

Copper Creek Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

7071 W. Hillcrest Blvd., Glendale, AZ 85310

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Patrick Lahaie
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2003 Enrollment : 833
Web Address : coppercreek.dvusd.org
Phone Number : (623) 376-3900
Fax Number : (623) 376-3980
E-mail :

Mission

Copper Creek will provide educational opportunities that will enable all students to develop to their fullest potential. This will be accomplished through quality instruction, high expectations, and the committed partnership of the entire community.

School / Academic Goals

ü Students will learn and effectively apply a variety of strategies and knowledge in the areas of reading, writing and math to meet expectations set by the Arizona Academic Standards and Deer Valley curriculum.

ü Students will participate in opportunities to enrich their academic experiences.

Instructional Programs

ü On-site Special Education
ü Gifted Programs
ü Remedial Reading Programs
ü Integrated Curriculum and Instruction

Enrollment

October 1, 2002 School Year Student Enrollment : 836
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 22

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/21/2003
Last Day of School : 5/27/2004

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

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



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Programs/Strategies
- Ü Alternative Programs
- Ü School Safety
- Ü School/Parent/Community Relations
- Ü Budgets
- Ü School Improvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	52.00
Other Professional Staff	2.00	Teacher Aide	8.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	1
4 to 6 years	9	6	0	0
7 to 9 years	3	3	0	1
10 or more years	9	5	0	0

Shared Responsibilities

School

Copper Creek has high academic and behavioral standards to prepare the students for a successful future. Regular communication is provided to parents via handbooks, newsletters, site council, PTSA meetings and conferences.

Parents

Parents are encouraged to provide time, space and support for their child's homework, as well as attend parent-teacher conferences and curriculum nights.

Resources Available at School Site

Special Facilities

- Ü 36-station Computer Lab
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü After School Intramural Sports

Social Services

- Ü Before/After School Day Care
- Ü Facilities Usage Opportunities
- Ü Summer School Programs
- Ü Kindergarten Enrichment

Transportation Policy

Buses are provided to all Kindergartners outside a 1/2-mile radius from the school. First through sixth graders are provided buses if they reside more than one mile from the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Stanford 9 and AIMS scores are consistently above state and district averages.

- ü As reported on the Safe and Drug Free School Report, Copper Creek had zero percent students who committed substance abuse or severe violent acts on campus.

School Honors

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

Award/Honor	Year
ü 4 State PTSA Awards	2003
ü Lowest Absence Rate in the District	2003
ü 2nd Place AZ Stock Market Simulation - 6th Grade Gifted	2003
ü District Volunteer Pride Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	59
Grades 3-4	89	72
Grades 4-5	57	74
Grades 5-6	88	95

