

Peoria Horizons Charter School

ARIZONA SCHOOL REPORT CARD 2003-04

11820 N. 81st Avenue, Peoria, AZ 85345

Scottsdale Horizons Charter 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***

Not Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Ms. Beth Eliason
Schedule : 8:00 AM to 3:00 PM
Grades : K-6
2003 Enrollment : 82
Web Address : www.horizonschools.com
Phone Number : (623) 979-3559
Fax Number : (480) 990-0936
E-mail : info@horizonschools.com

Mission

Our purpose of education is to prepare the child for life. Individualized instruction is based on initial testing, goal setting/study skills resulting in mastery. We provide a safe place where children can create, discover and develop their talents.

School / Academic Goals

- Ü Developing an independent learner and the study skills necessary to learn anything through reading; developing their personal security to excel beyond the basic curriculum.
- Ü Training in the vital life skills of group responsibility, problem-solving and communication skills, time management abilities, tolerance.

Instructional Programs

- Ü Mastery Program/Strong Foundation
- Ü Advanced Placement/Honors
- Ü Early Kindergarten & 1st Grade Placement
- Ü Individual Phonetic Reading/Spelling

Enrollment

October 1, 2002 School Year Student Enrollment : 75
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 82

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Feedback on Perception of the Program
- Ü Advice on Fundraising
- Ü Parent/Educator Relations
- Ü Assistance with School Events

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	.20	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	3	0	0	1
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

Shared Responsibilities

School

Communications to parents include daily lesson plans requiring nightly signatures, progress reports and conferences.

Parents

Parents need to adhere to school policies and procedures and respond to all forwarded communications. Prompt attendance of well-fed children, preferably on a low sugar diet, is expected.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Adjacent to a Park

Extracurricular Activities

- Ü Boys/Girls Clubs After School Program
- Ü Breakfast Club

Social Services

- Ü After School Program on Premises (Club)
- Ü Recreational Activities
- Ü Full-day Kindergarten
- Ü Snack Program

Transportation Policy

No transportation is provided.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Oriented parents to our unique programs. Helped them to understand the use of individualized lesson plans, the curriculum timeline and nightly parent communication, participation and obligations.
- ü Received many dozens of success letters from parents and students, expressing gratitude for life, problem-solving and communication skills gained by students. Parents also cited new levels of responsibility in their children.

School Honors

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

Award/Honor	Year
ü Exemplary Fire & Safety Standards Award	1999
ü Charlotte Martin Foundation Grant	2001
ü AZ Academic Progress-5 star rating	2000
ü Prestigious Challenge Foundation Grant	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	92	95	94	96
Transfers Out ³	53	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	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	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC

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	10	20	75372	125	125	101	487	495	523	0	0	9	80	75	25	10	15	36	10	10	30
All Students (Prior Year)	NC	26	70809	NC	NA	NA	NC	498	518	NC	8	11	NC	50	27	NC	31	35	NC	12	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	10	38385	NC	111	101	NC	492	523	NC	0	9	NC	80	24	NC	10	36	NC	10	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	NC	14	34597	NC	108	98	NC	501	535	NC	0	4	NC	71	20	NC	14	38	NC	14	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	10	20	67315	143	133	101	487	495	525	0	0	8	80	75	24	10	15	37	10	10	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	10	20	49047				487	495	530	0	0	6	80	75	21	10	15	37	10	10	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	10	20	75221	125	125	101	504	517	523	10	5	8	30	25	16	60	50	56	0	20	21
All Students (Prior Year)	NC	26	70860	NC	NA	NA	NC	518	524	NC	19	9	NC	8	17	NC	58	45	NC	15	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	11	38319	NC	122	101	NC	511	520	NC	9	9	NC	36	17	NC	36	56	NC	18	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	14	34543	NC	108	97	NC	515	531	NC	7	4	NC	21	12	NC	50	58	NC	21	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	10	20	67215	143	133	101	504	517	524	10	5	7	30	25	16	60	50	56	0	20	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	10	20	48965				504	517	528	10	5	5	30	25	13	60	50	58	0	20	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	10	20	73654	125	125	99	509	520	530	10	10	9	10	20	13	80	60	70	0	10	7
All Students (Prior Year)	NC	25	68592	NC	NA	NA	NC	517	542	NC	8	9	NC	24	12	NC	68	63	NC	0	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	11	37301	NC	122	98	NC	512	523	NC	18	12	NC	27	15	NC	45	68	NC	9	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	NC	14	33924	NC	108	96	NC	522	537	NC	14	5	NC	21	10	NC	50	75	NC	14	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	10	20	66348	143	133	100	509	520	531	10	10	8	10	20	13	80	60	71	0	10	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	10	20	47943				509	520	535	10	10	7	10	20	11	80	60	74	0	10	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	NC	NC	76230	NC	NC	101	NC	NC	498	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	37
All Students (Prior Year)	NC	21	72888	NC	NA	NA	NC	494	494	NC	0	14	NC	57	40	NC	24	12	NC	19	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	--	NC	38725	--	NC	101	--	NC	497	--	NC	14	--	NC	37	--	NC	12	--	NC	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	--	NC	28100	--	NC	98	--	NC	482	--	NC	18	--	NC	47	--	NC	11	--	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	--	NC	35389	--	NC	96	--	NC	514	--	NC	6	--	NC	32	--	NC	14	--	NC	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	NC	NC	67208	NC	NC	100	NC	NC	500	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	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	NC	NC	51193	NC	NC		NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	43

