

# Mayer Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

12701 Main Street, Mayer, AZ 86333

Mayer 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Dr. Donald H. Cook  
Schedule : 7:30 AM to 4:30 PM  
Grades : Pre-K-6  
2003 Enrollment : 304  
Web Address : [www.mayer.k12.az.us/elementary](http://www.mayer.k12.az.us/elementary)  
Phone Number : (928) 632-7506  
Fax Number : (928) 632-9610  
E-mail : [doncook@mayer.k12.az.us](mailto:doncook@mayer.k12.az.us)

### Mission

Mayer Elementary School's mission is to provide a quality education for each and every child each and every through diverse academic, character, and developmental programs in traditional, self-contained, and departmentalized classrooms.

### School / Academic Goals

- ü Arizona Consolidated Plan: Beginning with the 2001-02 school year and by June 30, 2005, 80% of all students will achieve cut scores on grade-level assessments tools in reading, writing, and science (DAP).
- ü Arizona Consolidated Plan: Beginning with the 2001-02 school year and by June 30, 2005, 80% of all students will meet the state cut score on AIMS.

### Instructional Programs

- ü AZ Academic Standards-based Curriculum
- ü Rigorous Academics and Gifted
- ü Special Education: Pre-K-6
- ü PE/General Music/Band

### Enrollment

October 1, 2002 School Year Student Enrollment : 331  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 2

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 8/18/2003  
Last Day of School : 5/26/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Advisory
- Ü Textbook Adoption Advisory
- Ü Parent Friendly Standards Handbook

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	18.50
Other Professional Staff	3.00	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	2	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	0	0	0
10 or more years	6	9	0	0

Shared Responsibilities

School

Mayer Elementary School has a responsibility to provide students the highest possible quality education that focuses upon the Arizona Standards within a safe and nurturing environment.

Parents

Parents are responsible for supporting the school and working together as an important part of an instructional team on behalf of their children.

Resources Available at School Site

Special Facilities

- Ü Music/Band, Physical Education
- Ü Library/Media Center & Computer Lab

Extracurricular Activities

- Ü Spelling Bee/Geography Bee/MathChallenge
- Ü Boys Basketball/Track
- Ü Girls Volleyball/Basketball
- Ü CHAMPS/Tobacco Classes

Social Services

- Ü Breakfast/Lunch Programs
- Ü Yavapai County Support Services
- Ü Educational & Enrichment Field Trips
- Ü DARE and Other Local Groups

Transportation Policy

Students living at least a mile from school may receive bus transportation. A special vehicle is provided for handicapped children. An activity bus is available for those students participating in sanctioned afterschool activities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Complete construction of the Students First addition at Mayer Elementary School by 2004.
  
- ü Maximize the number of professional growth and development opportunities for teachers and support staff as evidenced by their attending inservices.

School Honors

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

Award/Honor	Year
ü 1st & 3rd Place in State Stock Market Competition	1999
ü 2nd on Yavapai County Math Challenge: Real World	2000
ü Yavapai County Teacher of the Year Finalists	2001
ü Designated "Improving School" by ADE	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	24	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	23	10	10	9
Promotion Rate <sup>6</sup>	93	99	98	95
Retention Rate <sup>7</sup>	7	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	74	63
Grades 3-4	61	69
Grades 4-5	68	76
Grades 5-6	54	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).

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	45	45	75372	100	100	101	503	503	523	12	12	9	41	41	25	27	27	36	20	20	30
All Students (Prior Year)	44	45	70809	NA	NA	NA	516	514	518	5	8	11	32	32	27	38	37	35	24	24	27
Female	23	23	36901	100	100	101	513	513	524	5	5	8	38	38	25	33	33	36	24	24	31
Male	22	22	38385	100	100	101	493	493	523	20	20	9	45	45	24	20	20	36	15	15	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	41	41	34597	105	105	98	506	506	535	11	11	4	39	39	20	29	29	38	21	21	38
Students with Disabilities	10	10	8057	111	111	99	462	462	496	50	50	23	50	50	31	0	0	28	0	0	17
Students without Disabilities	35	35	67315	97	97	101	510	510	525	6	6	8	40	40	24	31	31	37	23	23	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	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	41	41	49047				507	507	530	8	8	6	41	41	21	30	30	37	22	22	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	45	45	75221	100	100	101	524	524	523	8	8	8	23	23	16	46	46	56	23	23	21
All Students (Prior Year)	44	45	70860	NA	NA	NA	527	525	524	9	11	9	11	11	17	43	42	45	37	36	30
Female	23	23	36833	100	100	100	538	538	526	5	5	6	15	15	15	40	40	56	40	40	23
Male	22	22	38319	100	100	101	510	510	520	11	11	9	32	32	17	53	53	56	5	5	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	41	41	34543	105	105	97	524	524	531	8	8	4	25	25	12	42	42	58	25	25	26
Students with Disabilities	10	10	8006	111	111	99	483	483	505	25	25	22	50	50	23	25	25	42	0	0	13
Students without Disabilities	35	35	67215	97	97	101	529	529	524	6	6	7	20	20	16	49	49	56	26	26	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	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	41	41	48965				528	528	528	6	6	5	23	23	13	46	46	58	26	26	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	44	44	73654	98	98	99	512	512	530	16	16	9	16	16	13	68	68	70	0	0	7
All Students (Prior Year)	43	44	68592	NA	NA	NA	541	538	542	11	14	9	14	14	12	64	62	63	11	11	16
Female	23	23	36239	100	100	99	521	521	537	10	10	7	10	10	11	80	80	72	0	0	10
Male	21	21	37301	95	95	98	502	502	523	24	24	12	24	24	15	53	53	68	0	0	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	40	40	33924	103	103	96	511	511	537	18	18	5	18	18	10	65	65	75	0	0	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	35	35	66348	97	97	100	515	515	531	15	15	8	15	15	13	71	71	71	0	0	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	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	40	40	47943				517	517	535	12	12	7	15	15	11	73	73	74	0	0	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	43	43	76230	98	98	101	494	494	498	7	7	12	46	46	38	10	10	12	37	37	37
All Students (Prior Year)	53	53	72888	NA	NA	NA	501	501	494	2	2	14	51	51	40	14	14	12	33	33	34
Female	20	20	37247	100	100	100	482	482	500	5	5	11	55	55	40	15	15	13	25	25	37
Male	23	23	38725	96	96	101	506	506	497	10	10	14	38	38	37	5	5	12	48	48	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	28	28	35389	78	78	96	498	498	514	7	7	6	48	48	32	7	7	14	37	37	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	41	41	67208	95	95	100	494	494	500	7	7	12	46	46	38	10	10	12	37	37	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	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	40	40	51193				496	496	507	8	8	9	42	42	35	11	11	13	39	39	43

