



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10101 E. Thompson Peak Parkway, Scottsdale, AZ 85255

Scottsdale 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	Excelling
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 : Dr. Joyce Ann Cook  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 373  
 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 every student demonstrates measurable gains towards AZ State Standards, develops personal expression through academics, the arts and physical education, and displays personal integrity through life skills.

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 To increase student achievement in math as measured by AIMS. The percentage of third and/or fifth grade students who meet or exceed the standards will increase by two percent from the 2004 AIMS scores for total math.
- ü To increase student safety, 90 percent of our grade 3 - 5 students will be trained in peer mediation. Ninety percent of the staff will apply to procedures for fire drills and lock downs and be trained for evacuation.
- ü One-hundred percent of full-time teachers will create and update a web page to communicate with parents. Ninety percent of the K-5 students will produce a grade appropriate product using technology.
- ü Ninety percent of full and part-time staff will participate in six hours of professional development that relates to our school improvement goals.

Enrollment

October 1, 2003 School Year Student Enrollment : 375  
 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 Gifted and Special Needs Services
- ü Music , Art and Physical Education
- ü All Day Kindergarten Option
- ü Technology

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

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.

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.

School Honors

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

Award/Honor	Year
ü Charros Teacher Award	2004
ü SUSD Student Poetry Winners	2004
ü Silver Apple Teacher Award	2003
ü Student Constitution Commemoration Essay Winners	2002

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	1952	75509	98	99	100	560	548	521	2	6	13	18	13	23	30	31	33	51	49	31
All Students (Prior Year)	61	2032	75372	98	98	100	552	547	523	3	2	9	17	14	25	30	36	36	50	47	30
Female	31	930	37013	100	100	100	555	549	522	3	5	12	16	13	24	32	31	33	48	51	31
Male	30	1020	38430	97	99	99	565	546	521	0	6	14	20	14	22	27	32	33	53	48	31
African American	--	51	3660	--	100	99	--	503	496	--	21	24	--	26	31	--	32	28	--	21	18
Hispanic	--	287	30486	--	100	99	--	526	505	--	13	18	--	19	29	--	31	32	--	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	--	24	4075	--	100	100	--	498	486	--	26	28	--	37	34	--	11	26	--	26	12
White	58	1518	35192	98	99	99	559	551	534	2	4	8	19	12	19	31	32	35	48	51	39
Students with Disabilities	NC	311	9708	NC	100	100	NC	528	489	NC	13	32	NC	18	27	NC	36	24	NC	33	17
Students without Disabilities	56	1641	65801	100	97	98	564	550	525	2	5	11	16	13	23	29	31	34	54	52	33
Limited English Proficient Students	--	195	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	432	36411	--	--	--	--	516	503	--	18	19	--	18	29	--	34	32	--	30	20
Non-Economically Disadvantaged	61	1520	39040	--	--	--	560	553	534	2	4	8	18	12	19	30	31	34	51	53	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	61	1954	75492	98	99	100	532	537	519	3	4	12	10	9	16	55	47	47	32	40	24
All Students (Prior Year)	61	2023	75221	98	98	100	542	540	523	0	2	8	8	8	16	55	56	56	37	34	21
Female	31	933	37014	100	100	100	531	541	523	3	3	10	6	7	15	65	45	48	26	45	27
Male	30	1019	38400	97	99	99	533	533	516	3	5	14	14	11	17	45	49	47	38	35	21
African American	--	51	3665	--	100	99	--	508	505	--	11	20	--	26	22	--	49	43	--	15	14
Hispanic	--	286	30438	--	100	99	--	522	508	--	10	17	--	13	21	--	50	47	--	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	--	24	4081	--	100	100	--	518	498	--	11	25	--	33	26	--	39	40	--	17	8
White	58	1521	35177	98	99	99	531	539	528	4	3	8	11	8	13	58	47	49	28	42	31
Students with Disabilities	NC	313	9707	NC	100	100	NC	524	495	NC	7	33	NC	14	21	NC	53	33	NC	27	13
Students without Disabilities	56	1641	65785	100	97	98	534	539	522	2	4	10	11	8	16	55	46	49	32	42	26
Limited English Proficient Students	--	194	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	430	36302	--	--	--	--	518	507	--	13	18	--	18	21	--	44	46	--	26	14
Non-Economically Disadvantaged	61	1524	39164	--	--	--	532	540	528	3	3	8	10	7	13	55	47	48	32	43	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	61	1952	75053	98	99	99	671	649	597	0	3	7	5	6	12	75	72	72	20	18	9
All Students (Prior Year)	62	1992	73654	100	96	99	562	554	530	0	2	9	8	6	13	74	73	70	18	19	7
Female	31	933	36872	100	100	99	702	675	621	0	2	5	3	4	9	68	70	74	29	24	12
Male	30	1017	38109	97	99	99	639	623	573	0	5	10	7	9	14	83	74	69	10	12	6
African American	--	51	3636	--	100	99	--	604	568	--	4	12	--	13	16	--	76	67	--	7	6
Hispanic	--	286	30235	--	100	98	--	618	575	--	8	9	--	10	14	--	66	70	--	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	--	24	4044	--	100	99	--	518	550	--	21	13	--	26	17	--	53	66	--	0	4
White	58	1518	35028	98	99	99	670	654	613	0	3	6	5	6	10	74	73	73	21	19	11
Students with Disabilities	NC	314	9625	NC	100	100	NC	608	530	NC	5	21	NC	11	21	NC	72	55	NC	11	4
Students without Disabilities	56	1638	65428	100	97	98	681	655	604	0	3	6	4	6	11	75	72	73	21	19	10
Limited English Proficient Students	--	194	16765	--	100	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	429	36077	--	--	--	--	587	566	--	8	10	--	13	16	--	70	69	--	9	5
Non-Economically Disadvantaged	61	1523	38950	--	--	--	671	661	618	0	3	5	5	5	9	75	73	73	20	20	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	42	2037	76019	98	99	100	537	535	499	2	4	14	17	22	39	24	15	14	57	60	33
All Students (Prior Year)	53	2110	76230	96	98	100	540	521	498	0	4	12	19	28	38	4	14	12	77	54	37
Female	23	964	37207	96	99	100	535	536	499	4	3	12	17	21	41	26	16	14	52	59	33
Male	19	1072	38677	100	100	100	539	534	498	0	4	15	16	23	38	21	13	13	63	60	34
African American	--	41	3817	--	100	100	--	494	475	--	15	23	--	37	47	--	20	11	--	29	18
Hispanic	--	227	29458	--	99	100	--	495	480	--	18	20	--	37	48	--	14	12	--	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	41	1677	35880	98	99	100	538	540	515	2	2	7	15	20	32	24	15	16	59	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	36	1799	66233	100	99	99	546	537	503	3	3	11	8	21	39	22	15	14	67	61	35
Limited English Proficient Students	--	152	15206	--	100	100	--	463	459	--	30	31	--	55	53	--	6	7	--	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	332	35714				--	494	480	--	17	20	--	40	47	--	10	12	--	33	20
Non-Economically Disadvantaged	42	1705	40266				537	541	513	2	2	9	17	19	33	24	15	15	57	64	43

