

Joseph City Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8176 N. Westover, Joseph City, AZ 86032

Joseph City 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 *

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 : Ms. Karla Whittaker
Schedule : 7:30 AM to 5:00 PM
Grades : Pre-K-6
2003 Enrollment : 240
Web Address : josephcity2.az.k12us.com
Phone Number : (928) 288-3329
Fax Number : (928) 288-3317
E-mail : karlaw@josephcity2.az.k12us.com

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities that are designed to develop a child's potential in all academic areas. Contained in this development is awareness of technology, culture, and community.

School / Academic Goals

- ü One goal of Joseph City Elementary is to facilitate interest in reading since reading is a basic life skill. We encourage opportunities for reading progress and guide students toward reading achievement.
- ü Our goal is to help students improve their mathematical competency and become problem solvers who are equipped to deal with real-life situations.

Instructional Programs

- ü Special Needs Preschool
- ü On-site Special Education
- ü Accelerated Math for Supplemental Math
- ü Accelerated Reader for Supplemental Rdg.

Enrollment

October 1, 2002 School Year Student Enrollment : 356
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 : 179
Average Daily Instruction Time : 6 hours 5 minutes
First Day of School : 8/18/2003
Last Day of School : 5/28/2004

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

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

Council Duties

- Ü Calendar Issues
- Ü School Handbook Review
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü No Child Left Behind
- Ü IASA Consolidated Plan

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	7.00

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	0	2	0	0
7 to 9 years	2	3	0	0
10 or more years	5	5	0	0

Shared Responsibilities

School

Our school has a responsibility to treat parents as partners in the education of their children. We will inform them of their children's progress. Our communication is crucial to the success of students and helps promote enthusiasm for learning.

Parents

It is the responsibility of parents to see that their students attend school regularly and have basic needs met. Parents are partners with the school. Parental involvement is crucial to the achievement of their children.

Resources Available at School Site

Special Facilities

- Ü Gateway 24-station Multimedia Lab
- Ü Wireless Portable Internet Lab

Extracurricular Activities

- Ü Student Newspaper
- Ü Honors Choir
- Ü Intramural Games
- Ü Chess Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü DES Services
- Ü Health Services

Transportation Policy

The district has four major bus routes and transports 235 students in grades K-12. The district transports students who meet eligibility requirements of safety and need.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Implementation of Accelerated Math Program to supplement instruction with the district-adopted math program has helped raise math test scores dramatically.

- ü Our increased focus on science and the scientific method has encouraged greater participation in science fairs. The higher level thinking skills are evident in our improved science fair exhibits.

School Honors

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

Award/Honor	Year
ü Elks Essay Winners	2003
ü Regional Science Fair Winner	2003
ü Lions Club Poster Winner	2001
ü 20 Teachers Completing Teach to the Future Class	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	13	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	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	73	91
Grades 3-4	50	71
Grades 4-5	77	86
Grades 5-6	78	88

