

Kachina Country Day School - Paradise Valley

ARIZONA SCHOOL REPORT CARD 2003-04

6602 E. Malcomb Drive, Paradise Valley, AZ 85253

Kachina Country Day School

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 *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

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 : Dr. Christopher James Kline
Schedule : 7:30 AM to 5:30 PM
Grades : Pre-K-6
2003 Enrollment : 130
Web Address : www.kachina.org
Phone Number : (480) 951-0745
Fax Number : (480) 951-1267
E-mail : ckline@kachina.k12.az.us

Mission

Kachina Country Day School is committed to providing a safe educational environment with levels of instruction and evaluation to empower all students to attain their academic and human potential to become useful contributing members of the community.

School / Academic Goals

- ü To increase the percentage of students who score above the 75th percentile in reading, mathematics and language on the Stanford 9 Achievement Test and to improve the percentage of students who exceed the standards on AIMS.
- ü To coordinate with our North Central Association representative to implement school wide pre- and post-testing for all students in mathematics, reading and language to assess yearly progress and pinpoint areas for instructional program improvement.

Instructional Programs

- ü Language Arts
- ü Mathematics
- ü Science
- ü Social Studies

Enrollment

October 1, 2002 School Year Student Enrollment : 119
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 130

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 20 minutes
First Day of School : 8/11/2003
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	Council Duties
4 School Administrator(s)	Ü Prepare and Approve Annual Budget
0 Non-certified Employee(s)	Ü Develop School Policies/Procedures
0 Teacher(s)	Ü Fundraising
2 Parent(s)	Ü Develop Community Partnerships
2 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	9.00
Other Professional Staff	.00	Teacher Aide	.00

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

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

Shared Responsibilities

School

Our school has the responsibility of delivering the highest quality education in a safe environment. Communication with parents and students regarding academic progress is essential for overall success.

Parents

Parents are responsible for instilling the importance of education and for taking an active role in their child's education and school. Parents are involved as classroom helpers, field trip aides, special speakers and career internship sponsors.

Resources Available at School Site

Special Facilities

- | | |
|----------------|----------------|
| Ü Computer Lab | Ü Sports Court |
|----------------|----------------|

Extracurricular Activities

- | | |
|-----------|----------------|
| Ü Sports | Ü Art |
| Ü Spanish | Ü After School |

Social Services

- | | |
|-----------------------|-----------------------|
| Ü Parenting Seminars | Ü Counseling |
| Ü Academic Advisement | Ü Learning Strategies |

Transportation Policy

The Kachina Schools provide carpool lists, upon request.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Kachina School received its official accreditation from the North Central Association (NCA) in June of 2000, and continues school improvement activities.

- ü Standardized test scores on the Stanford 9 test and AIMS continue to be above the state and surrounding district averages and improve yearly.

School Honors

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

Award/Honor	Year
ü NECPA Accreditation	1997
ü Safe Schools Award	1999
ü North Central Association Accreditation	2000
ü United Spirit League Flag Football Champions	2001

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	23	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	8	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	NC	NC
Grades 3-4	93	93
Grades 4-5	71	93
Grades 5-6	69	77

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

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	75372	100	100	101	525	525	523	0	0	9	23	23	25	46	46	36	31	31	30
All Students (Prior Year)	17	17	70809	NA	NA	NA	556	556	518	0	0	11	6	6	27	41	41	35	53	53	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	--	--	29103	--	--	99	--	--	510	--	--	12	--	--	31	--	--	36	--	--	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	14	14	34597	93	93	98	524	524	535	0	0	4	27	27	20	36	36	38	36	36	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	16	16	67315	123	123	101	525	525	525	0	0	8	23	23	24	46	46	37	31	31	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	16	16	49047	--	--		525	525	530	0	0	6	23	23	21	46	46	37	31	31	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	16	16	75221	100	100	101	527	527	523	0	0	8	15	15	16	46	46	56	38	38	21
All Students (Prior Year)	17	17	70860	NA	NA	NA	528	528	524	0	0	9	6	6	17	65	65	45	29	29	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	--	--	29019	--	--	99	--	--	513	--	--	12	--	--	21	--	--	55	--	--	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	14	14	34543	93	93	97	531	531	531	0	0	4	18	18	12	36	36	58	45	45	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	16	16	67215	123	123	101	527	527	524	0	0	7	15	15	16	46	46	56	38	38	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	16	16	48965	--	--		527	527	528	0	0	5	15	15	13	46	46	58	38	38	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	16	16	73654	100	100	99	530	530	530	0	0	9	15	15	13	85	85	70	0	0	7
All Students (Prior Year)	17	17	68592	NA	NA	NA	562	562	542	0	0	9	0	0	12	82	82	63	18	18	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	--	--	28348	--	--	96	--	--	520	--	--	13	--	--	17	--	--	65	--	--	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	14	14	33924	93	93	96	530	530	537	0	0	5	18	18	10	82	82	75	0	0	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	16	16	66348	123	123	100	530	530	531	0	0	8	15	15	13	85	85	71	0	0	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	16	16	47943	--	--		530	530	535	0	0	7	15	15	11	85	85	74	0	0	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	19	19	76230	100	100	101	494	494	498	6	6	12	50	50	38	22	22	12	22	22	37
All Students (Prior Year)	15	15	72888	NA	NA	NA	551	551	494	0	0	14	14	14	40	0	0	12	86	86	34
Female	11	11	37247	100	100	100	491	491	500	9	9	11	45	45	40	27	27	13	18	18	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	--	--	28100	--	--	98	--	--	482	--	--	18	--	--	47	--	--	11	--	--	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	14	14	35389	82	82	96	494	494	514	0	0	6	62	62	32	15	15	14	23	23	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	19	19	67208	106	106	100	494	494	500	6	6	12	50	50	38	22	22	12	22	22	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	19	19	51193				494	494	507	6	6	9	50	50	35	22	22	13	22	22	43

