



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

33016 N 60th St, Scottsdale, AZ 85262

Cave Creek 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 Improving

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

School Overview

Principal/Administrator : Mrs. Pam Sitton
Schedule : 8:30 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 640
Web Address : www.ccusd93.org
Phone Number : (480) 575-2100
Fax Number : (480) 488-6708
E-mail : psitton@ccusd93.org

Mission

Mission Statement: Black Mountain Elementary is a collaborative nurturing community dedicated to creating an environment of respect and meaningful learning.

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

- Provide experiences which promote purposeful and appropriate reading, writing and speaking skills. Continue to enrich the district math curriculum including hands-on learning, problem solving and real-life experiences.
Continue to develop a collaborative learning community with strength in community partners and parent involvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 617
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- ü Art, Music, Physical Education
- ü On-site Special Education
- ü Everyday Mathematics
- ü Accelerated Reader
- ü Study Island
- ü Gifted

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We encourage open lines of communication with our family community and have an open door policy regarding parent visits. We report to parents through conferences, regular teacher feedback and monthly newsletters.

Parents

Parents are responsible for getting students to school on time, properly clothed, rested & fed; reporting absences & providing a written excuse. We expect parents to be actively involved & to contact the student's teacher or principal with concerns.

Transportation Policy

Bus transportation is provided for all students residing more than one-half mile walking distance from an elementary campus and more than one mile from a secondary school.

School Honors

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

Award/Honor	Year
ü Standards Based Professional Development Grant	2004
ü AZ Art Commission Grant	2003
ü AZ Game & Fish Grant	2003
ü ADEQ Recycle Grant	2002

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	111	463	75509	100	99	100	529	527	521	6	8	13	22	20	23	39	41	33	33	32	31
All Students (Prior Year)	122	422	75372	98	97	100	523	529	523	7	5	9	21	23	25	44	41	36	28	32	30
Female	55	237	37013	100	100	100	530	532	522	6	6	12	21	17	24	38	43	33	35	34	31
Male	56	226	38430	100	99	99	528	521	521	6	10	14	23	22	22	40	38	33	31	30	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	14	35	30486	100	100	99	466	496	505	38	21	18	38	28	29	25	38	32	0	14	21
Asian/Pacific Islander	NC	10	1780	NC	91	98	NC	504	549	NC	20	5	NC	40	13	NC	10	33	NC	30	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	92	407	35192	100	99	99	536	530	534	3	6	8	19	19	19	41	42	35	37	34	39
Students with Disabilities	NC	43	9708	NC	100	100	NC	487	489	NC	24	32	NC	36	27	NC	30	24	NC	9	17
Students without Disabilities	102	420	65801	99	97	98	530	530	525	6	6	11	20	18	23	40	42	34	34	34	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	11	33	36411				462	489	503	33	30	19	50	22	29	17	41	32	0	7	20
Non-Economically Disadvantaged	100	430	39040				533	529	534	4	6	8	20	19	19	41	41	34	35	34	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	111	463	75492	100	99	100	531	530	519	7	6	12	10	10	16	50	54	47	33	30	24
All Students (Prior Year)	122	422	75221	98	97	100	525	533	523	4	3	8	18	10	16	60	61	56	18	26	21
Female	55	237	37014	100	100	100	538	535	523	6	4	10	6	6	15	48	53	48	40	36	27
Male	56	226	38400	100	99	99	525	524	516	7	8	14	15	14	17	52	54	47	26	24	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	14	35	30438	100	100	99	482	504	508	33	23	17	44	17	21	22	53	47	0	7	15
Asian/Pacific Islander	NC	10	1773	NC	91	98	NC	522	534	NC	20	4	NC	0	10	NC	60	50	NC	20	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	92	408	35177	100	100	99	536	532	528	4	4	8	8	10	13	50	53	49	38	33	31
Students with Disabilities	NC	44	9707	NC	100	100	NC	500	495	NC	26	33	NC	24	21	NC	35	33	NC	15	13
Students without Disabilities	102	419	65785	99	97	98	534	532	522	7	4	10	7	9	16	51	55	49	35	32	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	11	33	36302				478	495	507	33	33	18	50	19	21	17	37	46	0	11	14
Non-Economically Disadvantaged	100	430	39164				534	532	528	5	4	8	8	9	13	52	55	48	35	32	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	111	462	75053	100	99	99	630	625	597	7	7	7	8	6	12	70	74	72	16	13	9
All Students (Prior Year)	118	418	73654	95	96	99	537	541	530	4	5	9	9	7	13	76	77	70	11	11	7
Female	55	237	36872	100	100	99	660	652	621	6	3	5	6	6	9	62	73	74	27	18	12
Male	56	225	38109	100	99	99	600	596	573	7	11	10	9	6	14	78	75	69	6	7	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	14	35	30235	100	100	98	574	601	575	11	7	9	22	10	14	67	77	70	0	7	6
Asian/Pacific Islander	NC	10	1768	NC	91	98	NC	619	651	NC	10	3	NC	0	5	NC	80	72	NC	10	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	92	407	35028	100	99	99	634	627	613	7	7	6	7	6	10	70	74	73	17	13	11
Students with Disabilities	NC	44	9625	NC	100	100	NC	535	530	NC	28	21	NC	14	21	NC	53	55	NC	6	4
Students without Disabilities	102	418	65428	99	97	98	635	632	604	6	5	6	7	6	11	69	76	73	17	13	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	11	33	36077				571	561	566	17	11	10	17	19	16	67	70	69	0	0	5
Non-Economically Disadvantaged	100	429	38950				633	629	618	6	7	5	7	6	9	70	74	73	17	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	135	471	76019	100	100	100	537	528	499	5	4	14	23	26	39	10	15	14	63	54	33
All Students (Prior Year)	120	425	76230	97	99	100	507	513	498	5	5	12	36	31	38	21	18	12	38	46	37
Female	70	241	37207	100	99	100	535	530	499	3	3	12	19	25	41	13	14	14	64	58	33
Male	65	230	38677	100	100	100	539	526	498	6	5	15	27	27	38	6	17	13	61	51	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	28	29458	NC	100	100	NC	507	480	NC	4	20	NC	42	48	NC	13	12	NC	42	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	577	531	NC	0	4	NC	0	29	NC	20	14	NC	80	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	121	420	35880	100	100	100	536	529	515	4	4	7	23	26	32	11	16	16	62	55	45
Students with Disabilities	NC	41	9786	NC	100	100	NC	494	457	NC	19	39	NC	33	40	NC	14	7	NC	33	13
Students without Disabilities	126	430	66233	98	97	99	540	531	503	3	3	11	22	26	39	11	16	14	64	56	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	33	35714				NC	500	480	NC	14	20	NC	41	47	NC	17	12	NC	28	20
Non-Economically Disadvantaged	128	438	40266				538	530	513	4	3	9	23	25	33	10	15	15	63	56	43

