

AmeriSchools Childrens Academy - Phoenix

ARIZONA SCHOOL REPORT CARD 2003-04

1837 N. Central Avenue, Phoenix, AZ 85004

Ideabanc, Inc.

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. Leslee Small
Schedule : 7:00 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 170
Web Address : www.amerischools.org
Phone Number : (602) 340-1100
Fax Number : (602) 340-1110
E-mail : lsmall@amerischools.org

Mission

AmeriSchools-a learning community providing non-graded personalized instruction. Instruction/assessment are skill-based. Integrated curriculum follows the AZ State Standards & allows for enrichment. Community serves as extended learning laboratory.

School / Academic Goals

- ü To create an environment conducive to learning with highly qualified staff and active parent community where everyone makes a difference and is held accountable for student success. Communication of expectations is critical and optimal for success.
- ü To provide curriculum based on the AZ State Standards and implemented in individualized and small group instruction in non-graded multi-age classes. Instruction is carried out recognizing the different learning styles of the student.

Instructional Programs

- ü Full-day Kindergarten
- ü Special Education/Full Inclusion
- ü Multi-aged, Non-graded Classes
- ü Continuous Skills Progression

Enrollment

October 1, 2002 School Year Student Enrollment : 214
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 190

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.50	Teacher	9.00
Other Professional Staff	.00	Teacher Aide	2.00

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

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

Shared Responsibilities

School

Communicate w/parents: mission/goals, expectations/achievements via brochures, registration materials, parent/student handbooks, bi-weekly newsletters/phone calls/parent conferences. PTSA provides family & fundraising events to support the academics.

Parents

Parents communicate/provide accurate/current student data & records, promote regular student attendance, prompt transportation to/from school, purchase uniforms, attend Parent/Teacher conferences, join PTSA planning & participating in family events.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Community Learning Laboratory

Extracurricular Activities

- ü Field Experiences to Area Cultural Sites
- ü Community Events Participation
- ü Monthly Family Events
- ü After School Sports & Academic Clubs

Social Services

- ü Community Learning Laboratory Activities
- ü DHS/DES Before School Program
- ü DHS/DES After School Program
- ü Summer Camp Program

Transportation Policy

Parents personally transport students to and from school. Students from throughout the metropolitan Phoenix area attend the Academy.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Quarterly assessments in language arts/reading & math show academic gains of at least one year's growth for 95% of the student body in 2002-03. Winter program & spring musical-schoolwide participation promoted school theme: diversity & environment.
- ü The Academy academic standards are achieved through curriculum, instruction and assessment aligned with the Arizona Academic Standards. 1999-2000 attained a '5-star' status.

School Honors

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

Award/Honor	Year
ü 1st Grade Library Plaque (6 Years)	2003
ü 5-star Rating for Stanford 9 Improvement	1999
ü Jump for Heart Certificate (6 Years)	2003
ü Pennies for Patience - Leukemia Society	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	35	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	100	99	98	95
Retention Rate ⁷	0	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	62	73
Grades 3-4	94	94
Grades 4-5	60	60
Grades 5-6	90	90

