

# Pinnacle Peak Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

7690 E. Williams Drive, Scottsdale, AZ 85255

Paradise Valley 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 \*

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.

### School Overview

Principal/Administrator : Dr. Sam A. Cianfarano  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-6  
2003 Enrollment : 792  
Web Address :  
Phone Number : (480) 538-7120  
Fax Number : (480) 538-7125  
E-mail : scianfarano@pvusd.k12.az.us

### Mission

It is impossible to include our Mission Statement in the limited number of characters we are allotted here. If you would like a copy of our Mission Statement, please contact our school office and we will gladly email, fax or mail a copy to you.

### School / Academic Goals

- Û Implement Core® Knowledge in the areas of Social Studies and Science; maximize the use of technology to enhance student learning; implement Accelerated Reader as a tool for improving student reading comprehension.
- Û Maintain a philosophy of continuous progress and emphasize improving student achievement by analyzing disaggregated data results from SAT 9 and AIMS testing. Action plans will be created by grade level to address standards identified for improvement.

### Instructional Programs

- Û Core® Knowledge Curriculum
- Û Reading Intervention Program
- Û Honors Program
- Û Integrated Curriculum/Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 690  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 8

### Calendar Information

Number of Instruction Days : 185  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/18/2003  
Last Day of School : 5/27/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Curriculum Planning
- Ü School Report Card
- Ü Community Survey
- Ü District Resource Allocation

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.00	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	5	1	0	0
4 to 6 years	2	5	0	0
7 to 9 years	0	1	0	0
10 or more years	4	21	1	1

Shared Responsibilities

School

PPES provides students with a safe, healthy environment conducive to learning, enabling students to develop their potential academically, socially, emotionally and physically. Students will become decision makers and productive members of society.

Parents

Pinnacle Peak encourages and invites parents to participate in the education of their children. Parent involvement is a key factor in the success a child attains at school. Parents are greeted as partners in our school.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-Media Room

Extracurricular Activities

- Ü Foreign Language Program
- Ü Chess Club
- Ü Homework Clubs
- Ü After School Sports

Social Services

- Ü Boys & Girls Clubs of Scottsdale
- Ü Extended Day Kindergarten
- Ü Clothing/Food Banks
- Ü Breakfast/Lunch Programs

Transportation Policy

Bus transportation services are provided for kindergarten students who reside more than one-half mile from the school, and for 1st through 6th grade students residing more than one mile from the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü District Purchase Award for art.

School Honors

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

Award/Honor	Year
ü Featured Teacher - 85255 Magazine, Premier Issue	2003
ü Susan B. Koman Inspirational Ribbon of Honor Award	2002
ü Paradise Valley District Purchase Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	15	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	3	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	66	73
Grades 3-4	77	73
Grades 4-5	70	71
Grades 5-6	79	64

