

Hopi Jr./Sr. High School

ARIZONA SCHOOL REPORT CARD 2003-04

Hwy 264, Behind Police Dept., Keams Canyon, AZ 86034

Hopi Jr/Sr High 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 *

Underperforming*

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

High School
Achievement Profile *

Performing*

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 : Dr. Paul E. Reynolds
Schedule : 8:00 AM to 4:30 PM
Grades : 7-12
2003 Enrollment : 754
Web Address : www.hjshs.k12.az.us
Phone Number : (928) 738-5111
Fax Number : (928) 738-5333
E-mail : ggilman@dns.hjshs.k12.az.us

Mission

It is the belief of Hopi Jr/Sr High School that all children can learn. The school provides the educational opportunities necessary for students to reach their maximum potential. We recognize the diversity of Native American culture and traditions.

School / Academic Goals

- Utilize recently adopted curriculum and scope and sequence. The curriculum has been rewritten to incorporate all Arizona Academic Standards. Incorporate North Central Association Performance Based Accreditation goals and objectives for 2002-07.
- Provide teaching staff, parents, students and community with training in the area of Arizona's Instrument to Measure Standards (AIMS) to ensure understanding of new high school graduation requirements for the class of 2006.

Instructional Programs

- Gifted/Talented Program
- National Honor Society/NJHS
- Concurrent College Courses Offered
- General Academic/Special Ed. Programs

Enrollment

October 1, 2002 School Year Student Enrollment : 763
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 754

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 40 minutes
First Day of School : 8/14/2003
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 in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Cultural Awareness Activities
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parental Involvement Training
- Ü Extracurricular Activities
- Ü Student Discipline

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	50.00
Other Professional Staff	9.00	Teacher Aide	22.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	17	4	0	0
7 to 9 years	5	0	1	0
10 or more years	2	3	0	0

Shared Responsibilities

School

Hopi Jr/Sr High is accredited by North Central Association. The school's mission statement and student handbook have been updated and adopted by the Governing Board. Students and parents signed a form that they have read and understand its contents.

Parents

Parents must recognize the relationship between academic success and regular attendance. It is the responsibility of the parent to ensure regular attendance. At ten consecutive days students may be dropped and at fifteen days, credit may be withheld.

Resources Available at School Site

Special Facilities

- Ü Laptop Computers for Student Check-out
- Ü IITV Media Room with NAU Courses

Extracurricular Activities

- Ü Academic Decathlon Team
- Ü Student Council
- Ü National Junior/Senior Honor Societies
- Ü Jr/Sr Close Up Clubs

Social Services

- Ü Counseling/Hopi Guidance Center
- Ü Prenatal/Parenting Assistance
- Ü Gang Prevention Team
- Ü Workforce Investment Act Hopi Tribe

Transportation Policy

Hopi Jr/Sr High School is located on the Hopi reservation. Students are transported daily by school bus and those who drive apply for a permit. The school has a closed campus and visitors must sign in with security before being allowed on campus.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Stanford 9 test scores increased in every area for each grade 7-12. AIMS results in writing, reading, and mathematics are equal to or better than county test results for schools within Navajo county.
- ü Implementation of the North Central Association Performance Based Accreditation. No violations cited last school year.

School Honors

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

Award/Honor	Year
ü North Central Association Model School	1998
ü Academic Decathlon Most Improved	1998
ü Harvard Honoring Nations Award/High Honors Recipient	2000
ü Boys/Girls 3A Cross Country State Champions	2002

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	13	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	1	2	5
Dropout Rate ⁸	6			8
Status Unknown ⁹	4			6
Graduation Rate ¹⁰	81			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	55	64
Grades 7-8	86	63

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).