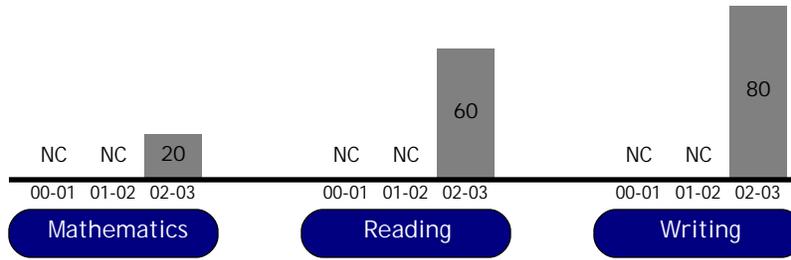
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	76202	NC	NC	101	NC	NC	505	NC	NC	19	NC	NC	24	NC	NC	46	NC	NC	11
All Students (Prior Year)	NC	21	72779	NC	NA	NA	NC	519	505	NC	14	21	NC	5	20	NC	52	43	NC	29	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	--	NC	38718	--	NC	101	--	NC	503	--	NC	22	--	NC	24	--	NC	44	--	NC	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	--	NC	28090	--	NC	98	--	NC	497	--	NC	28	--	NC	30	--	NC	37	--	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	--	NC	35371	--	NC	96	--	NC	512	--	NC	10	--	NC	20	--	NC	54	--	NC	16
Students with Disabilities	--	--	9097	--	--	106	--	--	493	--	--	39	--	--	27	--	--	29	--	--	5
Students without Disabilities	NC	NC	67105	NC	NC	100	NC	NC	506	NC	NC	18	NC	NC	24	NC	NC	47	NC	NC	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	NC	NC	51241	NC	NC		NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	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	NC	NC	74692	NC	NC	99	NC	NC	502	NC	NC	18	NC	NC	27	NC	NC	47	NC	NC	8
All Students (Prior Year)	NC	21	70710	NC	NA	NA	NC	517	512	NC	14	17	NC	19	26	NC	52	42	NC	14	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	--	NC	37742	--	NC	98	--	NC	495	--	NC	22	--	NC	28	--	NC	44	--	NC	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	--	NC	27492	--	NC	96	--	NC	486	--	NC	27	--	NC	32	--	NC	38	--	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	--	NC	34785	--	NC	94	--	NC	517	--	NC	10	--	NC	23	--	NC	56	--	NC	11
Students with Disabilities	--	--	8428	--	--	98	--	--	472	--	--	38	--	--	30	--	--	29	--	--	3
Students without Disabilities	NC	NC	66264	NC	NC	99	NC	NC	503	NC	NC	17	NC	NC	27	NC	NC	48	NC	NC	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	NC	NC	50185	NC	NC		NC	NC	511	NC	NC	13	NC	NC	24	NC	NC	53	NC	NC	10

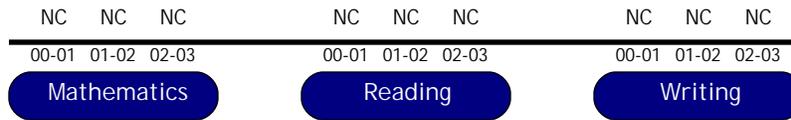
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Graduation Rate?	NA
	Made AYP?	No

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	NC	NC	40	53	NC	NC	40	44	NC	NC	47	50
	Language	NC	NC	23	45	NC	NC	25	39	NC	NC	30	43
	Mathematics	NC	NC	34	56	NC	NC	36	52	NC	NC	31	57
3	Reading	NC	NC	39	50	NC	NC	33	43	100	28	44	47
	Language	NC	NC	27	55	NC	NC	32	50	100	37	49	54
	Mathematics	NC	NC	20	53	NC	NC	29	50	100	26	44	54
4	Reading	NC	NC	57	55	NC	NC	42	47	NC	NC	57	52
	Language	NC	NC	47	50	NC	NC	37	45	NC	NC	44	48
	Mathematics	NC	NC	49	56	NC	NC	46	52	NC	NC	49	57
5	Reading	NC	NC	49	51	NC	NC	66	46	NC	NC	NC	50
	Language	NC	NC	36	46	NC	NC	52	43	NC	NC	NC	46
	Mathematics	NC	NC	33	56	NC	NC	67	54	NC	NC	NC	57
6	Reading	NC	NC	64	54	--	--	44	49	NC	NC	58	53
	Language	NC	NC	48	46	--	--	36	42	NC	NC	44	45
	Mathematics	NC	NC	50	61	--	--	52	58	NC	NC	59	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

Students learn responsibility for themselves, their group, community and their own education thru team building opportunities. Teachers coach them with problem resolving skills. This kind of group security brings about a calm and cheerful classroom.

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	Beth Eliason	(623) 979-3559
Transportation Policy		
Community Resources	Judy White	(480) 990-7223
School Nutrition Programs	Judy White	(480) 990-7223
Parent Organization		
Student Health/Nurse		

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