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2543	75372	99	100	101	553	538	523	2	2	9	11	19	25	30	40	36	57	39	30
All Students (Prior Year)	111	2267	70809	NA	NA	NA	555	534	518	1	4	11	7	21	27	34	38	35	57	37	27
Female	64	1274	36901	100	100	101	554	539	524	0	2	8	10	19	25	32	40	36	58	40	31
Male	70	1269	38385	99	100	101	552	537	523	3	3	9	13	18	24	28	39	36	56	39	30
African American	NC	81	3589	NC	100	96	NC	514	501	NC	7	18	NC	30	33	NC	39	33	NC	24	16
Hispanic	12	355	29103	100	102	99	559	526	510	11	4	12	0	24	31	33	46	36	56	27	20
Asian/Pacific Islander	NC	73	1574	NC	97	96	NC	555	549	NC	4	3	NC	17	14	NC	22	34	NC	57	48
American Indian/Alaskan Native	--	31	5086	--	91	114	--	535	491	--	4	22	--	24	38	--	44	28	--	28	12
White	109	1990	34597	100	100	98	554	540	535	1	2	4	11	17	20	30	39	38	59	41	38
Students with Disabilities	25	359	8057	109	104	99	538	524	496	11	8	23	11	28	31	22	32	28	56	31	17
Students without Disabilities	109	2184	67315	97	100	101	556	539	525	0	2	8	11	18	24	31	40	37	58	40	31
Limited English Proficient Students	NC	152	16925	NC	101	112	NC	477	482	NC	22	27	NC	67	40	NC	11	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	215	26325				--	514	504	--	10	15	--	32	34	--	33	33	--	25	18
Non-Economically Disadvantaged	134	2328	49047				553	540	530	2	2	6	11	18	21	30	40	37	57	40	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2540	75221	99	100	101	544	532	523	0	2	8	8	11	16	51	60	56	41	27	21
All Students (Prior Year)	111	2263	70860	NA	NA	NA	552	536	524	0	3	9	5	10	17	41	49	45	54	37	30
Female	64	1270	36833	100	100	100	544	536	526	0	1	6	8	10	15	45	59	56	47	30	23
Male	70	1270	38319	99	101	101	544	529	520	0	4	9	8	13	17	56	61	56	35	23	18
African American	NC	80	3597	NC	99	97	NC	522	510	NC	7	14	NC	14	22	NC	63	53	NC	16	11
Hispanic	11	354	29019	92	102	99	561	527	513	0	3	12	11	13	21	22	59	55	67	24	13
Asian/Pacific Islander	NC	73	1572	NC	97	95	NC	538	536	NC	4	2	NC	15	9	NC	44	57	NC	37	31
American Indian/Alaskan Native	--	31	5071	--	91	114	--	521	502	--	0	20	--	12	27	--	76	46	--	12	8
White	110	1988	34543	101	99	97	544	534	531	0	2	4	8	11	12	51	60	58	41	27	26
Students with Disabilities	24	354	8006	104	102	99	544	523	505	0	11	22	20	21	23	13	44	42	67	24	13
Students without Disabilities	110	2186	67215	98	100	101	544	533	524	0	2	7	7	11	16	56	61	56	37	27	21
Limited English Proficient Students	NC	150	16853	NC	100	112	NC	499	489	NC	11	29	NC	56	36	NC	22	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	217	26256				--	512	509	--	10	14	--	25	24	--	51	51	--	14	11
Non-Economically Disadvantaged	134	2323	48965				544	534	528	0	2	5	8	10	13	51	60	58	41	27	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2511	73654	98	99	99	549	542	530	2	3	9	4	7	13	84	79	70	10	11	7
All Students (Prior Year)	109	2233	68592	NA	NA	NA	565	560	542	0	3	9	5	7	12	77	69	63	18	22	16
Female	64	1265	36239	100	99	99	556	549	537	2	2	7	2	5	11	82	78	72	15	14	10
Male	68	1246	37301	96	99	98	542	535	523	2	4	12	7	10	15	87	79	68	5	6	5
African American	NC	81	3488	NC	100	94	NC	532	515	NC	6	16	NC	14	18	NC	72	62	NC	7	4
Hispanic	11	349	28348	92	101	96	536	534	520	0	5	13	11	10	17	89	79	65	0	6	5
Asian/Pacific Islander	NC	73	1558	NC	97	95	NC	550	547	NC	8	3	NC	6	8	NC	66	76	NC	21	13
American Indian/Alaskan Native	--	29	4947	--	85	111	--	544	507	--	4	22	--	8	22	--	75	53	--	13	3
White	108	1966	33924	99	98	96	550	544	537	2	3	5	2	7	10	85	80	75	11	11	9
Students with Disabilities	23	338	7306	100	98	90	542	527	506	0	9	24	7	13	20	87	73	52	7	5	4
Students without Disabilities	109	2173	66348	97	99	100	550	543	531	2	3	8	4	7	13	84	79	71	10	11	8
Limited English Proficient Students	NC	148	16422	NC	99	109	NC	498	495	NC	22	30	NC	44	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	215	25711				--	521	514	--	10	16	--	16	19	--	71	61	--	3	3
Non-Economically Disadvantaged	132	2296	47943				549	544	535	2	3	7	4	7	11	84	79	74	10	11	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2489	76230	99	101	101	539	516	498	0	4	12	18	32	38	15	14	12	67	50	37
All Students (Prior Year)	115	2417	72888	NA	NA	NA	540	516	494	2	4	14	20	33	40	12	13	12	67	50	34
Female	63	1199	37247	98	100	100	538	517	500	0	3	11	21	32	40	14	14	13	65	51	37
Male	76	1289	38725	100	102	101	541	514	497	0	5	14	16	31	37	15	15	12	69	48	37
African American	NC	74	3594	NC	104	96	NC	499	476	NC	14	22	NC	33	46	NC	13	11	NC	39	21
Hispanic	12	328	28100	109	101	98	527	501	482	0	7	18	17	42	47	33	14	11	50	37	24
Asian/Pacific Islander	NC	68	1447	NC	99	95	NC	532	527	NC	0	5	NC	28	26	NC	10	11	NC	62	58
American Indian/Alaskan Native	NC	27	5292	NC	84	113	NC	497	463	NC	14	31	NC	29	47	NC	14	8	NC	43	14
White	119	1968	35389	100	100	96	541	518	514	0	4	6	18	30	32	13	15	14	69	52	48
Students with Disabilities	23	364	9022	115	126	105	499	496	465	0	9	31	36	43	43	29	11	8	36	37	17
Students without Disabilities	116	2125	67208	97	98	100	544	517	500	0	4	12	16	31	38	13	15	12	71	51	38
Limited English Proficient Students	--	112	14826	--	86	113	--	467	460	--	17	31	--	66	51	--	7	8	--	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	207	25037				--	502	477	--	7	21	--	41	47	--	12	11	--	40	21
Non-Economically Disadvantaged	139	2282	51193				539	517	507	0	4	9	18	31	35	15	15	13	67	51	43