8th 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	109	109	71167	110	110	99	428	428	463	78	78	38	19	19	41	3	3	14	0	0	7
All Students (Prior Year)	105	105	66213	NA	NA	NA	412	412	459	85	85	39	15	15	40	0	0	14	0	0	7
Female	44	44	34825	102	102	99	429	429	462	76	76	38	24	24	42	0	0	14	0	0	6
Male	61	61	36047	109	109	99	426	426	464	80	80	38	14	14	39	7	7	15	0	0	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	102	102	5161	106	106	103	426	426	435	80	80	63	19	19	30	1	1	5	0	0	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	25	25	8095	500	500	104	410	410	426	100	100	69	0	0	25	0	0	5	0	0	1
Students without Disabilities	84	84	63072	89	89	99	429	429	464	76	76	37	20	20	41	4	4	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	109	109	54110				428	428	468	78	78	33	19	19	43	3	3	16	0	0	8

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	108	108	71100	109	109	99	476	476	502	52	52	25	24	24	21	22	22	40	3	3	15
All Students (Prior Year)	104	104	66144	NA	NA	NA	478	478	504	53	53	24	24	24	20	20	20	40	3	3	16
Female	43	43	34801	100	100	99	478	478	505	57	57	21	14	14	22	24	24	42	5	5	15
Male	61	61	36010	109	109	99	475	475	499	47	47	28	32	32	20	19	19	38	2	2	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	101	101	5144	105	105	102	474	474	478	52	52	46	25	25	24	20	20	25	2	2	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	22	22	8121	440	440	105	447	447	470	86	86	55	14	14	20	0	0	21	0	0	4
Students without Disabilities	86	86	62979	91	91	99	478	478	503	49	49	23	24	24	21	23	23	41	3	3	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	108	108	54060				476	476	507	52	52	20	24	24	20	22	22	43	3	3	17

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	102	102	69001	103	103	96	468	468	490	28	28	17	55	55	37	16	16	45	0	0	1
All Students (Prior Year)	98	98	63579	NA	NA	NA	469	469	493	28	28	15	59	59	42	13	13	41	0	0	2
Female	43	43	34086	100	100	97	469	469	496	37	37	13	46	46	36	17	17	51	0	0	1
Male	55	55	34644	98	98	95	470	470	484	18	18	22	68	68	39	15	15	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	97	97	4940	101	101	98	467	467	469	28	28	34	58	58	43	14	14	23	0	0	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	20	20	7386	400	400	95	435	435	459	67	67	46	33	33	37	0	0	17	0	0	0
Students without Disabilities	82	82	61615	87	87	97	470	470	491	27	27	16	56	56	37	17	17	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	102	102	52618				468	468	494	28	28	14	55	55	36	16	16	49	0	0	1

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

10th 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	119	119	57534	89	89	91	470	470	491	74	74	46	13	13	16	10	10	23	3	3	15
All Students (Prior Year)	99	99	51010	NA	NA	NA	464	464	483	75	75	45	13	13	20	11	11	23	1	1	11
Female	69	69	28155	97	97	90	471	471	491	74	74	47	15	15	16	10	10	24	1	1	14
Male	49	49	28932	79	79	89	468	468	491	76	76	46	11	11	15	8	8	23	5	5	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	--	--	17547	--	--	86	--	--	475	--	--	64	--	--	15	--	--	15	--	--	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	107	107	3794	82	82	91	469	469	468	77	77	72	13	13	13	8	8	12	2	2	3
White	NC	NC	29790	NC	NC	86	NC	NC	501	NC	NC	34	NC	NC	17	NC	NC	29	NC	NC	20
Students with Disabilities	15	15	5562	750	750	93	460	460	461	100	100	79	0	0	10	0	0	8	0	0	3
Students without Disabilities	104	104	51972	79	79	90	470	470	492	74	74	45	13	13	16	10	10	24	3	3	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	119	119	47088				470	470	495	74	74	42	13	13	16	10	10	26	3	3	17

