



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

Crossroads of Route 77 and Route 15, Indian Wells, AZ 86031

Holbrook 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 (a)

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Robbie Kendall Koerperich  
 Schedule : 8:15 AM to 4:30 PM  
 Grades : K-6  
 2004 Enrollment : 280  
 Web Address : www.holbrook.k12.az.us  
 Phone Number : (928) 654-3160  
 Fax Number : (623) 654-3162  
 E-mail : koerp@holbrook.k12.az.us

### Mission

"In a safe environment at Indian Wells, we will encourage and challenge all students to be committed to life long learning and reaching their full potential without leaving their cultural identity behind."

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Goal #1: To teach the Arizona Academic Content Standards so that all students can be successful and achieve mastery skills.
- ü Goal #2: To provide a positive learning environment in which all students may succeed.
- ü Goal #3: To increase the number of students meeting or exceeding the state standard on the AIMS reading, writing, and math.
- ü Goal #4: All students will be at grade level before exiting to the next grade.

### Enrollment

October 1, 2003 School Year Student Enrollment : 278  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- ü All Day Kindergarten
- ü K-6 4 Block Reading
- ü K-6 6-Trait Writing
- ü K-6 Standards Based Instruction
- ü Hands-On Instruction
- ü Computer Classes
- ü Music Classes
- ü Physical Education Classes

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/10/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Indian Wells provides parents with information that will help their child succeed in school. Parents are provided with conference dates, weekly news, concise report cards, and information that will assist with their child's education.

Parents

It is the parents responsibility to ensure that their child attends school daily. The more involved parents can be in their child's education and support what the school is doing, the more successful the child will be.

Transportation Policy

Indian Wells provides transportation to and from the designated bus stops. We currently provide routes from the Dilcon area, Greasewood area, Whitecone/Jeditto area; as well as to the Reservation line.

School Honors

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

Award/Honor	Year
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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	32	141	75509	100	100	100	472	517	521	38	19	13	35	26	23	23	25	33	4	30	31
All Students (Prior Year)	30	134	75372	100	99	100	466	502	523	32	13	9	42	41	25	21	27	36	5	19	30
Female	14	63	37013	100	100	100	458	535	522	40	13	12	40	23	24	20	21	33	0	42	31
Male	18	77	38430	100	100	99	481	504	521	38	23	14	31	29	22	25	29	33	6	20	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	--	18	30486	--	100	99	--	532	505	--	20	18	--	13	29	--	33	32	--	33	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	32	72	4075	100	100	100	472	486	486	38	29	28	35	36	34	23	24	26	4	12	12
White	--	46	35192	--	100	99	--	554	534	--	7	8	--	15	19	--	26	35	--	52	39
Students with Disabilities	NC	11	9708	NC	100	100	NC	501	489	NC	20	32	NC	20	27	NC	40	24	NC	20	17
Students without Disabilities	30	130	65801	100	99	98	473	518	525	40	19	11	32	26	23	24	25	34	4	31	33
Limited English Proficient Students	NC	16	16928	NC	53	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	NC	36411	--	--	--	--	NC	503	--	NC	19	--	NC	29	--	NC	32	--	NC	20
Non-Economically Disadvantaged	32	140	39040	--	--	--	472	518	534	38	19	8	35	25	19	23	25	34	4	30	39

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	32	141	75492	100	100	100	482	515	519	50	21	12	15	18	16	35	37	47	0	24	24
All Students (Prior Year)	30	134	75221	100	99	100	487	516	523	32	14	8	37	18	16	32	51	56	0	17	21
Female	13	62	37014	93	98	100	481	527	523	56	19	10	0	8	15	44	42	48	0	31	27
Male	17	76	38400	94	99	99	484	507	516	47	22	14	20	25	17	33	33	47	0	20	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	--	18	30438	--	100	99	--	519	508	--	20	17	--	13	21	--	33	47	--	33	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	32	72	4081	100	100	100	482	491	498	50	32	25	15	28	26	35	33	40	0	7	8
White	--	46	35177	--	100	99	--	544	528	--	9	8	--	4	13	--	41	49	--	46	31
Students with Disabilities	NC	12	9707	NC	100	100	NC	513	495	NC	40	33	NC	0	21	NC	20	33	NC	40	13
Students without Disabilities	29	129	65785	97	98	98	482	515	522	48	20	10	16	18	16	36	38	49	0	24	26
Limited English Proficient Students	NC	15	16905	NC	50	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	NC	36302	--	--	--	--	NC	507	--	NC	18	--	NC	21	--	NC	46	--	NC	14
Non-Economically Disadvantaged	32	140	39164	--	--	--	482	515	528	50	21	8	15	17	13	35	37	48	0	24	31

