

# Copper Ridge Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

10101 E. Thompson Peak Parkway, Scottsdale, AZ 85255

Scottsdale Unified District

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

New School\*\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

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 : Dr. Joyce Ann Cook  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-5  
2003 Enrollment : 351  
Web Address : susd.org  
Phone Number : (480) 484-1400  
Fax Number : (480) 484-1501  
E-mail : jcook@susd.org

### Mission

Our mission is to ensure that each child meets academic standards and develops self-expression through the arts and personal integrity through life skills.

### School / Academic Goals

ü Two of our goals are to increase individual student achievement and personal growth and to provide a positive, respectful, and safe learning environment for students.

ü We will increase student and teacher proficiencies in the uses of various technology.

### Instructional Programs

ü Gifted and Special Needs Services  
ü Music , Art and Physical Education  
ü All Day Kindergarten Option  
ü Technology

### Enrollment

October 1, 2002 School Year Student Enrollment : 315  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 0

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 0 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/25/2004

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

Council Duties

- ü Provide Input on the School Mission
- ü Oversight of Other Committees
- ü Monitor School Goals
- ü Provide Input on Scheduling

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	9.00	Teacher Aide	4.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	1	2	0	0
10 or more years	1	11	0	0

Shared Responsibilities

School

We are dedicated to holding high expectations for student achievement and behavior; maintaining open, timely, and regular communication with parents; ensuring the safety of students; effectively using school time; and ensuring that students succeed.

Parents

Copper Ridge Elementary enjoys a high level of parent involvement and cooperation. We ask that parents be involved in school, support school and District policies, reinforce learning at home, and maintain open and regular communication with teachers.

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Computer Lab

Extracurricular Activities

- ü Spelling and Geography Bees
- ü Word Masters/Math Olympiads
- ü Art Masterpiece/Music Memory
- ü Student Council

Social Services

- ü Scottsdale Prevention Institute
- ü On site Liaison Officer
- ü Health Services
- ü Outstanding Parent Teacher Organization

Transportation Policy

The safety of riders is the first priority. SUSD vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted by all students and staff. Our transportation policy is the one used by all Scottsdale Schools.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü On the 2003 SAT 9, 80% of our students scored at or above the 50th% in reading; 84% scored at or above the 50th% in math; 81% scored at or above the 50th% in language.  
Students won poetry and essay contests and wrote and published a student paper.
- ü On the 2003 Parent Survey, 96% of the parents agreed that CRES is a safe and orderly school. Our students earned over 6000 RAD awards using Life Skills. 100% of the staff passed the test on crisis procedures.

School Honors

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

Award/Honor	Year
ü Silver Apple Teacher Award	2003
ü Student Constitution Commemoration Essay Winners	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	10	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	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	73	60
Grades 3-4	88	88
Grades 4-5	55	90