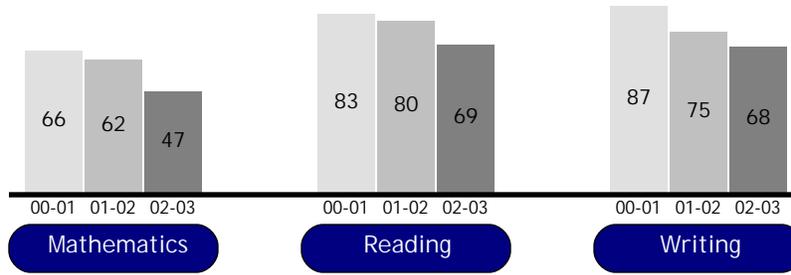
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	76202	98	98	101	507	507	505	12	12	19	24	24	24	59	59	46	5	5	11
All Students (Prior Year)	52	52	72779	NA	NA	NA	503	503	505	21	21	21	19	19	20	51	51	43	9	9	15
Female	20	20	37231	100	100	100	500	500	507	10	10	16	40	40	24	50	50	48	0	0	13
Male	23	23	38718	96	96	101	514	514	503	14	14	22	10	10	24	67	67	44	10	10	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	28	28	35371	78	78	96	510	510	512	11	11	10	19	19	20	67	67	54	4	4	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	41	41	67105	95	95	100	507	507	506	12	12	18	24	24	24	59	59	47	5	5	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	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	40	40	51241				508	508	509	13	13	14	18	18	22	63	63	51	5	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	42	42	74692	95	95	99	484	484	502	24	24	18	29	29	27	41	41	47	5	5	8
All Students (Prior Year)	52	52	70710	NA	NA	NA	505	505	512	15	15	17	37	37	26	37	37	42	11	11	16
Female	20	20	36710	100	100	99	487	487	509	20	20	14	35	35	26	40	40	50	5	5	10
Male	22	22	37742	92	92	98	481	481	495	29	29	22	24	24	28	43	43	44	5	5	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	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	27	27	34785	75	75	94	487	487	517	19	19	10	37	37	23	41	41	56	4	4	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	41	41	66264	95	95	99	484	484	503	24	24	17	29	29	27	41	41	48	5	5	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	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	39	39	50185				486	486	511	24	24	13	26	26	24	45	45	53	5	5	10

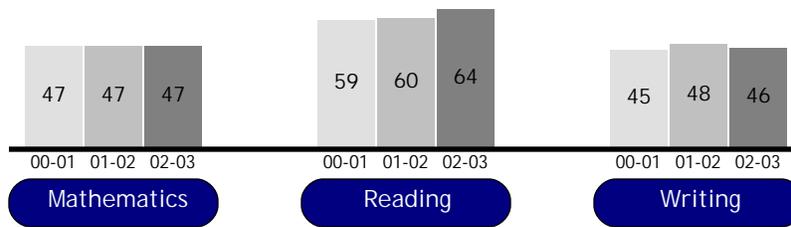
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

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

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

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

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

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

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

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

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://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	70	46	46	53	100	46	46	44	93	56	56	50
	Language	70	36	36	45	100	33	33	39	95	39	39	43
	Mathematics	84	46	46	56	100	52	52	52	100	57	57	57
3	Reading	83	54	54	50	90	53	53	43	97	50	50	47
	Language	85	53	53	55	93	57	57	50	97	45	45	54
	Mathematics	88	64	64	53	95	52	52	50	97	48	48	54
4	Reading	77	48	48	55	100	45	45	47	83	53	53	52
	Language	77	41	41	50	100	47	47	45	100	44	44	48
	Mathematics	87	47	47	56	100	49	49	52	100	57	57	57
5	Reading	92	49	49	51	92	50	50	46	100	43	43	50
	Language	92	35	35	46	90	42	42	43	100	47	47	46
	Mathematics	95	57	57	56	96	59	59	54	100	56	56	57
6	Reading	91	55	55	54	100	45	45	49	93	45	45	53
	Language	89	48	48	46	96	42	42	42	100	41	41	45
	Mathematics	98	61	61	61	98	62	62	58	98	56	56	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

All school staff and parents are committed to maintaining a safe learning environment for all students by setting forth high standards of behavioral expectations. Students are provided character development through proactive intervention.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Marta Peddie	(928) 632-7506
Transportation Policy	Judy Foster	(928) 632-9427
Community Resources	Donnie Oen	(928) 632-7629
School Nutrition Programs	Susie Allen	(928) 632-7506
Parent Organization	Joe Dudley	(928) 632-7506
Student Health/Nurse	Gail Ayres	(928) 632-7506

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)