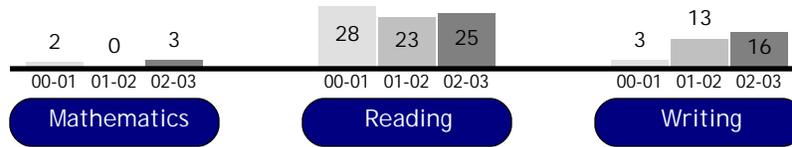
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	125	56700	94	94	89	493	493	512	17	17	15	47	47	23	34	34	52	2	2	10
All Students (Prior Year)	103	103	50525	NA	NA	NA	500	500	517	18	18	12	29	29	22	51	51	51	2	2	15
Female	69	69	27862	97	97	89	499	499	517	14	14	12	42	42	22	41	41	54	3	3	12
Male	55	55	28398	89	89	88	484	484	507	22	22	19	53	53	24	24	24	49	0	0	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	--	--	17305	--	--	85	--	--	494	--	--	24	--	--	31	--	--	41	--	--	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	113	113	3815	86	86	91	493	493	489	16	16	29	49	49	35	33	33	35	2	2	2
White	NC	NC	29209	NC	NC	84	NC	NC	525	NC	NC	9	NC	NC	17	NC	NC	59	NC	NC	15
Students with Disabilities	15	15	5215	750	750	87	440	440	478	100	100	43	0	0	29	0	0	25	0	0	2
Students without Disabilities	110	110	51485	84	84	89	493	493	513	16	16	15	47	47	23	35	35	52	2	2	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	125	125	46342				493	493	516	17	17	13	47	47	21	34	34	54	2	2	12

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	121	121	55090	91	91	87	453	453	479	25	25	16	28	28	13	47	47	70	0	0	0
All Students (Prior Year)	86	86	50572	NA	NA	NA	454	454	481	31	31	14	28	28	23	41	41	63	0	0	1
Female	69	69	27752	97	97	89	456	456	483	25	25	13	25	25	12	50	50	75	0	0	0
Male	51	51	26842	82	82	83	450	450	474	25	25	20	32	32	15	43	43	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	--	--	16391	--	--	81	--	--	458	--	--	28	--	--	16	--	--	56	--	--	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	106	106	3731	81	81	89	452	452	446	26	26	37	28	28	16	47	47	47	0	0	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	10	10	4141	500	500	69	433	433	436	0	0	47	0	0	18	100	100	35	0	0	0
Students without Disabilities	111	111	50949	85	85	89	454	454	479	25	25	16	28	28	13	47	47	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	121	121	44922				453	453	484	25	25	13	28	28	13	47	47	73	0	0	0

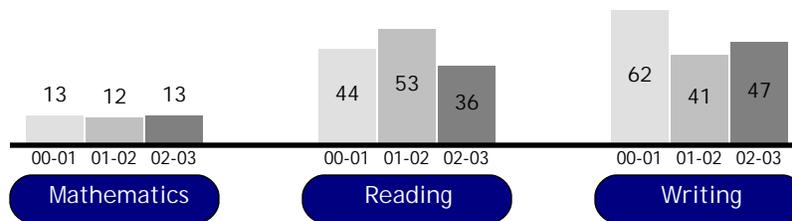
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



10th 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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	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
7	Reading	91	35	35	53	82	34	34	48	93	29	29	51
	Language	91	40	40	55	82	43	43	51	94	29	29	54
	Mathematics	90	37	37	57	82	38	38	54	92	32	32	58
8	Reading	69	35	35	55	88	29	29	49	78	36	36	53
	Language	69	30	30	50	88	27	27	46	77	28	28	49
	Mathematics	68	38	38	57	88	27	27	54	91	34	34	58
9	Reading	91	24	24	43	99	23	23	37	90	26	26	41
	Language	93	27	27	41	99	28	28	38	96	29	29	42
	Mathematics	93	39	39	59	99	42	42	56	96	44	44	60

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

Hopi Jr/Sr High School is a closed campus and has a security check in when entering and exiting its campus. The student handbook has serious consequences for possession of weapons, drugs, alcohol and behavior not conducive to an educational setting.

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) :

26

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	Dr. Paul E. Reynolds	(928) 738-5111
Transportation Policy	Mr. Wallace Lomakema	(928) 738-5111
Community Resources	Mr. Glenn Gilman	(928) 738-5111
School Nutrition Programs	Mr. Dodson Talashoma	(928) 738-5111
Parent Organization	Mr. Marlin Swimmer	(928) 738-5111
Student Health/Nurse	Ms. Julia Melvin	(928) 738-5111

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