Grayhawk Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

7525 E. Grayhawk Drive, Scottsdale, AZ 85255
Paradise Valley Unified District

AZ LEARNS[1]

Elementary Achievement Profile *

Excelling*

* 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.

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.

School Overview

Principal/Administrator :	Mr. Don Hiemstra
Schedule :	8:00 AM to 4:00 PM
Grades :	K-6
2003 Enrollment :	618
Web Address :	www.pvusd.k12.az.us/schools/grayhawk.htm
Phone Number :	(480) 419-5620
Fax Number :	(480) 419-5625
E-mail :	dhiemstra@pvusd.k12.az.us

Mission

Due to the limited space available, it is not possible to include our adopted Mission Statement at this location. If you would like a copy of our Mission Statement, please contact our school office and we will gladly email, fax or mail a copy to you.

School / Academic Goals

- To maintain a positive learning environment to support students' academic, technological and social growth.
- The implementation of the Accelerated Reader Program in grades 4th thru 6th.

Instructional Programs

- Honors Classes
- Special Education Resources
- Computer Classes
- Kindergarten Enrichment

Enrollment

October 1, 2002 School Year Student Enrollment :	558
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	71

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 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
1 School Administrator(s)	ü Development of School Philosophy
1 Non-certified Employee(s)	ü Development of School Goals
2 Teacher(s)	ü Evaluation of Goal Progress
2 Parent(s)	ü Parent/Educator Relations
1 Community Member(s)	ü Safety Issues
0 Student(s)	ü Implementing Core Knowledge

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	5.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	0	7	0	0
7 to 9 years	1	2	0	0
10 or more years	2	19	0	0

Shared Responsibilities

School

We believe a well-rounded education for our students mandates Grayhawk's staff to work cooperatively with parents. It is this staff and parent team, working together, that will maximize their academic, social and emotional potential.

Parents

We challenge parents to participate in the education of their children. We invite parents to support the educational process by visiting the school on a regular basis, serving on the site council, reinforcing student adherence to school rules.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Science Lab/Math Lab

Extracurricular Activities

- ü Student Council (Grades 4-6)
- ü Band (Grades 4-6)
- ü Chorus (Grades 4-6)
- ü Strings (Grades 5-6)

Social Services

- ü Extended Kindergarten Day Care
- ü Lunch Program
- ü Clothing/Food Banks
- ü Community Classes

Transportation Policy

Bus transportation services are provided for kindergarten students who reside farther than one-half mile and students in grades one through six who reside farther than one mile from the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Grayhawk was a school visitation site for the National Core Knowledge Conference.
- Implemented a Core Knowledge Language Arts.

School Honors

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

Award/Honor	Year
Selected as National Core Knowledge Visitation Site	2002
Four Staff National Core Knowledge Trainers	2002
Silver Apple Teacher Award	2000
Two Fulton Homes Teacher of the Month	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate [2]	96	95	94	96
Transfers Out [3]	19	20	20	20
Transfers In[4] (Within District)	1	2	2	2
Transfers In[5] (Out of District)	7	10	10	9
Promotion Rate [6]	96	99	98	95
Retention Rate [7]	4	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	69	84
Grades 3-4	81	87
Grades 4-5	84	85
Grades 5-6	90	84