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	22	93	75372	81	89	101	481	498	523	32	17	9	18	28	25	45	44	36	5	11	30
All Students (Prior Year)	29	82	70809	NA	NA	NA	452	477	518	48	30	11	34	38	27	17	23	35	0	9	27
Female	11	39	36901	73	93	101	472	490	524	27	16	8	27	35	25	45	41	36	0	8	31
Male	10	53	38385	83	85	101	488	504	523	40	18	9	10	22	24	40	45	36	10	14	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	36	29103	NC	78	99	NC	492	510	NC	16	12	NC	39	31	NC	39	36	NC	6	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	12	36	34597	120	100	98	505	509	535	8	14	4	17	17	20	67	50	38	8	19	38
Students with Disabilities	--	NC	8057	--	NC	99	--	NC	496	--	NC	23	--	NC	31	--	NC	28	--	NC	17
Students without Disabilities	22	85	67315	88	90	101	481	498	525	32	18	8	18	27	24	45	44	37	5	12	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	21	21	26325				480	480	504	33	33	15	19	19	34	43	43	33	5	5	18
Non-Economically Disadvantaged	NC	72	49047				NC	504	530	NC	12	6	NC	30	21	NC	44	37	NC	14	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	22	89	75221	81	86	101	505	509	523	18	12	8	27	26	16	41	51	56	14	11	21
All Students (Prior Year)	31	83	70860	NA	NA	NA	502	508	524	18	15	9	21	21	17	50	49	45	11	15	30
Female	11	38	36833	73	90	100	509	509	526	9	8	6	36	33	15	36	47	56	18	11	23
Male	11	51	38319	92	82	101	500	508	520	27	15	9	18	20	17	45	54	56	9	11	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	36	29019	NC	78	99	NC	509	513	NC	10	12	NC	35	21	NC	45	55	NC	10	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	11	33	34543	110	92	97	519	520	531	0	6	4	18	9	12	64	69	58	18	16	26
Students with Disabilities	--	NC	8006	--	NC	99	--	NC	505	--	NC	22	--	NC	23	--	NC	42	--	NC	13
Students without Disabilities	22	81	67215	88	86	101	505	508	524	18	12	7	27	26	16	41	51	56	14	11	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	22	22	26256				505	505	509	18	18	14	27	27	24	41	41	51	14	14	11
Non-Economically Disadvantaged	--	67	48965				--	510	528	--	10	5	--	25	13	--	55	58	--	10	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	22	88	73654	81	85	99	496	507	530	41	21	9	0	14	13	59	63	70	0	2	7
All Students (Prior Year)	30	68	68592	NA	NA	NA	492	505	542	33	25	9	20	16	12	43	56	63	3	3	16
Female	10	35	36239	67	83	99	500	512	537	40	15	7	0	12	11	60	70	72	0	3	10
Male	12	53	37301	100	85	98	494	504	523	42	25	12	0	15	15	58	58	68	0	2	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	35	28348	NC	76	96	NC	506	520	NC	23	13	NC	20	17	NC	53	65	NC	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	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	11	34	33924	110	94	96	517	515	537	18	12	5	0	6	10	82	79	75	0	3	9
Students with Disabilities	--	NC	7306	--	NC	90	--	NC	506	--	NC	24	--	NC	20	--	NC	52	--	NC	4
Students without Disabilities	22	80	66348	88	85	100	496	508	531	41	21	8	0	13	13	59	64	71	0	3	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	19	19	25711				498	498	514	37	37	16	0	0	19	63	63	61	0	0	3
Non-Economically Disadvantaged	NC	69	47943				NC	510	535	NC	16	7	NC	18	11	NC	63	74	NC	3	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	12	57	76230	80	86	101	444	464	498	42	34	12	58	47	38	0	8	12	0	11	37
All Students (Prior Year)	15	60	72888	NA	NA	NA	485	479	494	7	17	14	60	47	40	20	15	12	13	20	34
Female	NC	29	37247	NC	88	100	NC	460	500	NC	37	11	NC	44	40	NC	7	13	NC	11	37
Male	NC	27	38725	NC	82	101	NC	466	497	NC	32	14	NC	52	37	NC	8	12	NC	8	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	20	28100	NC	100	98	NC	457	482	NC	41	18	NC	41	47	NC	12	11	NC	6	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	25	35389	NC	86	96	NC	463	514	NC	28	6	NC	64	32	NC	0	14	NC	8	48
Students with Disabilities	--	NC	9022	--	NC	105	--	NC	465	--	NC	31	--	NC	43	--	NC	8	--	NC	17
Students without Disabilities	12	53	67208	80	85	100	444	464	500	42	34	12	58	47	38	0	8	12	0	11	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	11	11	25037				448	448	477	36	36	21	64	64	47	0	0	11	0	0	21
Non-Economically Disadvantaged	NC	46	51193				NC	469	507	NC	33	9	NC	43	35	NC	10	13	NC	14	43