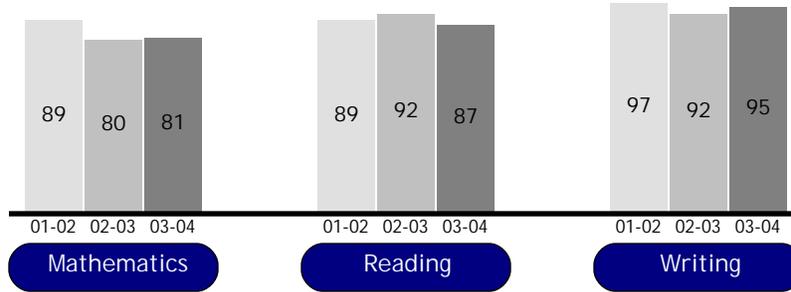
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	2037	76020	98	99	100	534	519	503	2	9	25	12	14	23	38	52	40	48	26	12
All Students (Prior Year)	52	2103	76202	95	98	100	534	516	505	0	8	19	2	17	24	57	55	46	40	20	11
Female	23	966	37213	96	99	100	539	521	504	4	7	22	13	13	23	39	52	42	43	28	13
Male	19	1070	38666	100	100	100	529	517	501	0	10	29	11	14	22	37	52	38	53	24	12
African American	--	41	3819	--	100	100	--	504	494	--	18	37	--	28	26	--	35	31	--	20	6
Hispanic	--	227	29442	--	99	99	--	499	494	--	31	37	--	18	26	--	39	31	--	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	41	1678	35890	98	99	100	535	522	511	2	6	15	12	13	20	37	54	48	49	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	36	1799	66236	100	99	99	539	520	504	3	8	23	6	13	23	39	53	42	53	26	13
Limited English Proficient Students	--	151	15198	--	100	100	--	484	483	--	53	59	--	25	25	--	22	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	332	35703				--	501	494	--	29	37	--	22	26	--	37	31	--	13	6
Non-Economically Disadvantaged	42	1705	40274				534	522	509	2	5	17	12	12	20	38	54	47	48	28	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	42	2034	75673	98	99	100	602	577	530	0	5	12	18	16	25	63	69	58	20	10	4
All Students (Prior Year)	48	2048	74692	87	95	99	548	529	502	0	6	18	12	18	27	60	57	47	28	18	8
Female	23	963	37099	96	99	100	621	598	548	0	3	8	9	12	22	70	70	64	22	14	6
Male	19	1070	38441	100	100	99	577	558	513	0	7	16	29	19	29	53	68	52	18	6	3
African American	--	41	3791	--	100	99	--	518	506	--	10	18	--	32	29	--	59	50	--	0	3
Hispanic	--	225	29305	--	98	99	--	518	507	--	13	16	--	31	31	--	50	51	--	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	41	1678	35760	98	99	99	606	584	550	0	4	9	15	14	21	64	71	64	21	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	36	1797	65967	100	99	99	604	581	536	0	4	10	17	16	25	61	70	60	22	10	5
Limited English Proficient Students	--	151	15115	--	100	100	--	473	471	--	24	26	--	42	38	--	34	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	330	35541				--	511	504	--	14	17	--	31	31	--	53	50	--	2	2
Non-Economically Disadvantaged	42	1704	40091				602	588	550	0	4	9	18	13	21	63	72	64	20	11	6