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).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	76	2687	75372	97	101	101	555	538	523	0	4	9	14	19	25	20	36	36	65	42	30
All Students (Prior Year)	166	2686	70809	NA	NA	NA	563	533	518	0	6	11	8	19	27	30	37	35	62	38	27
Female	39	1298	36901	98	101	101	560	539	524	0	3	8	11	19	25	20	35	36	69	43	31
Male	35	1380	38385	92	99	101	553	538	523	0	4	9	15	19	24	21	36	36	64	41	30
African American	--	98	3589	--	96	96	--	514	501	--	10	18	--	31	33	--	38	33	--	21	16
Hispanic	NC	519	29103	NC	104	99	NC	518	510	NC	10	12	NC	28	31	NC	36	36	NC	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	--	26	5086	--	100	114	--	522	491	--	0	22	--	26	38	--	61	28	--	13	12
White	70	1962	34597	96	100	98	556	542	535	0	3	4	14	17	20	20	35	38	66	45	38
Students with Disabilities	NC	386	8057	NC	104	99	NC	514	496	NC	11	23	NC	31	31	NC	36	28	NC	21	17
Students without Disabilities	67	2301	67315	100	100	101	559	541	525	0	3	8	11	18	24	22	35	37	68	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	355	26325				NC	522	504	NC	7	15	NC	33	34	NC	31	33	NC	30	18
Non-Economically Disadvantaged	75	2332	49047				555	540	530	0	4	6	15	18	21	21	36	37	65	43	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	76	2699	75221	97	101	101	542	532	523	0	4	8	10	11	16	48	57	56	42	28	21
All Students (Prior Year)	164	2685	70860	NA	NA	NA	555	535	524	1	5	9	3	11	17	40	43	45	57	40	30
Female	38	1301	36833	95	102	100	554	536	526	0	3	6	6	9	15	38	56	56	56	32	23
Male	36	1389	38319	95	100	101	531	529	520	0	4	9	15	12	17	56	59	56	29	25	18
African American	--	99	3597	--	97	97	--	517	510	--	10	14	--	20	22	--	55	53	--	15	11
Hispanic	NC	522	29019	NC	105	99	NC	518	513	NC	8	12	NC	19	21	NC	58	55	NC	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	--	26	5071	--	100	114	--	525	502	--	0	20	--	17	27	--	65	46	--	17	8
White	69	1971	34543	95	100	97	543	535	531	0	3	4	9	9	12	48	57	58	42	31	26
Students with Disabilities	NC	389	8006	NC	105	99	NC	514	505	NC	12	22	NC	19	23	NC	53	42	NC	16	13
Students without Disabilities	67	2310	67215	100	101	101	544	534	524	0	3	7	8	10	16	49	58	56	43	30	21
Limited English Proficient Students	NC	321	16853	NC	103	112	NC	480	489	NC	44	29	NC	44	36	NC	0	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	356	26256				NC	516	509	NC	10	14	NC	24	24	NC	52	51	NC	14	11
Non-Economically Disadvantaged	75	2343	48965				542	533	528	0	3	5	10	10	13	47	58	58	43	29	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	77	2644	73654	99	99	99	557	541	530	1	4	9	4	8	13	77	78	70	17	10	7
All Students (Prior Year)	164	2640	68592	NA	NA	NA	594	560	542	0	5	9	0	7	12	62	65	63	38	23	16
Female	39	1283	36239	98	100	99	569	548	537	0	2	7	6	6	11	63	79	72	31	13	10
Male	36	1347	37301	95	97	98	544	534	523	3	6	12	3	10	15	91	77	68	3	7	5
African American	--	91	3488	--	89	94	--	523	515	--	8	16	--	16	18	--	73	62	--	4	4
Hispanic	NC	506	28348	NC	102	96	NC	527	520	NC	9	13	NC	13	17	NC	75	65	NC	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	--	26	4947	--	100	111	--	536	507	--	4	22	--	9	22	--	78	53	--	9	3
White	71	1938	33924	97	98	96	557	544	537	2	3	5	5	7	10	76	79	75	18	11	9
Students with Disabilities	NC	357	7306	NC	96	90	NC	520	506	NC	13	24	NC	18	20	NC	64	52	NC	5	4
Students without Disabilities	68	2287	66348	101	100	100	559	544	531	2	3	8	2	7	13	79	79	71	18	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	349	25711				NC	526	514	NC	10	16	NC	16	19	NC	70	61	NC	4	3
Non-Economically Disadvantaged	76	2295	47943				557	542	535	1	4	7	4	7	11	77	79	74	17	10	9