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	32	139	75053	100	99	99	522	576	597	8	9	7	31	15	12	62	72	72	0	5	9
All Students (Prior Year)	30	132	73654	100	98	99	500	523	530	16	11	9	32	22	13	53	60	70	0	8	7
Female	13	62	36872	93	98	99	578	628	621	0	2	5	11	6	9	89	85	74	0	8	12
Male	17	74	38109	94	96	99	494	540	573	13	15	10	40	21	14	47	62	69	0	3	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	--	18	30235	--	100	98	--	559	575	--	0	9	--	20	14	--	80	70	--	0	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	32	71	4044	100	99	99	522	542	550	8	12	13	31	20	17	62	68	66	0	0	4
White	--	46	35028	--	100	99	--	635	613	--	7	6	--	7	10	--	74	73	--	13	11
Students with Disabilities	NC	11	9625	NC	100	100	NC	551	530	NC	0	21	NC	20	21	NC	80	55	NC	0	4
Students without Disabilities	29	128	65428	97	98	98	524	577	604	8	9	6	28	14	11	64	71	73	0	5	10
Limited English Proficient Students	NC	14	16765	NC	47	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	NC	36077	--	--	--	--	NC	566	--	NC	10	--	NC	16	--	NC	69	--	NC	5
Non-Economically Disadvantaged	32	138	38950	--	--	--	522	579	618	8	8	5	31	15	9	62	72	73	0	5	12

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	52	163	76019	100	99	100	459	483	499	35	20	14	50	49	39	9	12	14	7	19	33
All Students (Prior Year)	40	154	76230	100	100	100	460	470	498	20	25	12	70	50	38	3	10	12	7	15	37
Female	18	81	37207	100	99	100	459	481	499	27	17	12	73	60	41	0	7	14	0	17	33
Male	34	81	38677	100	99	100	459	486	498	39	21	15	39	40	38	13	17	13	10	21	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	--	26	29458	--	96	100	--	490	480	--	5	20	--	55	48	--	23	12	--	18	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	52	97	4735	100	100	100	459	466	466	35	28	28	50	53	49	9	11	10	7	8	13
White	--	38	35880	--	100	100	--	517	515	--	11	7	--	38	32	--	8	16	--	43	45
Students with Disabilities	NC	18	9786	NC	100	100	NC	446	457	NC	44	39	NC	44	40	NC	11	7	NC	0	13
Students without Disabilities	47	145	66233	98	98	99	459	485	503	33	18	11	53	50	39	7	12	14	7	20	35
Limited English Proficient Students	NC	10	15206	NC	24	100	NC	424	459	NC	50	31	NC	50	53	NC	0	7	NC	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	NC	35714				--	NC	480	--	NC	20	--	NC	47	--	NC	12	--	NC	20
Non-Economically Disadvantaged	52	162	40266				459	482	513	35	20	9	50	50	33	9	12	15	7	18	43

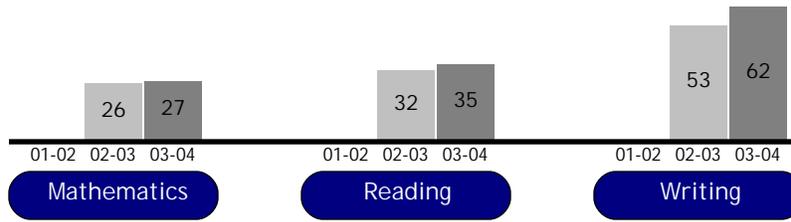
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	163	76020	100	99	100	485	494	503	52	36	25	30	29	23	17	31	40	0	4	12
All Students (Prior Year)	40	155	76202	100	100	100	492	498	505	30	27	19	43	32	24	27	38	46	0	4	11
Female	18	81	37213	100	99	100	489	494	504	47	34	22	27	28	23	27	35	42	0	3	13
Male	34	81	38666	100	99	100	483	495	501	55	38	29	32	30	22	13	27	38	0	5	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	--	26	29442	--	96	99	--	496	494	--	32	37	--	23	26	--	41	31	--	5	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	52	97	4735	100	100	100	485	487	489	52	49	48	30	29	25	17	21	24	0	1	3
White	--	38	35890	--	100	100	--	509	511	--	11	15	--	31	20	--	47	48	--	11	18
Students with Disabilities	NC	18	9784	NC	100	100	NC	485	485	NC	71	58	NC	0	19	NC	29	19	NC	0	4
Students without Disabilities	47	145	66236	98	98	99	485	495	504	51	35	23	33	30	23	16	31	42	0	4	13
Limited English Proficient Students	NC	10	15198	NC	24	100	NC	478	483	NC	75	59	NC	25	25	NC	0	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	NC	35703				--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Non-Economically Disadvantaged	52	162	40274				485	494	509	52	37	17	30	29	20	17	30	47	0	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	163	75673	100	99	100	490	495	530	17	17	12	39	34	25	43	46	58	0	2	4
All Students (Prior Year)	39	152	74692	100	100	99	475	475	502	33	34	18	30	33	27	33	31	47	3	2	8
Female	18	81	37099	100	99	100	505	503	548	7	14	8	40	32	22	53	51	64	0	3	6
Male	34	81	38441	100	99	99	482	487	513	23	21	16	39	36	29	39	42	52	0	1	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	--	26	29305	--	96	99	--	447	507	--	27	16	--	41	31	--	32	51	--	0	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	52	97	4707	100	100	100	490	490	492	17	19	19	39	35	33	43	47	46	0	0	1
White	--	38	35760	--	100	99	--	532	550	--	9	9	--	31	21	--	51	64	--	9	6
Students with Disabilities	NC	18	9706	NC	100	100	NC	479	462	NC	33	36	NC	33	32	NC	33	31	NC	0	1
Students without Disabilities	47	145	65967	98	98	99	493	495	536	14	17	10	42	35	25	44	47	60	0	2	5
Limited English Proficient Students	NC	10	15115	NC	24	100	NC	468	471	NC	25	26	NC	50	38	NC	25	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	NC	35541				--	NC	504	--	NC	17	--	NC	31	--	NC	50	--	NC	2
Non-Economically Disadvantaged	52	162	40091				490	495	550	17	17	9	39	35	21	43	46	64	0	2	6