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2032	75372	98	98	101	552	547	523	3	2	9	17	14	25	30	36	36	50	47	30
All Students (Prior Year)	40	1994	70809	NA	NA	NA	556	545	518	0	3	11	11	14	27	32	36	35	57	47	27
Female	25	988	36901	96	98	101	565	545	524	4	3	8	16	15	25	12	37	36	68	45	31
Male	36	1044	38385	100	99	101	543	549	523	3	2	9	17	14	24	43	35	36	37	50	30
African American	--	40	3589	--	89	96	--	522	501	--	8	18	--	25	33	--	36	33	--	31	16
Hispanic	--	275	29103	--	93	99	--	519	510	--	9	12	--	28	31	--	38	36	--	25	20
Asian/Pacific Islander	NC	58	1574	NC	89	96	NC	564	549	NC	0	3	NC	9	14	NC	28	34	NC	64	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	528	491	--	13	22	--	13	38	--	31	28	--	44	12
White	55	1570	34597	93	96	98	551	550	535	4	1	4	18	13	20	29	36	38	49	50	38
Students with Disabilities	NC	189	8057	NC	69	99	NC	522	496	NC	10	23	NC	22	31	NC	41	28	NC	27	17
Students without Disabilities	60	1843	67315	102	103	101	552	548	525	3	2	8	17	14	24	30	36	37	50	48	31
Limited English Proficient Students	--	188	16925	--	106	112	--	462	482	--	45	27	--	40	40	--	15	26	--	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	61	1886	49047				552	548	530	3	2	6	17	13	21	30	36	37	50	48	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	61	2023	75221	98	98	101	542	540	523	0	2	8	8	8	16	55	56	56	37	34	21
All Students (Prior Year)	40	1998	70860	NA	NA	NA	544	543	524	0	3	9	11	9	17	39	42	45	50	46	30
Female	25	987	36833	96	98	100	556	543	526	0	2	6	0	8	15	40	53	56	60	38	23
Male	36	1036	38319	100	98	101	532	536	520	0	3	9	14	9	17	66	59	56	20	30	18
African American	--	42	3597	--	93	97	--	518	510	--	3	14	--	21	22	--	67	53	--	10	11
Hispanic	--	268	29019	--	90	99	--	522	513	--	12	12	--	16	21	--	52	55	--	20	13
Asian/Pacific Islander	NC	58	1572	NC	89	95	NC	551	536	NC	0	2	NC	4	9	NC	44	57	NC	51	31
American Indian/Alaskan Native	--	19	5071	--	70	114	--	518	502	--	0	20	--	21	27	--	79	46	--	0	8
White	55	1566	34543	93	96	97	544	542	531	0	1	4	7	7	12	55	56	58	38	35	26
Students with Disabilities	NC	184	8006	NC	68	99	NC	526	505	NC	5	22	NC	17	23	NC	55	42	NC	23	13
Students without Disabilities	60	1839	67215	102	103	101	542	540	524	0	2	7	8	8	16	55	56	56	37	34	21
Limited English Proficient Students	--	180	16853	--	102	112	--	477	489	--	47	29	--	42	36	--	11	32	--	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	61	1879	48965				542	541	528	0	2	5	8	8	13	55	56	58	37	35	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	62	1992	73654	100	96	99	562	554	530	0	2	9	8	6	13	74	73	70	18	19	7
All Students (Prior Year)	40	1949	68592	NA	NA	NA	576	571	542	0	3	9	3	6	12	61	61	63	36	31	16
Female	26	972	36239	100	97	99	578	561	537	0	2	7	8	4	11	69	70	72	23	24	10
Male	36	1020	37301	100	96	98	550	547	523	0	2	12	9	8	15	77	76	68	14	14	5
African American	--	40	3488	--	89	94	--	533	515	--	6	16	--	6	18	--	75	62	--	14	4
Hispanic	--	261	28348	--	88	96	--	531	520	--	11	13	--	13	17	--	66	65	--	9	5
Asian/Pacific Islander	NC	58	1558	NC	89	95	NC	572	547	NC	0	3	NC	0	8	NC	72	76	NC	28	13
American Indian/Alaskan Native	--	17	4947	--	63	111	--	546	507	--	0	22	--	14	22	--	71	53	--	14	3
White	55	1547	33924	93	95	96	564	556	537	0	1	5	9	5	10	71	73	75	20	20	9
Students with Disabilities	NC	171	7306	NC	63	90	NC	533	506	NC	11	24	NC	8	20	NC	71	52	NC	11	4
Students without Disabilities	61	1821	66348	103	102	100	562	555	531	0	2	8	8	6	13	74	73	71	18	20	8
Limited English Proficient Students	--	177	16422	--	100	109	--	476	495	--	53	30	--	26	27	--	21	43	--	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	62	1855	47943				562	555	535	0	2	7	8	5	11	74	73	74	18	20	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	53	2110	76230	96	98	101	540	521	498	0	4	12	19	28	38	4	14	12	77	54	37
All Students (Prior Year)	63	2193	72888	NA	NA	NA	525	523	494	0	5	14	24	26	40	16	13	12	60	56	34
Female	29	1048	37247	100	99	100	544	522	500	0	3	11	12	29	40	4	14	13	85	55	37
Male	24	1060	38725	92	98	101	535	521	497	0	4	14	29	27	37	5	15	12	67	53	37
African American	--	40	3594	--	91	96	--	482	476	--	11	22	--	51	46	--	20	11	--	17	21
Hispanic	--	239	28100	--	93	98	--	489	482	--	11	18	--	49	47	--	11	11	--	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	52	1571	35389	95	90	96	538	526	514	0	3	6	20	25	32	4	15	14	76	58	48
Students with Disabilities	NC	171	9022	NC	80	105	NC	467	465	NC	29	31	NC	38	43	NC	16	8	NC	16	17
Students without Disabilities	48	1939	67208	96	100	100	540	523	500	0	3	12	19	28	38	4	14	12	77	55	38
Limited English Proficient Students	NC	157	14826	NC	101	113	NC	470	460	NC	15	31	NC	65	51	NC	9	8	NC	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	53	1985	51193				540	523	507	0	3	9	19	27	35	4	14	13	77	55	43

