

Manzanita Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2901 Detroit Avenue, Kingman, AZ 86401

Kingman Unified School 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 *

Performing*

* 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 : Mrs. Mary Ann Lynn Smith
Schedule : 8:30 AM to 4:30 PM
Grades : Pre-K-6
2003 Enrollment : 744
Web Address : www.kusd.org
Phone Number : (928) 753-6197
Fax Number : (928) 753-7756
E-mail : msmith@kusd.org

Mission

All students have the right to a quality education: learning is a lifelong process; learning is an individual process; and education is an interactive process.

School / Academic Goals

- ü Increase academic achievement. Increase test scores. Reading skills groups for Looping and regular 1-2-3. Special schedule to max learning time. Our school goal in language arts is to improve writing skills and scores.
- ü Schoolwide 'Read-it' program. Lower grade RIF program. Reading Challenges two times each year. Math competition and national comparison for improving math skills.

Instructional Programs

- ü Gifted - Self-contained (Grades 4-6)
- ü Skills Groups (Grades 1-3)
- ü Full-day Kindergarten
- ü Special Education/At-risk Preschool

Enrollment

October 1, 2002 School Year Student Enrollment : 719
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 : 178
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 8/14/2003
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)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Implement School Technology
- ü Develop Technology Curriculum
- ü Public Relations
- ü District Level Issues

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	34.30
Other Professional Staff	3.00	Teacher Aide	14.00

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	0
4 to 6 years	4	0	0	0
7 to 9 years	2	4	0	0
10 or more years	9	19	1	0

Shared Responsibilities

School

Behavior guidelines are given to all students and parents to maximize safety. Accomplishments are acknowledged. Academic programs foster maximum learning. We have special classes of band, music, PE, computer lab, library, chess and student council.

Parents

To read and discuss behavior guidelines with their child and sign a statement that they have done so; ensure consistent attendance and to be on time; provide up-to-date immunizations. Parents are encouraged to be active in their child's education.

Resources Available at School Site

Special Facilities

- ü Library/Gym/Music Rooms
- ü Remedial/Speech Therapy/OT/Counseling/PT

Extracurricular Activities

- ü Student Council
- ü Four Chess Clubs
- ü School Newspaper/Literary Magazine
- ü Computer Club

Social Services

- ü Used Coat Drive/Clothing/Food Banks
- ü Remedial Programs/RSVP
- ü Recreational Activities/PLAY
- ü Crisis Intervention

Transportation Policy

Students from outside our boundaries are attendance exceptions and parents must provide transportation. Activity bus runs one hour before school. Riding the bus is a privilege and bus demerits are given to students for inappropriate behavior.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Recognized as Exemplary School based on the Stanford 9 scores increase. Performed higher than the state average and higher than their own test scores the previous year in reading, language and math.
- ü Awarded the A+ designation by the Arizona Educational Foundation. Now eligible to apply for Blue Ribbon recognition given by the United States Department of Education.

School Honors

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

Award/Honor	Year
ü Arizona A+ School	2001
ü Runner-up for the Arizona Golden Bell Award Twice	2003
ü Intel Innovations in Teaching Award	2000
ü NAEYC Accreditation (Preschool)	2000

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	14	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	9	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	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	46	61
Grades 3-4	82	90
Grades 4-5	69	79
Grades 5-6	85	93