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	37	37	75372	100	100	101	504	504	523	20	20	9	29	29	25	26	26	36	26	26	30
All Students (Prior Year)	27	27	70809	NA	NA	NA	541	541	518	13	13	11	13	13	27	25	25	35	50	50	27
Female	22	22	36901	110	110	101	504	504	524	19	19	8	29	29	25	29	29	36	24	24	31
Male	15	15	38385	88	88	101	504	504	523	21	21	9	29	29	24	21	21	36	29	29	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	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	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	24	24	34597	109	109	98	522	522	535	8	8	4	25	25	20	29	29	38	38	38	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	30	30	67315	100	100	101	515	515	525	10	10	8	31	31	24	28	28	37	31	31	31
Limited English Proficient Students	NC	NC	16925	NC	NC	112	NC	NC	482	NC	NC	27	NC	NC	40	NC	NC	26	NC	NC	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	NC	26325				NC	NC	504	NC	NC	15	NC	NC	34	NC	NC	33	NC	NC	18
Non-Economically Disadvantaged	30	30	49047				510	510	530	14	14	6	29	29	21	29	29	37	29	29	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	37	37	75221	100	100	101	522	522	523	3	3	8	19	19	16	59	59	56	19	19	21
All Students (Prior Year)	27	27	70860	NA	NA	NA	547	547	524	5	5	9	5	5	17	33	33	45	57	57	30
Female	21	21	36833	105	105	100	520	520	526	0	0	6	21	21	15	63	63	56	16	16	23
Male	16	16	38319	94	94	101	524	524	520	8	8	9	15	15	17	54	54	56	23	23	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	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	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	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	20	20	34543	91	91	97	520	520	531	5	5	4	20	20	12	60	60	58	15	15	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	29	29	67215	97	97	101	522	522	524	4	4	7	18	18	16	57	57	56	21	21	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	NC	26256				NC	NC	509	NC	NC	14	NC	NC	24	NC	NC	51	NC	NC	11
Non-Economically Disadvantaged	32	32	48965				527	527	528	0	0	5	15	15	13	63	63	58	22	22	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	37	37	73654	100	100	99	527	527	530	11	11	9	20	20	13	54	54	70	14	14	7
All Students (Prior Year)	27	27	68592	NA	NA	NA	572	572	542	5	5	9	5	5	12	62	62	63	29	29	16
Female	21	21	36239	105	105	99	535	535	537	5	5	7	20	20	11	60	60	72	15	15	10
Male	16	16	37301	94	94	98	516	516	523	20	20	12	20	20	15	47	47	68	13	13	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	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	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	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	21	21	33924	95	95	96	539	539	537	10	10	5	14	14	10	52	52	75	24	24	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	30	30	66348	100	100	100	534	534	531	7	7	8	17	17	13	59	59	71	17	17	8
Limited English Proficient Students	NC	NC	16422	NC	NC	109	NC	NC	495	NC	NC	30	NC	NC	27	NC	NC	43	NC	NC	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	NC	25711				NC	NC	514	NC	NC	16	NC	NC	19	NC	NC	61	NC	NC	3
Non-Economically Disadvantaged	32	32	47943				527	527	535	7	7	7	23	23	11	60	60	74	10	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	33	33	76230	97	97	101	501	501	498	0	0	12	35	35	38	35	35	12	31	31	37
All Students (Prior Year)	44	44	72888	NA	NA	NA	501	501	494	3	3	14	46	46	40	19	19	12	32	32	34
Female	18	18	37247	95	95	100	502	502	500	0	0	11	31	31	40	46	46	13	23	23	37
Male	14	14	38725	93	93	101	495	495	497	0	0	14	42	42	37	25	25	12	33	33	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	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	25	25	35389	100	100	96	498	498	514	0	0	6	36	36	32	36	36	14	27	27	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	26	26	67208	104	104	100	501	501	500	0	0	12	35	35	38	35	35	12	31	31	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	--	--	837	--	--		--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	NC	25037				NC	NC	477	NC	NC	21	NC	NC	47	NC	NC	11	NC	NC	21
Non-Economically Disadvantaged	32	32	51193				501	501	507	0	0	9	35	35	35	35	35	13	31	31	43