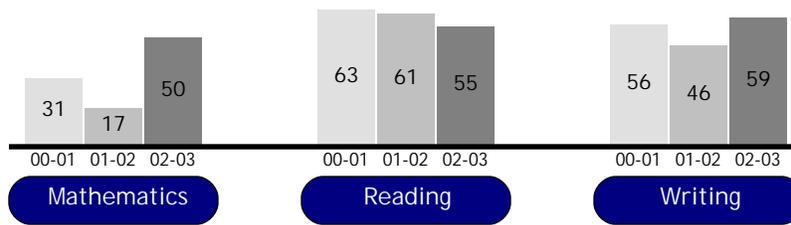
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	53	76202	73	80	101	487	499	505	36	26	19	45	36	24	18	34	46	0	4	11
All Students (Prior Year)	15	60	72779	NA	NA	NA	510	494	505	27	33	21	13	25	20	27	26	43	33	16	15
Female	NC	27	37231	NC	82	100	NC	502	507	NC	31	16	NC	31	24	NC	31	48	NC	8	13
Male	NC	25	38718	NC	76	101	NC	495	503	NC	22	22	NC	43	24	NC	35	44	NC	0	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	18	28090	NC	90	98	NC	490	497	NC	44	28	NC	19	30	NC	38	37	NC	0	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	23	35371	NC	79	96	NC	506	512	NC	9	10	NC	52	20	NC	35	54	NC	4	16
Students with Disabilities	--	NC	9097	--	NC	106	--	NC	493	--	NC	39	--	NC	27	--	NC	29	--	NC	5
Students without Disabilities	11	50	67105	73	81	100	487	499	506	36	26	18	45	36	24	18	34	47	0	4	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	10	10	24961				486	486	495	40	40	32	40	40	30	20	20	34	0	0	4
Non-Economically Disadvantaged	NC	43	51241				NC	502	509	NC	23	14	NC	35	22	NC	38	51	NC	5	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	11	53	74692	73	80	99	475	480	502	45	34	18	27	36	27	27	30	47	0	0	8
All Students (Prior Year)	15	58	70710	NA	NA	NA	482	491	512	20	23	17	33	29	26	47	43	42	0	5	16
Female	NC	29	36710	NC	88	99	NC	481	509	NC	32	14	NC	36	26	NC	32	50	NC	0	10
Male	NC	23	37742	NC	70	98	NC	474	495	NC	38	22	NC	38	28	NC	24	44	NC	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	18	27492	NC	90	96	NC	479	486	NC	38	27	NC	31	32	NC	31	38	NC	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	24	34785	NC	83	94	NC	484	517	NC	21	10	NC	50	23	NC	29	56	NC	0	11
Students with Disabilities	--	NC	8428	--	NC	98	--	NC	472	--	NC	38	--	NC	30	--	NC	29	--	NC	3
Students without Disabilities	11	50	66264	73	81	99	475	480	503	45	34	17	27	36	27	27	30	48	0	0	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	10	10	24507				472	472	480	50	50	31	30	30	33	20	20	33	0	0	3
Non-Economically Disadvantaged	NC	43	50185				NC	482	511	NC	30	13	NC	38	24	NC	33	53	NC	0	10

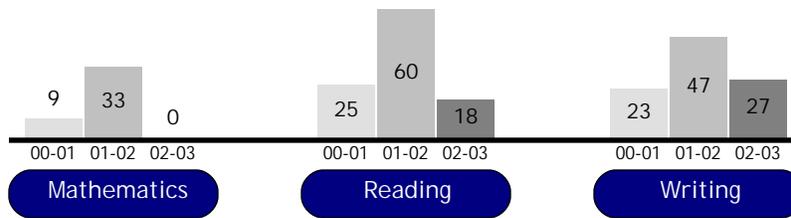
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	31	53	100	16	20	44	82	25	31	50
	Language	--	--	24	45	100	19	19	39	100	20	22	43
	Mathematics	--	--	27	56	100	26	36	52	100	25	37	57
3	Reading	--	--	25	50	100	22	30	43	96	29	40	47
	Language	--	--	26	55	100	29	38	50	100	31	45	54
	Mathematics	--	--	27	53	100	17	32	50	100	29	45	54
4	Reading	--	--	32	55	100	24	33	47	100	36	43	52
	Language	--	--	32	50	100	23	32	45	100	40	41	48
	Mathematics	--	--	37	56	100	19	33	52	100	35	46	57
5	Reading	--	--	31	51	100	48	36	46	100	40	44	50
	Language	--	--	28	46	100	39	29	43	100	32	36	46
	Mathematics	--	--	36	56	100	41	46	54	100	30	41	57
6	Reading	--	--	41	54	100	40	38	49	100	61	47	53
	Language	--	--	28	46	100	29	27	42	100	37	37	45
	Mathematics	--	--	39	61	100	42	41	58	100	53	53	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

Respect/responsibility/kindness are as important as academics. Weekly class Advisory meetings create an environment for open dialogue & expectations/consequences are set by students & teachers. Campus is secured, staff welcome students at the gates.

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	Leslee Small	(602) 340-1100
Transportation Policy		
Community Resources	Gary LeBlanc	(602) 340-1100
School Nutrition Programs	Carol Towner	(520) 296-1100
Parent Organization	Reagan Slaughter	(602) 340-1100
Student Health/Nurse	Carol Towner	(520) 296-1100

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