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	91	505	75372	101	98	101	522	522	523	10	8	9	20	25	25	40	40	36	30	27	30
All Students (Prior Year)	98	516	70809	NA	NA	NA	517	524	518	9	7	11	28	26	27	41	37	35	22	30	27
Female	48	249	36901	100	100	101	513	521	524	11	9	8	23	24	25	43	42	36	23	26	31
Male	43	256	38385	102	97	101	533	523	523	8	7	9	18	26	24	38	39	36	38	28	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	66	29103	NC	97	99	NC	518	510	NC	3	12	NC	31	31	NC	46	36	NC	20	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	10	5086	NC	83	114	NC	513	491	NC	0	22	NC	38	38	NC	50	28	NC	13	12
White	78	413	34597	104	97	98	525	523	535	10	8	4	18	24	20	39	39	38	33	28	38
Students with Disabilities	NC	60	8057	NC	77	99	NC	463	496	NC	55	23	NC	23	31	NC	14	28	NC	9	17
Students without Disabilities	84	445	67315	105	102	101	522	525	525	10	5	8	20	25	24	40	41	37	30	28	31
Limited English Proficient Students	--	NC	16925	--	NC	112	--	NC	482	--	NC	27	--	NC	40	--	NC	26	--	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	73	26325				--	492	504	--	14	15	--	47	34	--	35	33	--	4	18
Non-Economically Disadvantaged	91	432	49047				522	528	530	10	7	6	20	21	21	40	41	37	30	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	91	503	75221	101	98	101	522	520	523	2	7	8	17	17	16	65	58	56	15	18	21
All Students (Prior Year)	98	515	70860	NA	NA	NA	527	530	524	1	4	9	14	13	17	61	51	45	24	32	30
Female	48	249	36833	100	100	100	518	521	526	2	5	6	20	19	15	70	60	56	7	16	23
Male	43	254	38319	102	96	101	527	519	520	3	9	9	13	15	17	60	56	56	25	19	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	10	67	29019	91	99	99	516	516	513	0	7	12	33	16	21	56	66	55	11	11	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	77	412	34543	103	97	97	524	521	531	3	7	4	14	17	12	67	57	58	17	19	26
Students with Disabilities	NC	58	8006	NC	74	99	NC	477	505	NC	55	22	NC	14	23	NC	32	42	NC	0	13
Students without Disabilities	84	445	67215	105	102	101	522	523	524	2	5	7	17	17	16	65	60	56	15	18	21
Limited English Proficient Students	--	NC	16853	--	NC	112	--	NC	489	--	NC	29	--	NC	36	--	NC	32	--	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	70	26256				--	501	509	--	19	14	--	24	24	--	57	51	--	0	11
Non-Economically Disadvantaged	91	433	48965				522	524	528	2	5	5	17	16	13	65	59	58	15	21	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	89	494	73654	99	96	99	533	531	530	7	7	9	10	15	13	78	72	70	5	6	7
All Students (Prior Year)	97	499	68592	NA	NA	NA	541	545	542	3	4	9	15	13	12	71	70	63	11	14	16
Female	49	247	36239	102	99	99	538	536	537	7	4	7	7	14	11	80	75	72	7	7	10
Male	40	247	37301	95	94	98	527	525	523	8	10	12	14	16	15	76	69	68	3	6	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	64	28348	NC	94	96	NC	526	520	NC	10	13	NC	10	17	NC	76	65	NC	3	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	77	405	33924	103	95	96	535	533	537	6	6	5	10	15	10	79	72	75	6	7	9
Students with Disabilities	NC	59	7306	NC	76	90	NC	482	506	NC	38	24	NC	25	20	NC	38	52	NC	0	4
Students without Disabilities	81	435	66348	101	100	100	533	533	531	7	6	8	10	15	13	78	73	71	5	7	8
Limited English Proficient Students	--	NC	16422	--	NC	109	--	NC	495	--	NC	30	--	NC	27	--	NC	43	--	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	67	25711				--	503	514	--	15	16	--	31	19	--	54	61	--	0	3
Non-Economically Disadvantaged	89	427	47943				533	536	535	7	6	7	10	12	11	78	75	74	5	7	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	93	531	76230	96	98	101	512	494	498	5	13	12	48	44	38	9	11	12	38	31	37
All Students (Prior Year)	85	527	72888	NA	NA	NA	495	483	494	7	16	14	53	49	40	11	13	12	29	22	34
Female	58	268	37247	97	100	100	515	498	500	2	12	11	51	44	40	11	13	13	36	31	37
Male	35	263	38725	95	96	101	506	490	497	9	14	14	44	45	37	6	10	12	41	31	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	11	70	28100	92	96	98	527	487	482	0	16	18	44	48	47	22	10	11	33	27	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	NC	15	5292	NC	150	113	NC	461	463	NC	33	31	NC	50	47	NC	8	8	NC	8	14
White	79	415	35389	98	92	96	512	496	514	4	11	6	49	45	32	7	11	14	40	33	48
Students with Disabilities	NC	71	9022	NC	90	105	NC	487	465	NC	22	31	NC	28	43	NC	17	8	NC	33	17
Students without Disabilities	87	460	67208	96	99	100	512	494	500	5	13	12	48	45	38	9	11	12	38	31	38
Limited English Proficient Students	--	NC	14826	--	NC	113	--	NC	460	--	NC	31	--	NC	51	--	NC	8	--	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	35	25037				--	485	477	--	18	21	--	42	47	--	15	11	--	24	21
Non-Economically Disadvantaged	93	496	51193				512	495	507	5	13	9	48	45	35	9	11	13	38	32	43