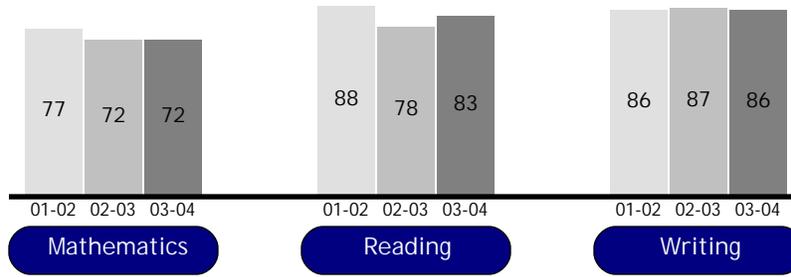
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	468	76020	99	99	100	517	514	503	7	10	25	15	17	23	56	57	40	22	17	12
All Students (Prior Year)	122	422	76202	98	98	100	510	512	505	6	6	19	18	21	24	61	59	46	16	15	11
Female	69	239	37213	99	98	100	519	517	504	3	5	22	13	17	23	61	60	42	22	18	13
Male	65	229	38666	100	100	100	515	511	501	11	14	29	17	18	22	50	53	38	22	15	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	27	29442	NC	96	99	NC	504	494	NC	13	37	NC	25	26	NC	58	31	NC	4	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	518	513	NC	0	12	NC	10	19	NC	50	49	NC	40	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	121	419	35890	100	100	100	518	515	511	7	9	15	16	16	20	56	58	48	21	17	18
Students with Disabilities	NC	40	9784	NC	100	100	NC	494	485	NC	35	58	NC	26	19	NC	32	19	NC	6	4
Students without Disabilities	125	428	66236	97	97	99	519	516	504	5	8	23	14	16	23	57	59	42	24	17	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	31	35703				NC	497	494	NC	29	37	NC	21	26	NC	50	31	NC	0	6
Non-Economically Disadvantaged	128	437	40274				518	515	509	6	8	17	16	17	20	55	57	47	23	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	135	467	75673	100	99	100	594	585	530	6	6	12	15	16	25	62	65	58	17	14	4
All Students (Prior Year)	120	413	74692	97	96	99	526	528	502	5	6	18	21	20	27	60	59	47	14	15	8
Female	70	239	37099	100	98	100	624	605	548	0	2	8	15	13	22	61	68	64	24	17	6
Male	65	228	38441	100	100	99	562	563	513	13	11	16	16	18	29	63	61	52	9	10	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	28	29305	NC	100	99	NC	546	507	NC	4	16	NC	21	31	NC	67	51	NC	8	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	651	573	NC	0	6	NC	20	16	NC	50	67	NC	30	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	121	417	35760	100	99	99	592	587	550	7	6	9	15	15	21	63	65	64	16	14	6
Students with Disabilities	NC	41	9706	NC	100	100	NC	492	462	NC	31	36	NC	22	32	NC	44	31	NC	3	1
Students without Disabilities	126	426	65967	98	96	99	601	593	536	4	4	10	16	15	25	62	66	60	18	15	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	32	35541				NC	499	504	NC	14	17	NC	29	31	NC	54	50	NC	4	2
Non-Economically Disadvantaged	128	435	40091				598	591	550	5	6	9	14	15	21	63	65	64	17	14	6