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03[11]

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	81	2748	76230	101	100	101	554	513	498	0	7	12	16	32	38	7	13	12	77	49	37
All Students (Prior Year)	134	2846	72888	NA	NA	NA	540	513	494	1	7	14	17	32	40	12	13	12	70	48	34
Female	47	1338	37247	102	100	100	563	515	500	0	6	11	9	32	40	4	13	13	87	49	37
Male	34	1390	38725	100	99	101	541	511	497	0	8	14	26	32	37	12	12	12	62	48	37
African American	NC	87	3594	NC	98	96	NC	487	476	NC	16	22	NC	43	46	NC	10	11	NC	31	21
Hispanic	NC	462	28100	NC	102	98	NC	481	482	NC	18	18	NC	49	47	NC	10	11	NC	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	77	2089	35389	100	99	96	553	520	514	0	5	6	17	28	32	6	13	14	77	54	48
Students with Disabilities	NC	384	9022	NC	110	105	NC	484	465	NC	18	31	NC	46	43	NC	10	8	NC	27	17
Students without Disabilities	75	2364	67208	99	99	100	556	517	500	0	6	12	15	30	38	7	13	12	79	51	38
Limited English Proficient Students	--	254	14826	--	98	113	--	448	460	--	36	31	--	55	51	--	8	8	--	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	342	25037				--	473	477	--	24	21	--	49	47	--	10	11	--	17	21
Non-Economically Disadvantaged	81	2406	51193				554	518	507	0	5	9	16	30	35	7	13	13	77	52	43

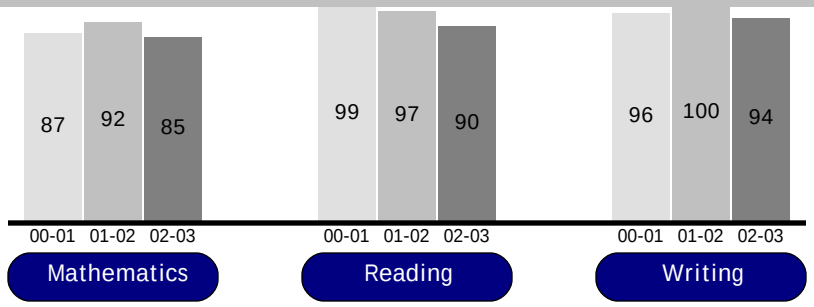
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2755	76202	101	100	101	522	513	505	1	11	19	10	20	24	59	51	46	29	18	11
All Students (Prior Year)	135	2845	72779	NA	NA	NA	531	514	505	2	12	21	9	16	20	51	47	43	38	25	15
Female	47	1340	37231	102	100	100	529	516	507	0	8	16	0	18	24	64	52	48	36	21	13
Male	34	1394	38718	100	99	101	512	510	503	3	13	22	25	21	24	53	50	44	19	16	10
African American	NC	88	3600	NC	99	97	NC	502	497	NC	16	28	NC	36	29	NC	40	39	NC	8	5
Hispanic	NC	462	28090	NC	102	98	NC	499	497	NC	27	28	NC	26	30	NC	40	37	NC	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	77	2093	35371	100	99	96	522	516	512	1	7	10	11	18	20	59	54	54	29	21	16
Students with Disabilities	NC	391	9097	NC	112	106	NC	502	493	NC	25	39	NC	26	27	NC	40	29	NC	8	5
Students without Disabilities	75	2364	67105	99	99	100	523	514	506	1	9	18	9	19	24	59	52	47	31	20	12
Limited English Proficient Students	--	255	14780	--	98	113	--	481	486	--	61	50	--	27	32	--	12	18	--	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	346	24961				--	492	495	--	34	32	--	31	30	--	34	34	--	2	4
Non-Economically Disadvantaged	81	2409	51241				522	516	509	1	8	14	10	18	22	59	53	51	29	20	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	80	2708	74692	100	99	99	554	519	502	4	10	18	5	22	27	62	56	47	29	12	8
All Students (Prior Year)	135	2802	70710	NA	NA	NA	559	534	512	2	8	17	9	19	26	51	49	42	37	24	16
Female	47	1326	36710	102	99	99	569	526	509	0	7	14	0	20	26	70	58	50	30	15	10
Male	33	1364	37742	97	97	98	531	513	495	9	12	22	13	24	28	50	54	44	28	10	6
African American	NC	87	3516	NC	98	94	NC	502	487	NC	16	26	NC	30	31	NC	46	39	NC	7	4
Hispanic	NC	456	27492	NC	101	96	NC	489	486	NC	26	27	NC	30	32	NC	40	38	NC	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	76	2058	34785	99	97	94	553	526	517	4	6	10	5	20	23	63	60	56	28	14	11
Students with Disabilities	NC	368	8428	NC	105	98	NC	494	472	NC	21	38	NC	34	30	NC	38	29	NC	7	3
Students without Disabilities	75	2340	66264	99	98	99	555	522	503	4	8	17	5	21	27	60	58	48	31	13	8
Limited English Proficient Students	--	248	14363	--	96	109	--	451	459	--	51	47	--	38	34	--	11	19	--	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	340	24507				--	476	480	--	31	31	--	34	33	--	33	33	--	2	3
Non-Economically Disadvantaged	80	2368	50185				554	525	511	4	7	13	5	21	24	62	59	53	29	14	10