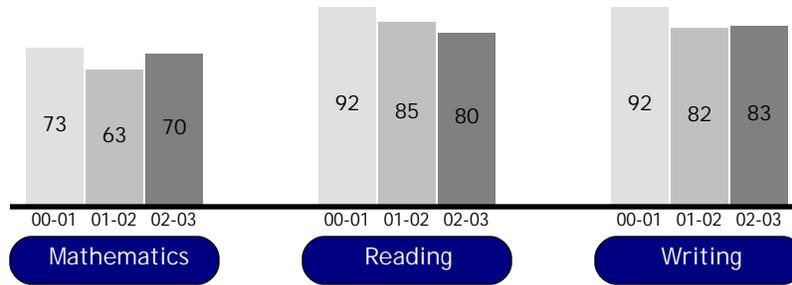
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	535	76202	97	99	101	511	501	505	13	20	19	17	27	24	54	44	46	16	9	11
All Students (Prior Year)	84	527	72779	NA	NA	NA	510	502	505	14	23	21	21	19	20	44	45	43	20	12	15
Female	59	270	37231	98	100	100	515	505	507	9	16	16	18	25	24	51	46	48	23	13	13
Male	35	265	38718	95	97	101	503	497	503	22	25	22	16	30	24	59	41	44	3	4	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	12	72	28090	100	99	98	518	501	497	10	20	28	20	28	30	60	45	37	10	8	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	NC	15	5311	NC	150	113	NC	493	491	NC	33	38	NC	33	31	NC	25	28	NC	8	3
White	79	416	35371	98	93	96	511	502	512	12	20	10	17	27	20	54	44	54	17	9	16
Students with Disabilities	NC	70	9097	NC	89	106	NC	493	493	NC	35	39	NC	35	27	NC	24	29	NC	6	5
Students without Disabilities	89	465	67105	98	100	100	511	502	506	13	19	18	17	27	24	54	45	47	16	9	12
Limited English Proficient Students	--	NC	14780	--	NC	113	--	NC	486	--	NC	50	--	NC	32	--	NC	18	--	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	35	24961				--	490	495	--	36	32	--	30	30	--	30	34	--	3	4
Non-Economically Disadvantaged	94	500	51241				511	502	509	13	19	14	17	27	22	54	45	51	16	9	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	89	526	74692	92	97	99	521	496	502	13	21	18	18	29	27	52	43	47	17	7	8
All Students (Prior Year)	81	510	70710	NA	NA	NA	508	497	512	12	21	17	41	32	26	35	39	42	12	9	16
Female	56	264	36710	93	98	99	525	505	509	11	17	14	17	28	26	56	45	50	17	9	10
Male	33	262	37742	89	96	98	514	487	495	17	26	22	20	31	28	47	40	44	17	4	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	12	72	27492	100	99	96	523	497	486	20	20	27	30	32	32	20	40	38	30	8	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	NC	14	5166	NC	140	110	NC	477	470	NC	45	39	NC	27	32	NC	18	27	NC	9	2
White	74	407	34785	91	91	94	522	496	517	11	21	10	15	30	23	58	43	56	15	6	11
Students with Disabilities	NC	70	8428	NC	89	98	NC	456	472	NC	47	38	NC	35	30	NC	18	29	NC	0	3
Students without Disabilities	84	456	66264	92	98	99	521	498	503	13	20	17	18	29	27	52	44	48	17	7	8
Limited English Proficient Students	--	NC	14363	--	NC	109	--	NC	459	--	NC	47	--	NC	34	--	NC	19	--	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	35	24507				--	470	480	--	42	31	--	30	33	--	24	33	--	3	3
Non-Economically Disadvantaged	89	491	50185				521	498	511	13	20	13	18	29	24	52	44	53	17	7	10

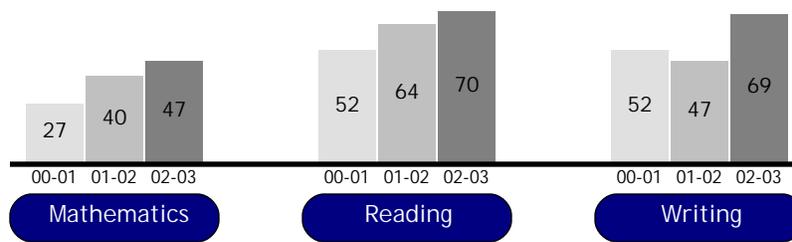
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	94	53	51	53	91	65	55	44	100	66	50	50
	Language	89	47	46	45	91	45	45	39	99	59	43	43
	Mathematics	94	55	49	56	91	62	56	52	99	59	52	57
3	Reading	93	63	50	50	97	53	49	43	99	55	49	47
	Language	93	63	55	55	97	53	55	50	99	62	55	54
	Mathematics	93	66	51	53	97	50	50	50	99	58	53	54
4	Reading	95	59	50	55	95	61	52	47	99	59	54	52
	Language	92	49	44	50	95	55	48	45	100	56	52	48
	Mathematics	92	59	52	56	95	58	55	52	100	64	59	57
5	Reading	92	53	50	51	94	63	46	46	100	60	51	50
	Language	92	50	43	46	94	57	39	43	99	51	45	46
	Mathematics	89	58	51	56	94	70	49	54	97	63	55	57
6	Reading	86	68	58	54	89	64	53	49	100	69	50	53
	Language	87	53	47	46	88	53	43	42	100	59	41	45
	Mathematics	88	75	65	61	88	74	61	58	100	83	63	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 district has developed an Emergency Management Plan. Our entire staff is inserviced regularly on the emergency plan. Safety in all areas is emphasized. Administrators take a zero-tolerance stance. Fire drills, lock-downs are practiced regularly.

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) :

5

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	Mary Ann L. Smith	(928) 753-6197
Transportation Policy	Mary Ann L. Smith	(928) 753-6197
Community Resources	Mary Ann L. Smith	(928) 753-6197
School Nutrition Programs	Brenda Scoggins	(928) 753-6197
Parent Organization	Richard Thornton	(928) 753-6197
Student Health/Nurse	Connie Wagner	(928) 753-6197

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