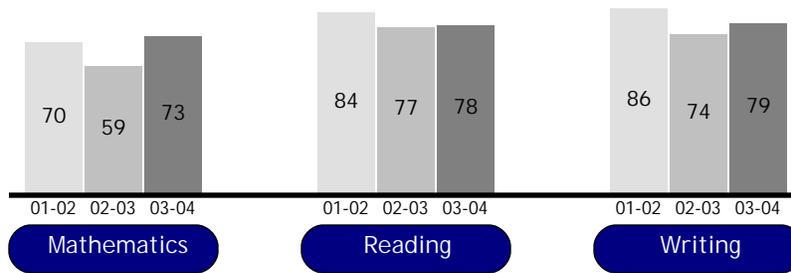
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	98	60	61	44	90	57	68	50	90	63	NA	58
	Language	98	63	61	39	94	53	61	43	98	56	63	50
	Mathematics	97	72	70	52	93	64	73	57	98	65	75	64
3	Reading	99	70	65	43	94	64	67	47	97	73	NA	55
	Language	99	73	66	50	94	67	70	54	98	75	74	61
	Mathematics	99	67	61	50	96	56	64	54	96	71	68	61
4	Reading	94	70	70	47	97	76	73	52	97	75	NA	56
	Language	94	64	64	45	98	70	67	48	98	68	69	52
	Mathematics	94	71	71	52	98	75	72	57	98	67	73	61
5	Reading	96	71	73	46	96	72	73	50	98	78	NA	55
	Language	96	67	64	43	98	63	63	46	99	72	67	49
	Mathematics	96	82	78	54	99	72	76	57	99	85	80	63

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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Site Beautification
- Ü Students Will write Daily
- Ü Develop a Positive Community Culture
- Ü Partner Participation in Community Event
- Ü Implement Student Assessment Portfolio

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
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	6	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	6	0	0
10 or more years	7	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 29
 Core academic classes taught by Highly Qualified (NCLB) teachers. 24
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab, Portable Lab
- Ü Access to District Fine Arts Center
- Ü Library Media Center

Extracurricular Activities

- Ü Student Council
- Ü Bobcat Chorus
- Ü Reptile Clubs
- Ü Artist-in-Residence
- Ü Math Club
- Ü Kid's First in Sports, Health & Wellness

Social Services

- Ü After School Tutoring
- Ü Recreational Activities
- Ü Scouts
- Ü Community Education Classes

School Achievements/Accomplishments 2003-04

- ü Arizona Mathematics Teacher Award.

- ü Received \$50,000 grant for professional development.

- ü Continued advances in computer technology including networking, Internet access, computer lab capabilities and classroom software programming. Fifteen (15) laptops for classroom use. 4 smartboards for integration of technology in the classroom.

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)	0	2	2	2
Transfers In ⁷ (Out of District)	0	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	59	46
Grades 3-4	79	78
Grades 4-5	72	78

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

We have a school-wide citizenship program: 'Make Your Day-Character Counts'. The program exists to provide a consistent campus management system for all classes and to teach appropriate school behaviors.

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	Pam Sitton	(480) 575-2100
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeffrey Stempak	(480) 575-2437
Parent Organization	M Reeves/M. Souva	(480) 575-2100
Student Health/Nurse	K. Lou Odell	(480) 575-2100

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.

Footnotes

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.