STAR Charter School

ARIZONA SCHOOL REPORT CARD 2003-04

145 Leupp Road, Flagstaff, AZ 86004

Painted Desert Demonstration Projects, 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 LEARNS[1]

Elementary Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

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. Mark W. Sorensen
Schedule :	8:00 AM to 4:30 PM
Grades :	K-7
2003 Enrollment :	50
Web Address :	www.starschool.org
Phone Number :	(928) 606-7419
Fax Number :	(928) 606-9965
E-mail :	

Mission

STAR School will create stimulating learning environments that exceed state standards It is the intent of STAR School to work closely & cooperatively with parents and families of our students, so students will develop to be confident and responsible.

School / Academic Goals

- Learning to Love Learning: This aspect of learning recognizes the importance of emotions in our learning and focuses on the development of character. Students will learn by example and through activities in the school and community.
- Applied Learning: This aspect of learning focuses on individual and team problem-solving. Students will learn, by example and through academic and physical activities, how problems can be solved through teamwork and application of individual skills.

Instructional Programs

- Computer-Assisted Instruction for 1-6
- Project Based Science Instruction
- Multiage Classroom Instruction
- Community-based Serv. Learning Proj.

Enrollment

October 1, 2002 School Year Student Enrollment :	56
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	45

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/18/2003
Last Day of School :	5/28/2004

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

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

Arizona Department of Education

School Site Council

Council Composition	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	.50	Teacher	4.00
Other Professional Staff	.25	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	0	3	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	1	0	0

Shared Responsibilities

School

Teachers will hold 4 parent-teacher conferences a year & have each student assist. Provide workshops for teachers & parents to strengthen reading at school & home; provide reading materials & training so that parents can help their children to read.

Parents

Make sure child attends school regularly, and completes homework. Provides continuous learning at home. Attend parent-teacher conferences and communicate frequently with our child's teacher, through notes and conversation, about child's progress.

Resources Available at School Site

Special Facilities

- ü A Laptop Computer for Every Student
- ü Solar-Powered School Buildings

Extracurricular Activities

- ü Sports
- ü Guitar Lessons
- ü Afterschool Family Learning Center

Social Services

- ü Very Active Parent Involvement

Transportation Policy

The school is committed to providing short bus transportation to all students when needed. Parents are encouraged to assist in bringing students in when possible.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Received 2001 Governor's Award for Energy Efficiency as a Solar-Powered School.

School Honors

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

Award/Honor	Year
First Solar-powered Charter School in the Country	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate [2]	92	95	94	96
Transfers Out [3]	--	20	20	20
Transfers In[4] (Within District)	--	2	2	2
Transfers In[5] (Out of District)	--	10	10	9
Promotion Rate [6]	--	99	98	95
Retention Rate [7]	--	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	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	NC	NC

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	NC	NC	75372	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	25	NC	NC	36	NC	NC	30
All Students (Prior Year)	NC	NC	70809	NC	NC	NA	NC	NC	518	NC	NC	11	NC	NC	27	NC	NC	35	NC	NC	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	--	--	29103	--	--	99	--	--	510	--	--	12	--	--	31	--	--	36	--	--	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	--	--	34597	--	--	98	--	--	535	--	--	4	--	--	20	--	--	38	--	--	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	NC	NC	67315	NC	NC	101	NC	NC	525	NC	NC	8	NC	NC	24	NC	NC	37	NC	NC	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	NC	NC	49047				NC	NC	530	NC	NC	6	NC	NC	21	NC	NC	37	NC	NC	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	NC	NC	75221	NC	NC	101	NC	NC	523	NC	NC	8	NC	NC	16	NC	NC	56	NC	NC	21
All Students (Prior Year)	NC	NC	70860	NC	NC	NA	NC	NC	524	NC	NC	9	NC	NC	17	NC	NC	45	NC	NC	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	--	--	29019	--	--	99	--	--	513	--	--	12	--	--	21	--	--	55	--	--	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	--	--	34543	--	--	97	--	--	531	--	--	4	--	--	12	--	--	58	--	--	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	NC	NC	67215	NC	NC	101	NC	NC	524	NC	NC	7	NC	NC	16	NC	NC	56	NC	NC	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	NC	NC	48965				NC	NC	528	NC	NC	5	NC	NC	13	NC	NC	58	NC	NC	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	NC	NC	73654	NC	NC	99	NC	NC	530	NC	NC	9	NC	NC	13	NC	NC	70	NC	NC	7
All Students (Prior Year)	NC	NC	68592	NC	NC	NA	NC	NC	542	NC	NC	9	NC	NC	12	NC	NC	63	NC	NC	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	--	--	28348	--	--	96	--	--	520	--	--	13	--	--	17	--	--	65	--	--	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	--	--	33924	--	--	96	--	--	537	--	--	5	--	--	10	--	--	75	--	--	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	NC	NC	66348	NC	NC	100	NC	NC	531	NC	NC	8	NC	NC	13	NC	NC	71	NC	NC	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	NC	NC	47943				NC	NC	535	NC	NC	7	NC	NC	11	NC	NC	74	NC	NC	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	NC	NC	76230	NC	NC	101	NC	NC	498	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	37
All Students (Prior Year)	NC	NC	72888	NC	NC	NA	NC	NC	494	NC	NC	14	NC	NC	40	NC	NC	12	NC	NC	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	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	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	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	NC	NC	67208	NC	NC	100	NC	NC	500	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	NC	NC	51193				NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	43