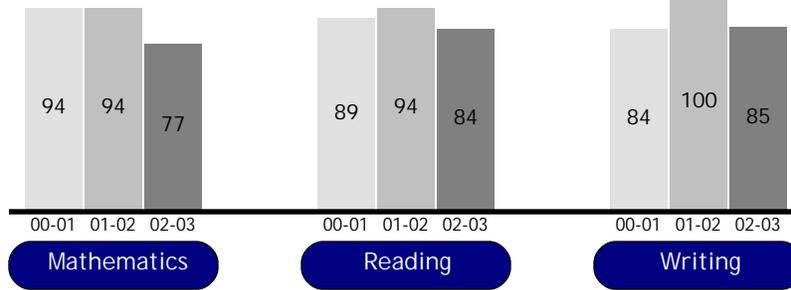
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	76202	100	100	101	506	506	505	0	0	19	39	39	24	50	50	46	11	11	11
All Students (Prior Year)	15	15	72779	NA	NA	NA	507	507	505	7	7	21	21	21	20	57	57	43	14	14	15
Female	11	11	37231	100	100	100	505	505	507	0	0	16	36	36	24	55	55	48	9	9	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	--	--	28090	--	--	98	--	--	497	--	--	28	--	--	30	--	--	37	--	--	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	14	14	35371	82	82	96	506	506	512	0	0	10	46	46	20	38	38	54	15	15	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	19	19	67105	106	106	100	506	506	506	0	0	18	39	39	24	50	50	47	11	11	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	19	19	51241				506	506	509	0	0	14	39	39	22	50	50	51	11	11	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	19	19	74692	100	100	99	494	494	502	17	17	18	39	39	27	44	44	47	0	0	8
All Students (Prior Year)	15	15	70710	NA	NA	NA	526	526	512	0	0	17	21	21	26	79	79	42	0	0	16
Female	11	11	36710	100	100	99	493	493	509	18	18	14	36	36	26	45	45	50	0	0	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	--	--	27492	--	--	96	--	--	486	--	--	27	--	--	32	--	--	38	--	--	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	14	14	34785	82	82	94	488	488	517	15	15	10	54	54	23	31	31	56	0	0	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	19	19	66264	106	106	99	494	494	503	17	17	17	39	39	27	44	44	48	0	0	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	19	19	50185				494	494	511	17	17	13	39	39	24	44	44	53	0	0	10

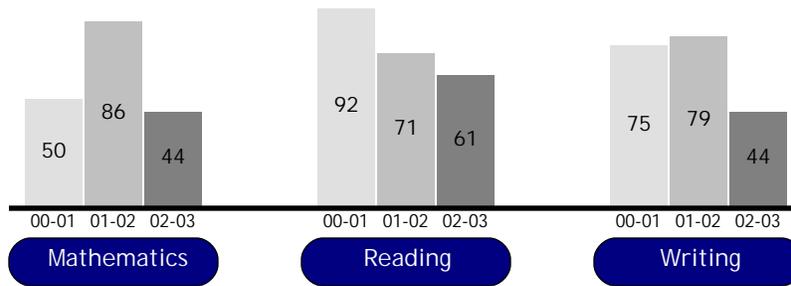
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	89	65	65	53	94	86	86	44	100	90	90	50
	Language	89	42	42	45	100	73	73	39	100	95	95	43
	Mathematics	89	58	58	56	94	91	91	52	100	96	96	57
3	Reading	83	61	61	50	100	76	76	43	100	61	61	47
	Language	83	56	56	55	100	82	82	50	100	71	71	54
	Mathematics	83	63	63	53	100	83	83	50	100	73	73	54
4	Reading	94	72	72	55	85	70	70	47	100	91	91	52
	Language	94	63	63	50	100	58	58	45	100	82	82	48
	Mathematics	94	71	71	56	85	62	62	52	100	86	86	57
5	Reading	100	74	74	51	93	92	92	46	100	63	63	50
	Language	100	67	67	46	100	88	88	43	100	60	60	46
	Mathematics	100	70	70	56	93	94	94	54	100	72	72	57
6	Reading	--	--	60	54	--	--	NC	49	100	78	78	53
	Language	--	--	52	46	--	--	NC	42	100	64	64	45
	Mathematics	--	--	71	61	--	--	NC	58	100	87	87	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

Kachina School continues to emphasize good behavior and character. Zero-tolerance policies and character development programs have proven effective in creating a safe learning environment.

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	Christopher James Kline	(480) 951-0745
Transportation Policy	Christopher James Kline	(480) 951-0745
Community Resources	Janece A. Kline	(480) 951-0745
School Nutrition Programs	Carol Turney	(480) 951-0745
Parent Organization	PTO President	(480) 951-0745
Student Health/Nurse	Carol Turney	(480) 951-0745

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