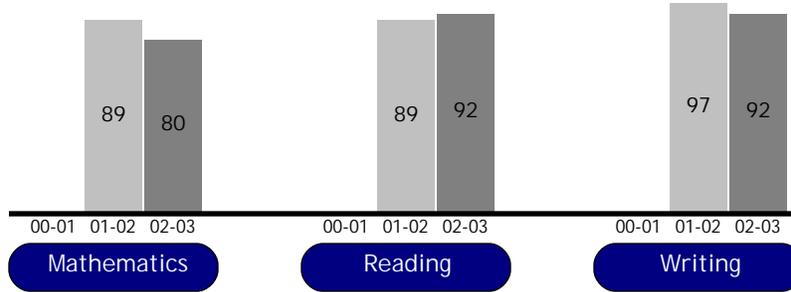
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	2103	76202	95	98	101	534	516	505	0	8	19	2	17	24	57	55	46	40	20	11
All Students (Prior Year)	62	2198	72779	NA	NA	NA	527	518	505	2	9	21	8	12	20	56	48	43	34	31	15
Female	27	1037	37231	93	98	100	544	519	507	0	5	16	4	15	24	44	56	48	52	23	13
Male	25	1064	38718	96	98	101	523	514	503	0	10	22	0	18	24	73	55	44	27	17	10
African American	--	41	3600	--	93	97	--	501	497	--	17	28	--	28	29	--	50	39	--	6	5
Hispanic	--	237	28090	--	92	98	--	500	497	--	19	28	--	36	30	--	37	37	--	8	5
Asian/Pacific Islander	NC	55	1443	NC	75	95	NC	524	515	NC	2	9	NC	6	19	NC	65	53	NC	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	51	1566	35371	93	90	96	534	518	512	0	6	10	2	14	20	59	58	54	39	22	16
Students with Disabilities	NC	173	9097	NC	80	106	NC	490	493	NC	39	39	NC	30	27	NC	30	29	NC	2	5
Students without Disabilities	47	1930	67105	94	100	100	535	517	506	0	7	18	0	17	24	59	56	47	41	21	12
Limited English Proficient Students	NC	158	14780	NC	102	113	NC	489	486	NC	36	50	NC	45	32	NC	17	18	NC	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	52	1980	51241				534	517	509	0	6	14	2	16	22	57	57	51	40	21	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	48	2048	74692	87	95	99	548	529	502	0	6	18	12	18	27	60	57	47	28	18	8
All Students (Prior Year)	62	2146	70710	NA	NA	NA	560	550	512	0	5	17	5	14	26	56	47	42	39	34	16
Female	26	1020	36710	90	96	99	552	538	509	0	4	14	8	16	26	58	58	50	33	23	10
Male	22	1026	37742	85	95	98	544	520	495	0	9	22	16	21	28	63	57	44	21	13	6
African American	--	39	3516	--	89	94	--	497	487	--	20	26	--	26	31	--	49	39	--	6	4
Hispanic	--	232	27492	--	90	96	--	501	486	--	17	27	--	28	32	--	45	38	--	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	47	1523	34785	85	88	94	548	533	517	0	5	10	12	18	23	60	59	56	29	19	11
Students with Disabilities	NC	152	8428	NC	71	98	NC	481	472	NC	23	38	NC	42	30	NC	32	29	NC	3	3
Students without Disabilities	43	1896	66264	86	98	99	550	530	503	0	6	17	10	18	27	62	58	48	29	18	8
Limited English Proficient Students	NC	151	14363	NC	97	109	NC	474	459	NC	33	47	NC	41	34	NC	25	19	NC	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	48	1929	50185				548	531	511	0	6	13	12	17	24	60	59	53	28	18	10

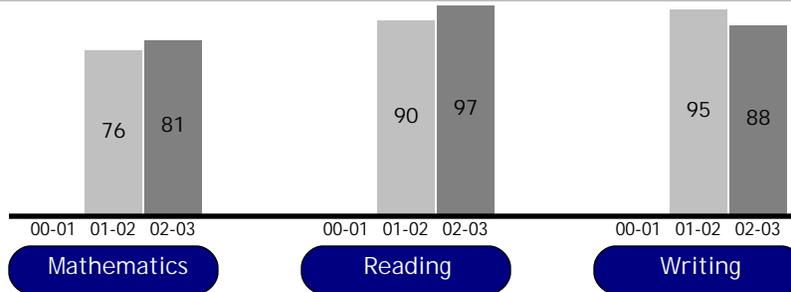
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	71	53	100	80	67	44	100	71	66	50
	Language	--	--	65	45	100	78	63	39	100	73	61	43
	Mathematics	--	--	74	56	100	83	75	52	100	81	72	57
3	Reading	--	--	72	50	92	71	67	43	100	76	70	47
	Language	--	--	76	55	92	74	72	50	100	80	75	54
	Mathematics	--	--	76	53	92	71	72	50	100	71	73	54
4	Reading	--	--	77	55	98	82	71	47	100	79	75	52
	Language	--	--	69	50	98	72	65	45	97	70	68	48
	Mathematics	--	--	77	56	98	83	74	52	100	83	78	57
5	Reading	--	--	72	51	98	77	69	46	100	80	70	50
	Language	--	--	66	46	98	75	64	43	100	75	65	46
	Mathematics	--	--	78	56	98	80	76	54	98	88	77	57

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

We focus on student use of life skills and teach them how to resolve conflict. Specific safety procedures are in place and practiced regularly. Safety rules are clear and implemented. Visitors sign in and wear badges. A crisis plan is in place.

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	Joyce Cook	(480) 451-1400
Transportation Policy	Dan Shearer	(480) 451-5050
Community Resources	Carol Hughes	(480) 952-6188
School Nutrition Programs	Barbara Savasito	(480) 661-1126
Parent Organization	Karen Mahoney	(480) 585-0767
Student Health/Nurse	Victoria Trahan	(480) 443-7122

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)