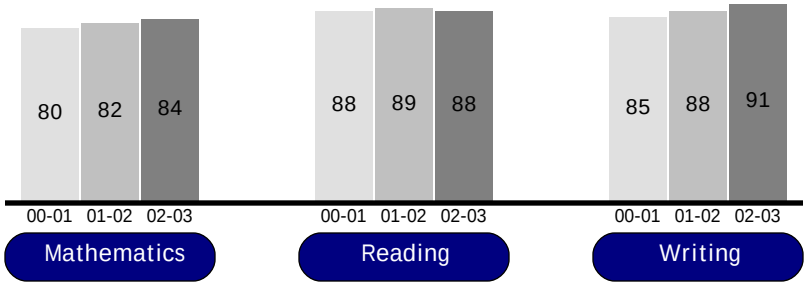
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 adminstration complete the state assessments will meet the AYP standard estabilished 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

		2000-2001				2001-2002				2002-2003			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	74	61	53	99	69	54	44	98	79	61	50
	Language	99	71	53	45	99	65	48	39	100	73	54	43
	Mathematics	99	77	59	56	99	73	57	52	100	88	67	57
3	Reading	98	74	60	50	98	74	55	43	100	74	60	47
	Language	97	77	66	55	98	80	63	50	100	76	64	54
	Mathematics	97	80	64	53	98	82	61	50	100	83	66	54
4	Reading	99	79	67	55	99	82	63	47	100	82	65	52
	Language	99	77	61	50	99	81	59	45	100	81	60	48
	Mathematics	99	83	67	56	99	81	65	52	100	88	69	57
5	Reading	98	78	66	51	100	77	62	46	100	82	64	50
	Language	98	78	58	46	100	77	57	43	99	79	58	46
	Mathematics	97	87	71	56	100	89	68	54	100	87	69	57
6	Reading	95	79	68	54	99	81	65	49	99	80	67	53
	Language	93	76	62	46	99	76	59	42	100	80	60	45
	Mathematics	94	85	73	61	99	87	73	58	99	91	74	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

Have established a safety committee to collaborate on any/all safety issues. Including a Crisis Intervention Team to implement District Crisis Plan. Staff training in mock crisis situation. Ten fire drills per year.

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	Don Hiemstra	(480) 419-5620
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Fran Cava	(480) 419-5620
Student Health/Nurse	Brenda Keutzer	(480) 419-5623

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."

Footnotes

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