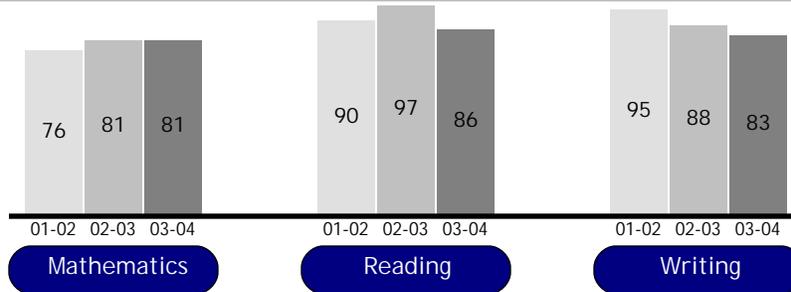
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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	100	80	67	44	100	71	66	50	97	65	NA	58
	Language	100	78	63	39	100	73	61	43	99	62	68	50
	Mathematics	100	83	75	52	100	81	72	57	99	69	79	64
3	Reading	92	71	67	43	100	76	70	47	100	70	NA	55
	Language	92	74	72	50	100	80	75	54	100	80	77	61
	Mathematics	92	71	72	50	100	71	73	54	100	73	76	61
4	Reading	98	82	71	47	100	79	75	52	97	87	NA	56
	Language	98	72	65	45	97	70	68	48	99	74	69	52
	Mathematics	98	83	74	52	100	83	78	57	99	84	79	61
5	Reading	98	77	69	46	100	80	70	50	98	77	NA	55
	Language	98	75	64	43	100	75	65	46	98	69	69	49
	Mathematics	98	80	76	54	98	88	77	57	98	84	83	63

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)
- 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 Improvement Plan
- Ü Provide Input on Family Handbook

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	22.40
Other Professional Staff	9.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 19  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 66  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü Band and Strings Rooms
- Ü Art Room

Extracurricular Activities

- Ü Spelling Bee
- Ü Word Masters/Math Olympiads
- Ü Art Masterpiece/Music Memory
- Ü Student Council
- Ü Battle of the Books
- Ü Geography Bee

Social Services

- Ü Scottsdale Prevention Institute
- Ü On Site Liaison Officer
- Ü Health Services
- Ü Outstanding Parent Teacher Organization

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü On the 2003 AIMS for fifth graders 79.2 percent of the students met or exceeded standards in math, 84.6 percent met or exceeded standards in writing, and 95.8 percent met or exceeded standards in reading.
- ü On the 2004 Parent Survey, 97 percent of the parents agreed that CRES is a safe and orderly school.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	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	72	54
Grades 3-4	88	88
Grades 4-5	55	79

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

We focus on student use of life skills and teach students 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) 484-1400
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Thomas Herrmann	(480) 484-6158
School Nutrition Programs	Barbara Savasito	(480) 484-8686
Parent Organization	Cheryl Crone	(480) 513-6954
Student Health/Nurse	Victoria Trahan	(480) 484-6209

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.