30	35	66	51	47	7	8	4
Asian/Pacific Islander	--	121	1936	--	0	99	--	474	468	--	3	3	--	7	14	--	67	63	--	22	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	408	420	NC	0	15	NC	50	42	NC	45	41	NC	5	2
White	24	1399	36221	100	0	99	472	478	465	0	1	4	10	8	15	86	70	63	5	22	17
Students with Disabilities	17	298	10331	100	0	100	344	387	388	6	11	25	38	31	37	56	51	34	0	7	4
Students without Disabilities	62	2122	69139	98	0	99	463	473	454	6	3	7	8	13	24	79	65	58	8	18	11
Limited English Proficient Students	18	241	15545	100	0	100	404	375	399	9	19	21	19	37	42	66	41	35	6	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	50	677	39484	91	0	96	446	436	429	9	12	14	20	32	35	67	52	47	4	4	4
Non-Economically Disadvantaged	29	1743	39986	100	0	100	414	473	461	0	1	4	4	9	16	87	68	63	9	22	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	76	2410	78869	97	100	99	432	458	442	5	3	6	12	13	21	76	69	63	8	14	10
All Students (Prior Year)	82	2206	75053	91	99	99	589	618	597	3	4	7	11	8	12	86	77	72	1	11	9
Female	44	1139	38536	100	99	99	447	475	458	5	2	4	11	9	15	74	68	67	11	21	14
Male	32	1270	40302	94	100	99	413	443	428	4	4	8	14	18	26	79	70	60	4	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	46	747	32606	98	99	98	420	433	426	8	8	8	15	22	27	69	63	60	8	7	5
Asian/Pacific Islander	--	120	1925	--	99	99	--	477	471	--	1	3	--	7	11	--	70	64	--	23	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	403	423	NC	5	9	NC	35	26	NC	60	61	NC	0	4
White	24	1396	36078	100	100	99	476	472	459	0	2	4	0	8	16	90	72	66	10	18	14
Students with Disabilities	17	298	10246	100	100	100	343	364	367	6	11	18	25	35	39	69	50	40	0	4	4
Students without Disabilities	59	2115	68697	94	99	98	461	472	454	4	2	4	8	10	18	78	72	67	10	16	11
Limited English Proficient Students	17	240	15339	100	100	100	396	375	399	7	10	11	17	29	31	67	57	54	10	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	48	676	39106	87	90	95	441	433	427	7	8	8	18	25	28	68	62	59	7	5	5
Non-Economically Disadvantaged	28	1737	39837	100	100	100	415	469	457	0	2	4	0	9	14	91	71	67	9	18	15

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	85	2303	78906	99	100	99	501	519	498	8	7	13	11	13	19	56	49	48	25	32	20
All Students (Prior Year)	99	2175	76019	96	99	100	492	510	499	16	9	14	37	33	39	12	16	14	34	42	33
Female	39	1138	38644	100	100	99	514	521	500	3	5	12	14	14	19	63	50	49	20	32	19
Male	46	1160	40236	98	99	99	489	518	497	13	9	15	8	12	19	50	47	46	30	32	20
African American	NC	144	4087	NC	100	99	NC	501	481	NC	13	20	NC	16	24	NC	50	45	NC	21	11
Hispanic	45	695	31938	100	99	99	499	491	481	11	13	19	11	23	25	50	48	46	29	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	NC	25	4593	NC	100	100	NC	510	467	NC	12	26	NC	29	29	NC	24	39	NC	35	6
White	30	1303	36483	100	100	99	503	532	517	7	3	7	7	8	13	57	51	51	29	38	30
Students with Disabilities	13	335	10664	100	100	100	402	458	430	15	23	42	31	32	27	54	37	26	0	9	5
Students without Disabilities	72	1973	68310	99	99	98	521	530	509	6	4	9	6	10	18	56	51	51	31	36	22
Limited English Proficient Students	12	190	12573	100	100	100	448	451	454	15	25	27	15	31	30	55	36	38	15	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	641	38679	89	92	96	514	494	483	7	14	20	15	23	25	52	48	45	26	14	10
Non-Economically Disadvantaged	36	1667	40295	100	100	100	479	530	513	10	4	7	3	9	13	62	48	50	24	39	30