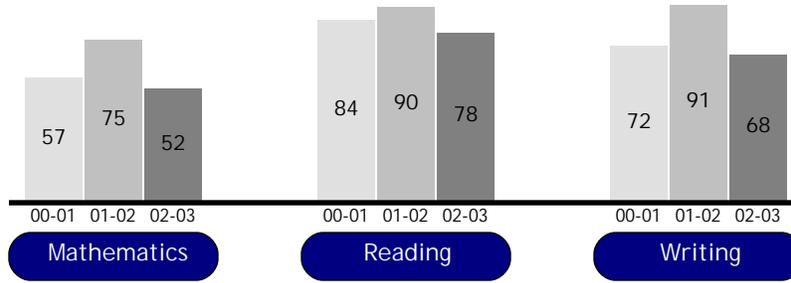
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	76202	97	97	101	508	508	505	4	4	19	8	8	24	85	85	46	4	4	11
All Students (Prior Year)	46	46	72779	NA	NA	NA	512	512	505	8	8	21	16	16	20	49	49	43	27	27	15
Female	18	18	37231	95	95	100	509	509	507	0	0	16	8	8	24	85	85	48	8	8	13
Male	14	14	38718	93	93	101	506	506	503	8	8	22	8	8	24	83	83	44	0	0	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	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	26	26	35371	104	104	96	508	508	512	5	5	10	9	9	20	82	82	54	5	5	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	26	26	67105	104	104	100	508	508	506	4	4	18	8	8	24	85	85	47	4	4	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	--	--	832	--	--		--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	NC	24961				NC	NC	495	NC	NC	32	NC	NC	30	NC	NC	34	NC	NC	4
Non-Economically Disadvantaged	32	32	51241				508	508	509	4	4	14	8	8	22	85	85	51	4	4	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	33	33	74692	97	97	99	513	513	502	8	8	18	23	23	27	65	65	47	4	4	8
All Students (Prior Year)	45	45	70710	NA	NA	NA	530	530	512	5	5	17	24	24	26	49	49	42	22	22	16
Female	18	18	36710	95	95	99	517	517	509	8	8	14	15	15	26	69	69	50	8	8	10
Male	14	14	37742	93	93	98	508	508	495	8	8	22	33	33	28	58	58	44	0	0	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	25	25	34785	100	100	94	513	513	517	9	9	10	18	18	23	68	68	56	5	5	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	26	26	66264	104	104	99	513	513	503	8	8	17	23	23	27	65	65	48	4	4	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	--	--	814	--	--		--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	NC	24507				NC	NC	480	NC	NC	31	NC	NC	33	NC	NC	33	NC	NC	3
Non-Economically Disadvantaged	32	32	50185				513	513	511	8	8	13	23	23	24	65	65	53	4	4	10

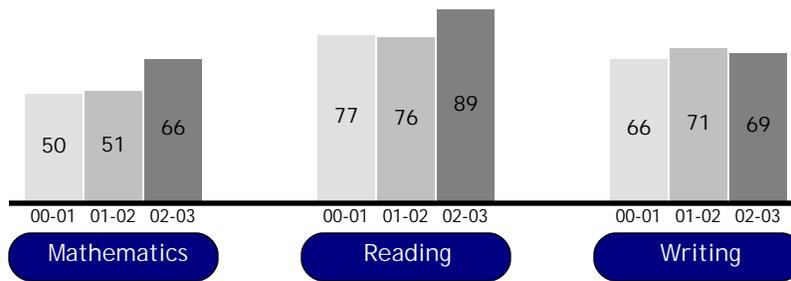
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	65	65	53	82	51	51	44	94	65	65	50
	Language	93	54	54	45	82	46	46	39	100	57	57	43
	Mathematics	93	34	34	56	82	45	45	52	100	59	59	57
3	Reading	84	60	60	50	85	74	74	43	100	56	56	47
	Language	84	61	61	55	85	74	74	50	100	56	56	54
	Mathematics	84	58	58	53	85	66	66	50	100	55	55	54
4	Reading	85	64	64	55	100	58	58	47	93	65	65	52
	Language	85	51	51	50	100	47	47	45	100	59	59	48
	Mathematics	85	68	68	56	100	68	68	52	97	73	73	57
5	Reading	93	74	74	51	95	52	52	46	100	67	67	50
	Language	97	62	62	46	95	47	47	43	100	59	59	46
	Mathematics	97	78	78	56	95	72	72	54	100	77	77	57
6	Reading	97	61	61	54	100	59	59	49	92	65	65	53
	Language	97	39	39	46	100	44	44	42	92	57	57	45
	Mathematics	97	73	73	61	100	73	73	58	100	80	80	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

Musical programs, weekly assemblies, and training sessions promote the message of safety, orderliness, and acceptance of others. The GOOD KIDS PROGRAM is a weekly message to classes. We have published a comprehensive package of emergency procedures.

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	Karla Whittaker	(928) 288-3329
Transportation Policy	Bill Patterson	(928) 288-3307
Community Resources	Maribelle Ogilvie	(928) 288-3307
School Nutrition Programs	Lyndia Harris	(928) 288-3329
Parent Organization	Maribelle Ogilvie	(928) 288-3307
Student Health/Nurse	Lyndia Harris	(928) 288-3329

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