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	104	2687	75372	97	101	101	548	538	523	0	4	9	12	19	25	40	36	36	48	42	30
All Students (Prior Year)	--	2686	70809	--	NA	NA	--	533	518	--	6	11	--	19	27	--	37	35	--	38	27
Female	52	1298	36901	98	101	101	552	539	524	0	3	8	10	19	25	36	35	36	54	43	31
Male	52	1380	38385	96	99	101	543	538	523	0	4	9	13	19	24	44	36	36	42	41	30
African American	NC	98	3589	NC	96	96	NC	514	501	NC	10	18	NC	31	33	NC	38	33	NC	21	16
Hispanic	NC	519	29103	NC	104	99	NC	518	510	NC	10	12	NC	28	31	NC	36	36	NC	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	100	114	NC	522	491	NC	0	22	NC	26	38	NC	61	28	NC	13	12
White	92	1962	34597	97	100	98	546	542	535	0	3	4	11	17	20	42	35	38	47	45	38
Students with Disabilities	NC	386	8057	NC	104	99	NC	514	496	NC	11	23	NC	31	31	NC	36	28	NC	21	17
Students without Disabilities	99	2301	67315	96	100	101	549	541	525	0	3	8	11	18	24	39	35	37	49	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	355	26325				--	522	504	--	7	15	--	33	34	--	31	33	--	30	18
Non-Economically Disadvantaged	104	2332	49047				548	540	530	0	4	6	12	18	21	40	36	37	48	43	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	106	2699	75221	99	101	101	536	532	523	0	4	8	10	11	16	58	57	56	32	28	21
All Students (Prior Year)	--	2685	70860	--	NA	NA	--	535	524	--	5	9	--	11	17	--	43	45	--	40	30
Female	53	1301	36833	100	102	100	538	536	526	0	3	6	8	9	15	57	56	56	35	32	23
Male	53	1389	38319	98	100	101	533	529	520	0	4	9	12	12	17	59	59	56	29	25	18
African American	NC	99	3597	NC	97	97	NC	517	510	NC	10	14	NC	20	22	NC	55	53	NC	15	11
Hispanic	NC	522	29019	NC	105	99	NC	518	513	NC	8	12	NC	19	21	NC	58	55	NC	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	NC	26	5071	NC	100	114	NC	525	502	NC	0	20	NC	17	27	NC	65	46	NC	17	8
White	94	1971	34543	99	100	97	535	535	531	0	3	4	9	9	12	61	57	58	30	31	26
Students with Disabilities	NC	389	8006	NC	105	99	NC	514	505	NC	12	22	NC	19	23	NC	53	42	NC	16	13
Students without Disabilities	101	2310	67215	98	101	101	536	534	524	0	3	7	10	10	16	58	58	56	32	30	21
Limited English Proficient Students	NC	321	16853	NC	103	112	NC	480	489	NC	44	29	NC	44	36	NC	0	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	356	26256				--	516	509	--	10	14	--	24	24	--	52	51	--	14	11
Non-Economically Disadvantaged	106	2343	48965				536	533	528	0	3	5	10	10	13	58	58	58	32	29	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	105	2644	73654	98	99	99	557	541	530	1	4	9	5	8	13	73	78	70	21	10	7
All Students (Prior Year)	--	2640	68592	--	NA	NA	--	560	542	--	5	9	--	7	12	--	65	63	--	23	16
Female	53	1283	36239	100	100	99	570	548	537	0	2	7	2	6	11	65	79	72	33	13	10
Male	52	1347	37301	96	97	98	545	534	523	2	6	12	8	10	15	81	77	68	10	7	5
African American	NC	91	3488	NC	89	94	NC	523	515	NC	8	16	NC	16	18	NC	73	62	NC	4	4
Hispanic	NC	506	28348	NC	102	96	NC	527	520	NC	9	13	NC	13	17	NC	75	65	NC	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	NC	26	4947	NC	100	111	NC	536	507	NC	4	22	NC	9	22	NC	78	53	NC	9	3
White	93	1938	33924	98	98	96	558	544	537	0	3	5	5	7	10	74	79	75	21	11	9
Students with Disabilities	NC	357	7306	NC	96	90	NC	520	506	NC	13	24	NC	18	20	NC	64	52	NC	5	4
Students without Disabilities	100	2287	66348	97	100	100	558	544	531	1	3	8	4	7	13	72	79	71	22	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	349	25711				--	526	514	--	10	16	--	16	19	--	70	61	--	4	3
Non-Economically Disadvantaged	105	2295	47943				557	542	535	1	4	7	5	7	11	73	79	74	21	10	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	92	2748	76230	98	100	101	536	513	498	0	7	12	22	32	38	11	13	12	67	49	37
All Students (Prior Year)	--	2846	72888	--	NA	NA	--	513	494	--	7	14	--	32	40	--	13	12	--	48	34
Female	54	1338	37247	98	100	100	531	515	500	0	6	11	22	32	40	13	13	13	65	49	37
Male	38	1390	38725	97	99	101	543	511	497	0	8	14	22	32	37	8	12	12	70	48	37
African American	--	87	3594	--	98	96	--	487	476	--	16	22	--	43	46	--	10	11	--	31	21
Hispanic	NC	462	28100	NC	102	98	NC	481	482	NC	18	18	NC	49	47	NC	10	11	NC	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	87	2089	35389	98	99	96	534	520	514	0	5	6	22	28	32	12	13	14	66	54	48
Students with Disabilities	NC	384	9022	NC	110	105	NC	484	465	NC	18	31	NC	46	43	NC	10	8	NC	27	17
Students without Disabilities	87	2364	67208	97	99	100	537	517	500	0	6	12	21	30	38	10	13	12	69	51	38
Limited English Proficient Students	--	254	14826	--	98	113	--	448	460	--	36	31	--	55	51	--	8	8	--	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	342	25037				--	473	477	--	24	21	--	49	47	--	10	11	--	17	21
Non-Economically Disadvantaged	92	2406	51193				536	518	507	0	5	9	22	30	35	11	13	13	67	52	43