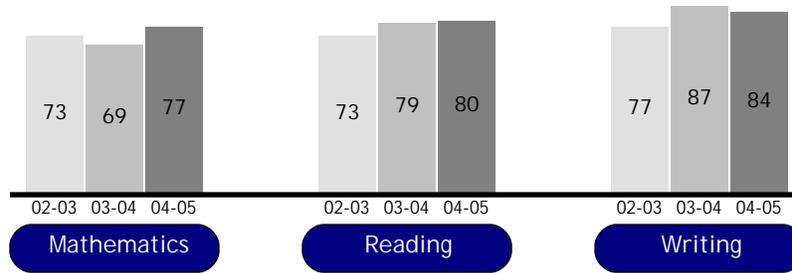
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2303	78908	99	0	99	473	498	484	7	6	10	23	17	23	64	65	58	7	13	9
All Students (Prior Year)	99	2174	76020	96	99	100	491	506	503	44	22	25	18	20	23	36	43	40	2	14	12
Female	39	1138	38648	100	0	99	490	503	489	3	4	8	29	15	22	57	67	61	11	15	10
Male	46	1160	40233	98	0	99	457	493	479	10	7	12	18	19	25	70	63	55	3	10	8
African American	NC	144	4092	NC	0	99	NC	482	473	NC	6	12	NC	28	28	NC	61	54	NC	5	5
Hispanic	45	695	31940	100	0	99	469	470	465	11	13	16	26	29	32	55	54	49	8	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	NC	25	4569	NC	0	100	NC	491	457	NC	18	18	NC	24	39	NC	41	41	NC	18	2
White	30	1303	36502	100	0	99	475	511	502	4	2	4	18	10	14	71	70	67	7	17	15
Students with Disabilities	13	335	10665	100	0	100	396	450	423	0	16	30	38	36	36	62	42	31	0	6	2
Students without Disabilities	72	1973	68312	99	0	98	489	506	493	8	4	7	19	14	21	65	69	62	8	14	10
Limited English Proficient Students	12	190	12556	100	0	100	418	426	436	10	26	24	40	45	40	50	28	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	49	641	38662	89	0	96	480	471	468	7	14	16	30	31	32	57	52	49	7	3	3
Non-Economically Disadvantaged	36	1667	40315	100	0	100	460	509	498	7	2	5	10	11	15	76	70	66	7	16	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	86	2299	78750	100	100	99	489	518	500	7	4	6	21	20	29	71	74	63	1	3	2
All Students (Prior Year)	99	2165	75673	96	99	100	503	544	530	13	7	12	41	23	25	45	65	58	1	4	4
Female	39	1134	38586	100	99	99	510	530	515	3	2	4	23	14	22	74	81	71	0	3	3
Male	47	1160	40135	100	99	99	471	506	486	10	5	8	20	25	35	68	68	56	2	2	1
African American	NC	143	4081	NC	100	99	NC	502	488	NC	8	8	NC	18	32	NC	74	59	NC	0	2
Hispanic	46	693	31841	100	99	99	481	491	483	10	7	8	18	31	36	69	61	55	3	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	NC	25	4586	NC	100	100	NC	516	481	NC	6	8	NC	18	37	NC	71	54	NC	6	1
White	30	1302	36440	100	100	99	497	530	516	4	1	3	25	15	22	71	80	71	0	3	4
Students with Disabilities	13	334	10622	100	100	100	357	444	415	23	14	21	46	44	50	23	40	28	8	2	1
Students without Disabilities	73	1971	68196	100	99	98	516	531	513	3	2	3	16	16	25	81	80	69	0	3	3
Limited English Proficient Students	12	189	12504	100	100	100	433	440	451	15	15	12	20	43	44	60	39	43	5	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	50	640	38558	91	92	96	498	491	485	6	9	8	26	33	37	68	58	54	0	1	1
Non-Economically Disadvantaged	36	1665	40260	100	100	100	473	529	514	7	1	3	14	14	21	76	81	72	3	3	4

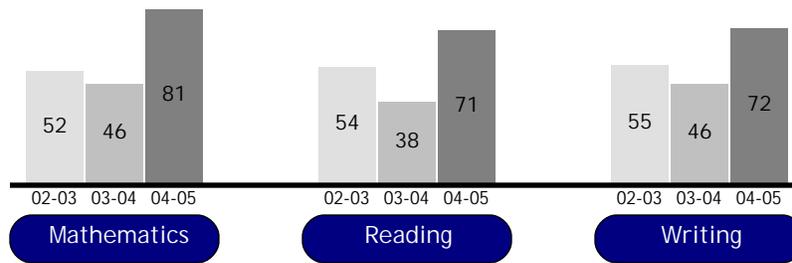
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	52	57	50	88	63	NA	58	96	44	53	47
	Language	99	44	53	43	91	48	58	50	96	45	52	47
	Mathematics	99	56	63	57	91	62	71	64	98	45	58	50
3	Reading	100	45	56	47	94	53	NA	55	97	44	54	44
	Language	100	53	63	54	94	67	66	61	97	44	52	44
	Mathematics	100	59	61	54	93	65	66	61	97	54	61	51
4	Reading	95	46	60	52	96	54	NA	56	94	48	56	48
	Language	100	43	54	48	96	55	59	52	94	50	56	49
	Mathematics	99	54	61	57	96	62	68	61	94	58	62	53
5	Reading	100	49	58	50	92	45	NA	55	97	50	57	50
	Language	100	51	54	46	93	43	56	49	97	50	58	50
	Mathematics	99	53	65	57	93	66	69	63	97	51	58	49
6	Reading	100	44	59	53	92	50	NA	56	95	52	60	51
	Language	100	54	52	45	93	46	57	48	95	45	55	47
	Mathematics	100	50	68	62	93	62	74	66	95	52	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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/School Policies
- Ü School Improvement
- Ü Business/Parent/Community Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	1.50	Teacher Aide	10.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	0	4	0	0
7 to 9 years	4	3	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	86
Teachers with Emergency Certificaton.	2.5
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	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
- Ü Boy's Basketball
- Ü Girl's Basketball

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 2004-05

School Achievements/Accomplishments 2004-05

- 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 Provided professional development opportunities that focused on strategies to increase student engagement in all subject areas. Lesson designs included elements of active participation.
  
- ü Provided job-embedded staff development, for K-3 teachers, focused on scientifically-based reading instruction. In addition, progress monitored and provided intense instruction for primary students who were at-risk in learning to read.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

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	Monica Garcia	(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](http://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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/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.