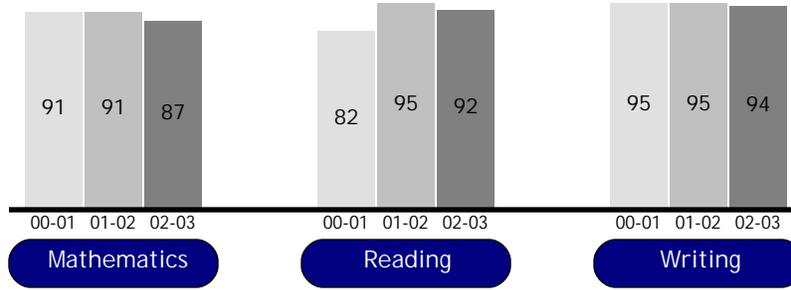
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2490	76202	99	101	101	518	510	505	4	10	19	12	21	24	64	57	46	20	12	11
All Students (Prior Year)	116	2428	72779	NA	NA	NA	515	513	505	3	9	21	15	17	20	56	53	43	26	21	15
Female	63	1198	37231	98	100	100	521	512	507	3	7	16	15	19	24	54	59	48	27	14	13
Male	76	1291	38718	100	103	101	516	507	503	5	12	22	9	23	24	73	55	44	13	10	10
African American	NC	74	3600	NC	104	97	NC	507	497	NC	17	28	NC	29	29	NC	46	39	NC	7	5
Hispanic	12	330	28090	109	102	98	513	504	497	9	17	28	0	26	30	55	49	37	36	8	5
Asian/Pacific Islander	NC	68	1443	NC	99	95	NC	523	515	NC	2	9	NC	23	19	NC	54	53	NC	21	19
American Indian/Alaskan Native	NC	28	5311	NC	88	113	NC	501	491	NC	20	38	NC	30	31	NC	45	28	NC	5	3
White	119	1967	35371	100	100	96	520	510	512	4	8	10	13	20	20	64	59	54	19	13	16
Students with Disabilities	23	369	9097	115	128	106	501	501	493	29	23	39	14	21	27	57	47	29	0	9	5
Students without Disabilities	116	2121	67105	97	98	100	519	510	506	3	9	18	12	21	24	65	58	47	21	12	12
Limited English Proficient Students	--	112	14780	--	86	113	--	485	486	--	46	50	--	39	32	--	14	18	--	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	210	24961				--	500	495	--	24	32	--	26	30	--	44	34	--	6	4
Non-Economically Disadvantaged	139	2280	51241				518	510	509	4	8	14	12	21	22	64	58	51	20	13	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	139	2460	74692	99	100	99	535	518	502	2	8	18	12	23	27	68	59	47	17	10	8
All Students (Prior Year)	113	2366	70710	NA	NA	NA	547	530	512	4	7	17	11	22	26	55	51	42	30	20	16
Female	63	1189	36710	98	99	99	539	526	509	2	6	14	5	19	26	75	62	50	18	13	10
Male	76	1270	37742	100	101	98	530	510	495	3	10	22	19	27	28	62	57	44	16	6	6
African American	NC	73	3516	NC	103	94	NC	509	487	NC	14	26	NC	28	31	NC	49	39	NC	9	4
Hispanic	12	326	27492	109	100	96	537	503	486	0	12	27	8	34	32	83	47	38	8	7	4
Asian/Pacific Islander	NC	68	1428	NC	99	94	NC	537	528	NC	5	8	NC	14	20	NC	63	54	NC	18	18
American Indian/Alaskan Native	NC	28	5166	NC	88	110	NC	507	470	NC	16	39	NC	16	32	NC	63	27	NC	5	2
White	119	1941	34785	100	99	94	534	520	517	3	7	10	14	22	23	66	61	56	17	10	11
Students with Disabilities	23	350	8428	115	122	98	507	501	472	0	13	38	43	34	30	57	51	29	0	2	3
Students without Disabilities	116	2110	66264	97	97	99	536	519	503	3	7	17	10	23	27	69	60	48	18	10	8
Limited English Proficient Students	--	112	14363	--	86	109	--	457	459	--	43	47	--	50	34	--	7	19	--	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	204	24507				--	493	480	--	21	31	--	33	33	--	42	33	--	3	3
Non-Economically Disadvantaged	139	2256	50185				535	520	511	2	7	13	12	23	24	68	61	53	17	10	10