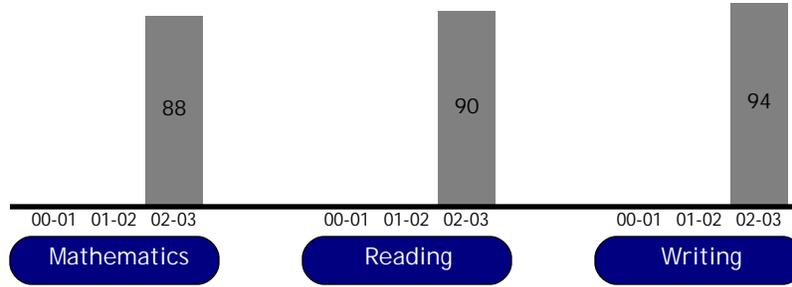
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2755	76202	98	100	101	529	513	505	0	11	19	9	20	24	58	51	46	33	18	11
All Students (Prior Year)	--	2845	72779	--	NA	NA	--	514	505	--	12	21	--	16	20	--	47	43	--	25	15
Female	54	1340	37231	98	100	100	526	516	507	0	8	16	4	18	24	63	52	48	33	21	13
Male	38	1394	38718	97	99	101	534	510	503	0	13	22	16	21	24	51	50	44	32	16	10
African American	--	88	3600	--	99	97	--	502	497	--	16	28	--	36	29	--	40	39	--	8	5
Hispanic	NC	462	28090	NC	102	98	NC	499	497	NC	27	28	NC	26	30	NC	40	37	NC	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	87	2093	35371	98	99	96	530	516	512	0	7	10	9	18	20	58	54	54	33	21	16
Students with Disabilities	NC	391	9097	NC	112	106	NC	502	493	NC	25	39	NC	26	27	NC	40	29	NC	8	5
Students without Disabilities	87	2364	67105	97	99	100	528	514	506	0	9	18	8	19	24	59	52	47	33	20	12
Limited English Proficient Students	--	255	14780	--	98	113	--	481	486	--	61	50	--	27	32	--	12	18	--	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	346	24961				--	492	495	--	34	32	--	31	30	--	34	34	--	2	4
Non-Economically Disadvantaged	92	2409	51241				529	516	509	0	8	14	9	18	22	58	53	51	33	20	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	89	2708	74692	95	99	99	557	519	502	0	10	18	4	22	27	64	56	47	31	12	8
All Students (Prior Year)	--	2802	70710	--	NA	NA	--	534	512	--	8	17	--	19	26	--	49	42	--	24	16
Female	54	1326	36710	98	99	99	562	526	509	0	7	14	4	20	26	61	58	50	35	15	10
Male	35	1364	37742	90	97	98	550	513	495	0	12	22	6	24	28	69	54	44	26	10	6
African American	--	87	3516	--	98	94	--	502	487	--	16	26	--	30	31	--	46	39	--	7	4
Hispanic	NC	456	27492	NC	101	96	NC	489	486	NC	26	27	NC	30	32	NC	40	38	NC	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	84	2058	34785	94	97	94	557	526	517	0	6	10	5	20	23	63	60	56	32	14	11
Students with Disabilities	NC	368	8428	NC	105	98	NC	494	472	NC	21	38	NC	34	30	NC	38	29	NC	7	3
Students without Disabilities	85	2340	66264	94	98	99	558	522	503	0	8	17	5	21	27	64	58	48	32	13	8
Limited English Proficient Students	--	248	14363	--	96	109	--	451	459	--	51	47	--	38	34	--	11	19	--	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	340	24507				--	476	480	--	31	31	--	34	33	--	33	33	--	2	3
Non-Economically Disadvantaged	89	2368	50185				557	525	511	0	7	13	4	21	24	64	59	53	31	14	10

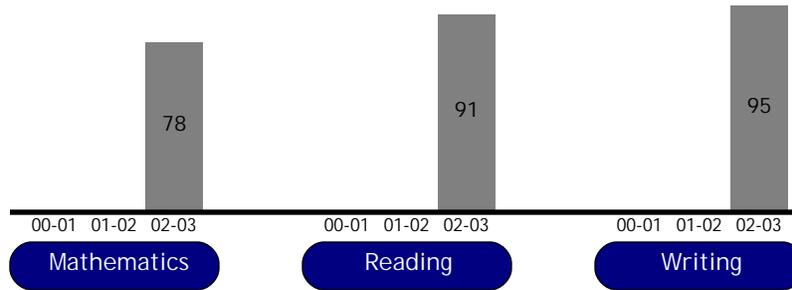
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	61	53	--	--	54	44	75	65	61	50
	Language	--	--	53	45	--	--	48	39	100	64	54	43
	Mathematics	--	--	59	56	--	--	57	52	99	72	67	57
3	Reading	--	--	60	50	--	--	55	43	100	70	60	47
	Language	--	--	66	55	--	--	63	50	99	79	64	54
	Mathematics	--	--	64	53	--	--	61	50	100	80	66	54
4	Reading	--	--	67	55	--	--	63	47	99	75	65	52
	Language	--	--	61	50	--	--	59	45	100	74	60	48
	Mathematics	--	--	67	56	--	--	65	52	99	78	69	57
5	Reading	--	--	66	51	--	--	62	46	100	82	64	50
	Language	--	--	58	46	--	--	57	43	100	78	58	46
	Mathematics	--	--	71	56	--	--	68	54	100	78	69	57
6	Reading	--	--	68	54	--	--	65	49	100	75	67	53
	Language	--	--	62	46	--	--	59	42	99	66	60	45
	Mathematics	--	--	73	61	--	--	73	58	100	82	74	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

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

We have established a safety committee composed of staff, parents, teachers and principal to collaborate on any and all safety issues. We also have a Crisis Intervention Team to implement the District Crisis Plan, when necessary.

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	Sam Cianfarano	(480) 538-7120
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Susan Neenan	(480) 538-9058
Student Health/Nurse	Cheryl Trainer	(480) 538-7120

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)