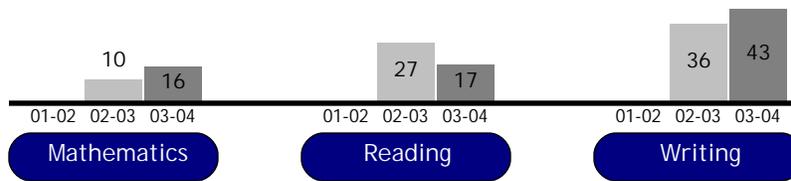
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	47	44	100	31	41	50	94	38	NA	58
	Language	--	--	34	39	100	20	31	43	94	17	33	50
	Mathematics	--	--	45	52	100	47	49	57	94	52	56	64
3	Reading	--	--	35	43	92	21	46	47	100	21	NA	55
	Language	--	--	47	50	100	31	51	54	100	33	54	61
	Mathematics	--	--	43	50	100	25	52	54	100	37	59	61
4	Reading	--	--	42	47	97	29	42	52	98	31	NA	56
	Language	--	--	38	45	97	31	39	48	98	30	43	52
	Mathematics	--	--	41	52	100	36	45	57	98	46	53	61
5	Reading	--	--	35	46	100	29	39	50	100	21	NA	55
	Language	--	--	31	43	97	26	33	46	100	20	33	49
	Mathematics	--	--	39	54	97	33	41	57	100	37	51	63
6	Reading	--	--	42	49	--	--	38	53	100	30	NA	56
	Language	--	--	29	42	--	--	26	45	100	23	36	48
	Mathematics	--	--	41	58	--	--	37	62	100	50	54	66

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 Site Council

Council Composition

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

Council Duties

- Ü Parent/School Relations
- Ü Academic Advisory Council
- Ü Sounding Board for New School Issues
- Ü Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 18  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 34  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab w/ 28 thin client computers
- Ü Library
- Ü Full Sized Gymnasium
- Ü On-Site Cafeteria

Extracurricular Activities

- Ü After School Tutoring Program
- Ü Junior Varsity Athletics
- Ü Music Programs
- Ü 5th and 6th Grade Instrumental Music
- Ü After School Clubs

Social Services

- Ü Full-Time Nurse
- Ü Counselor Services
- Ü Speech Services
- Ü Special Education Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Indian Wells has been featured on the PBS Show SciFiles. Students performed experiments to air on television.
- ü Indian Wells has been published in Educator's Notebook for Family Involvement.
- ü One hundred percent of all sixth grade students during the 2003-2004 school year made one year's growth on the Stanford 9 in math.
- ü Math test scores rose 12 percent from the prior year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	44	58
Grades 3-4	85	60
Grades 4-5	38	52
Grades 5-6	77	97

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Indian Wells Elementary has emergency policies in place for unexpected occurrences. Emergency procedures are routinely practiced to ensure that students and faculty are prepared in case of an emergency.

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	Robbie Koerperich	(928) 654-3160
Transportation Policy	Carolee DeWitt	(928) 524-6192
Community Resources	Robbie Koerperich	(928) 654-3160
School Nutrition Programs	Sunny Obren	(928) 524-6144
Parent Organization	James Clark	(928) 654-3160
Student Health/Nurse	Lona Hausmann	(928) 524-6138

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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 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)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. 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).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.