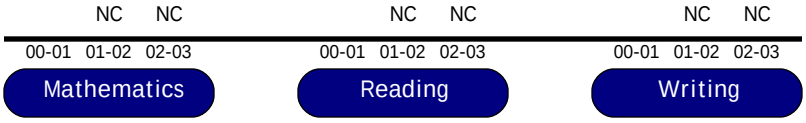
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	76202	NC	NC	101	NC	NC	505	NC	NC	19	NC	NC	24	NC	NC	46	NC	NC	11
All Students (Prior Year)	NC	NC	72779	NC	NC	NA	NC	NC	505	NC	NC	21	NC	NC	20	NC	NC	43	NC	NC	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	--	--	28090	--	--	98	--	--	497	--	--	28	--	--	30	--	--	37	--	--	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	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	NC	NC	67105	NC	NC	100	NC	NC	506	NC	NC	18	NC	NC	24	NC	NC	47	NC	NC	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	NC	NC	51241				NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	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	NC	NC	74692	NC	NC	99	NC	NC	502	NC	NC	18	NC	NC	27	NC	NC	47	NC	NC	8
All Students (Prior Year)	NC	NC	70710	NC	NC	NA	NC	NC	512	NC	NC	17	NC	NC	26	NC	NC	42	NC	NC	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	--	--	27492	--	--	96	--	--	486	--	--	27	--	--	32	--	--	38	--	--	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	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	NC	NC	66264	NC	NC	99	NC	NC	503	NC	NC	17	NC	NC	27	NC	NC	48	NC	NC	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	NC	NC	50185				NC	NC	511	NC	NC	13	NC	NC	24	NC	NC	53	NC	NC	10

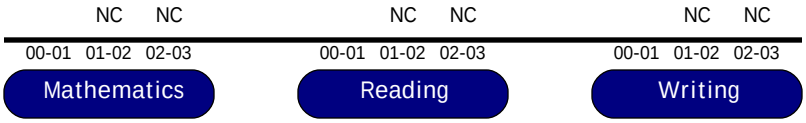
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Graduation Rate?	NA
	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 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	--	--	--	53	NC	NC	NC	44	NC	NC	NC	50
	Language	--	--	--	45	NC	NC	NC	39	NC	NC	NC	43
	Mathematics	--	--	--	56	NC	NC	NC	52	NC	NC	NC	57
3	Reading	--	--	--	50	NC	NC	NC	43	NC	NC	NC	47
	Language	--	--	--	55	NC	NC	NC	50	NC	NC	NC	54
	Mathematics	--	--	--	53	NC	NC	NC	50	NC	NC	NC	54
4	Reading	--	--	--	55	NC	NC	NC	47	NC	NC	NC	52
	Language	--	--	--	50	NC	NC	NC	45	NC	NC	NC	48
	Mathematics	--	--	--	56	NC	NC	NC	52	NC	NC	NC	57
5	Reading	--	--	--	51	NC	NC	NC	46	NC	NC	NC	50
	Language	--	--	--	46	NC	NC	NC	43	NC	NC	NC	46
	Mathematics	--	--	--	56	NC	NC	NC	54	NC	NC	NC	57
6	Reading	--	--	--	54	NC	NC	NC	49	NC	NC	NC	53
	Language	--	--	--	46	NC	NC	NC	42	NC	NC	NC	45
	Mathematics	--	--	--	61	NC	NC	NC	58	NC	NC	NC	62
7	Reading	--	--	--	53	--	--	--	48	--	--	--	51
	Language	--	--	--	55	--	--	--	51	--	--	--	54
	Mathematics	--	--	--	57	--	--	--	54	--	--	--	58

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

Parents have implemented a Disciplinary Program with consequences for behavior during a regularly scheduled parent meeting. Develop anger management program. Teach peer mentoring to settle conflicts between students.

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) : 2

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		
Transportation Policy	Ralph Drake	(928) 606-7419
Community Resources	Sandra J. Wilson	(928) 606-7419
School Nutrition Programs	Louva Montour	(928) 606-7419
Parent Organization	Silvantis Nelson Sr.	(928) 606-7419
Student Health/Nurse		

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