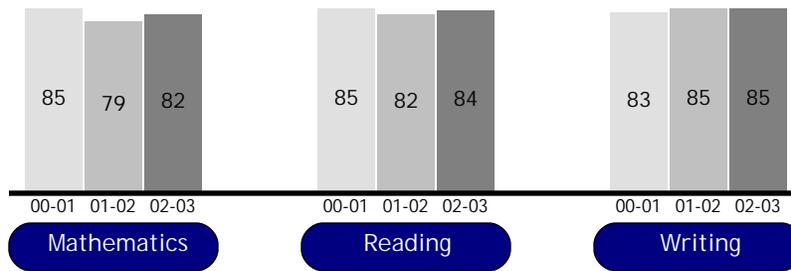
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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

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

Glossary:

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

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

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

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

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

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

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

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	79	64	53	97	76	54	44	100	81	63	50
	Language	96	79	59	45	97	82	54	39	99	85	58	43
	Mathematics	96	84	67	56	98	86	60	52	100	87	70	57
3	Reading	94	71	60	50	99	71	53	43	100	71	61	47
	Language	94	80	67	55	99	78	61	50	99	78	67	54
	Mathematics	94	85	69	53	99	85	61	50	99	77	66	54
4	Reading	96	78	67	55	95	78	57	47	99	81	66	52
	Language	96	72	61	50	94	69	54	45	99	76	61	48
	Mathematics	96	86	72	56	99	86	64	52	100	85	73	57
5	Reading	95	71	62	51	96	65	57	46	100	72	62	50
	Language	95	72	59	46	96	63	52	43	99	67	57	46
	Mathematics	95	86	75	56	100	76	68	54	99	84	73	57
6	Reading	98	72	67	54	96	71	57	49	100	76	66	53
	Language	98	67	61	46	96	70	52	42	99	73	60	45
	Mathematics	98	81	76	61	100	82	68	58	99	88	79	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Continuous Improvement Team has developed goals, objectives and strategies to promote a safe school environment. A team of staff members developed an Emergency Preparedness Plan. Staff and parents are informed of the contents of this plan.

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	Patrick Lahaie	(623) 376-3900
Transportation Policy	Tamara Teague	(623) 467-5096
Community Resources	Linda Price-Barry	(623) 376-3900
School Nutrition Programs	Chris Mahle	(623) 376-3900
Parent Organization	Denise Hutchinson	(623) 376-3900
Student Health/Nurse	Jana Yingst	(623) 376-3900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards