

Lone Mountain Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

5250 E. Montgomery Road, Cave Creek, AZ 85331

Cave Creek Unified District

AZ LEARNS¹

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 : Mrs. Denise Horn
Schedule : 8:00 AM to 4:00 PM
Grades : K-5
2003 Enrollment : 670
Web Address : www.ccusd93.org
Phone Number : (480) 437-3000
Fax Number : (480) 595-1312
E-mail : dhorn@ccusd93.org

Mission

The Lone Mountain Community creates a safe, challenging, learning environment in which students feel free to take risks. Our supportive community will promote students to be self-directed in the choices they make about their learning and behavior.

School / Academic Goals

- ü We believe that all children have the right to a challenging educational experience. Therefore, the Lone Mountain Community will establish a child-centered, challenging learning environment in which we build strengths.
- ü We believe that learners thrive in a positive, safe, respectful environment. Therefore, the Lone Mountain Community will establish a happy, safe, respectful learning environment for all.

Instructional Programs

- ü Art/PE/Music/Instrumental Band
- ü E-Learning
- ü Kids At Hope/Character Counts
- ü On-Site Special Ed. /After School Tutor

Enrollment

October 1, 2002 School Year Student Enrollment : 552
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 10

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 30 minutes
First Day of School : 8/13/2003
Last Day of School : 5/20/2004

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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum and Instruction
- ü Learning Environment
- ü Evaluation, Assessment, Data Analysis
- ü Strategic Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	14.00	Teacher Aide	12.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	10	1	0	0
7 to 9 years	2	1	0	0
10 or more years	3	4	0	0

Shared Responsibilities

School

We believe in the power of students, parents, teachers, administrators and other community members working together to reach the same goals. We provide meaningful volunteer opportunities for our parents.

Parents

As a Kids At Hope school, we believe it is the responsibility of all adults to pass on the Four Aces: Provide opportunities to succeed; Set high expectations; Surround our children with caring adults; and Provide our children with an anchor parent.

Resources Available at School Site

Special Facilities

- ü 30-station Computer Lab
- ü Access to District Fine Arts Center

Extracurricular Activities

- ü Student Council
- ü Art Club
- ü Eagle Chorus/Band
- ü Baseball/Basketball Clinics

Social Services

- ü Scouts
- ü Before/After School Care
- ü Community Basketball/Baseball/Soccer
- ü Recreational Activities

Transportation Policy

Transportation is provided for all students living more than 1/2 mile from an elementary campus, more than 1 mile from a secondary school, and for Special Education. Transportation is provided from Jomax Rd to Jenny Lynn Rd, and 40th St. to 136th St.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Lone Mountain Elementary School celebrated its inaugural year in 2002-03. We developed a strong PTO whose focus is on community building and 'fun' raising activities.

- ü Lone Mountain Elementary has the latest in 'e-learning.' Our students have access to a 30 computer work station, 4 to 6 computers in each classroom, and Smart-boards.

School Honors

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

Award/Honor	Year
ü Kids At Hope School	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	43
Grades 3-4	81	75
Grades 4-5	74	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	84	422	75372	98	97	101	514	529	523	11	5	9	24	23	25	45	41	36	20	32	30
All Students (Prior Year)	--	402	70809	--	NA	NA	--	525	518	--	3	11	--	22	27	--	48	35	--	27	27
Female	38	213	36901	97	98	101	516	526	524	13	4	8	21	26	25	45	41	36	21	28	31
Male	46	209	38385	98	95	101	513	532	523	9	5	9	26	19	24	46	41	36	20	36	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	17	29103	NC	53	99	NC	501	510	NC	18	12	NC	27	31	NC	27	36	NC	27	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	70	364	34597	93	93	98	521	532	535	6	3	4	24	22	20	47	41	38	23	33	38
Students with Disabilities	NC	34	8057	NC	79	99	NC	532	496	NC	15	23	NC	15	31	NC	31	28	NC	38	17
Students without Disabilities	83	388	67315	104	98	101	515	529	525	10	4	8	24	23	24	46	41	37	20	32	31
Limited English Proficient Students	--	NC	16925	--	NC	112	--	NC	482	--	NC	27	--	NC	40	--	NC	26	--	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	15	26325				--	473	504	--	21	15	--	57	34	--	21	33	--	0	18
Non-Economically Disadvantaged	84	407	49047				514	531	530	11	4	6	24	21	21	45	41	37	20	33	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	86	422	75221	100	97	101	525	533	523	9	3	8	13	10	16	53	61	56	24	26	21
All Students (Prior Year)	--	395	70860	--	NA	NA	--	539	524	--	3	9	--	9	17	--	44	45	--	44	30
Female	39	213	36833	100	98	100	527	535	526	8	2	6	13	10	15	49	61	56	31	28	23
Male	47	209	38319	100	95	101	523	531	520	11	5	9	13	10	17	57	62	56	19	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	19	29019	NC	59	99	NC	528	513	NC	15	12	NC	8	21	NC	54	55	NC	23	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	71	366	34543	95	94	97	530	535	531	3	2	4	11	9	12	58	63	58	28	26	26
Students with Disabilities	--	33	8006	--	77	99	--	534	505	--	0	22	--	0	23	--	82	42	--	18	13
Students without Disabilities	86	389	67215	108	99	101	525	533	524	9	3	7	13	10	16	53	61	56	24	26	21
Limited English Proficient Students	--	NC	16853	--	NC	112	--	NC	489	--	NC	29	--	NC	36	--	NC	32	--	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	17	26256				--	503	509	--	7	14	--	20	24	--	73	51	--	0	11
Non-Economically Disadvantaged	86	405	48965				525	534	528	9	3	5	13	9	13	53	61	58	24	27	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	87	418	73654	101	96	99	535	541	530	11	5	9	8	7	13	70	77	70	10	11	7
All Students (Prior Year)	--	390	68592	--	NA	NA	--	555	542	--	3	9	--	10	12	--	69	63	--	18	16
Female	40	215	36239	103	99	99	548	546	537	8	3	7	5	6	11	73	75	72	15	15	10
Male	47	203	37301	100	93	98	525	535	523	15	6	12	11	8	15	68	79	68	6	6	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	16	28348	NC	50	96	NC	513	520	NC	10	13	NC	10	17	NC	80	65	NC	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	73	363	33924	97	93	96	542	543	537	7	4	5	10	7	10	71	78	75	12	12	9
Students with Disabilities	NC	32	7306	NC	74	90	NC	537	506	NC	9	24	NC	0	20	NC	82	52	NC	9	4
Students without Disabilities	86	386	66348	108	98	100	536	541	531	10	4	8	8	7	13	71	77	71	10	11	8
Limited English Proficient Students	--	NC	16422	--	NC	109	--	NC	495	--	NC	30	--	NC	27	--	NC	43	--	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	17	25711				--	494	514	--	13	16	--	47	19	--	40	61	--	0	3
Non-Economically Disadvantaged	87	401	47943				535	543	535	11	4	7	8	6	11	70	79	74	10	11	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	90	425	76230	99	99	101	516	513	498	7	5	12	24	31	38	20	18	12	49	46	37
All Students (Prior Year)	--	405	72888	--	NA	NA	--	521	494	--	2	14	--	30	40	--	17	12	--	51	34
Female	40	198	37247	98	98	100	521	514	500	5	5	11	13	32	40	33	18	13	50	46	37
Male	49	225	38725	98	98	101	512	513	497	8	4	14	33	31	37	10	18	12	48	46	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	27	28100	NC	96	98	NC	506	482	NC	5	18	NC	35	47	NC	25	11	NC	35	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	72	331	35389	88	84	96	522	513	514	6	4	6	18	32	32	18	18	14	58	46	48
Students with Disabilities	NC	26	9022	NC	70	105	NC	459	465	NC	50	31	NC	17	43	NC	0	8	NC	33	17
Students without Disabilities	87	399	67208	104	101	100	518	514	500	6	4	12	23	31	38	21	18	12	51	46	38
Limited English Proficient Students	--	NC	14826	--	NC	113	--	NC	460	--	NC	31	--	NC	51	--	NC	8	--	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	NC	25037				--	NC	477	--	NC	21	--	NC	47	--	NC	11	--	NC	21
Non-Economically Disadvantaged	90	420	51193				516	514	507	7	4	9	24	30	35	20	18	13	49	47	43

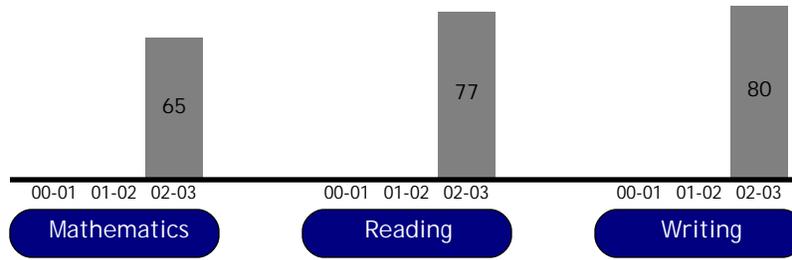
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	422	76202	98	98	101	517	512	505	6	6	19	22	21	24	57	59	46	16	15	11
All Students (Prior Year)	--	402	72779	--	NA	NA	--	518	505	--	6	21	--	14	20	--	54	43	--	26	15
Female	39	196	37231	95	97	100	516	512	507	0	3	16	23	21	24	64	63	48	13	13	13
Male	49	224	38718	98	98	101	518	513	503	10	8	22	21	21	24	50	54	44	19	17	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	26	28090	NC	93	98	NC	512	497	NC	16	28	NC	26	30	NC	42	37	NC	16	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	73	332	35371	89	84	96	518	512	512	4	5	10	19	21	20	58	61	54	18	14	16
Students with Disabilities	NC	27	9097	NC	73	106	NC	492	493	NC	29	39	NC	29	27	NC	43	29	NC	0	5
Students without Disabilities	86	395	67105	102	100	100	518	513	506	6	5	18	21	20	24	57	59	47	16	15	12
Limited English Proficient Students	--	NC	14780	--	NC	113	--	NC	486	--	NC	50	--	NC	32	--	NC	18	--	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	NC	24961				--	NC	495	--	NC	32	--	NC	30	--	NC	34	--	NC	4
Non-Economically Disadvantaged	89	413	51241				517	513	509	6	5	14	22	20	22	57	60	51	16	15	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	90	413	74692	99	96	99	528	528	502	9	6	18	20	20	27	56	59	47	15	15	8
All Students (Prior Year)	--	399	70710	--	NA	NA	--	540	512	--	3	17	--	16	26	--	56	42	--	25	16
Female	40	193	36710	98	96	99	543	535	509	5	4	14	18	20	26	58	59	50	20	17	10
Male	49	218	37742	98	95	98	516	522	495	13	7	22	23	21	28	54	58	44	10	13	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	28	27492	NC	100	96	NC	505	486	NC	14	27	NC	29	32	NC	48	38	NC	10	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	72	321	34785	88	81	94	531	529	517	8	6	10	14	18	23	62	61	56	15	15	11
Students with Disabilities	NC	23	8428	NC	62	98	NC	465	472	NC	50	38	NC	33	30	NC	17	29	NC	0	3
Students without Disabilities	87	390	66264	104	99	99	530	529	503	8	5	17	20	20	27	57	60	48	15	15	8
Limited English Proficient Students	--	NC	14363	--	NC	109	--	NC	459	--	NC	47	--	NC	34	--	NC	19	--	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	10	24507				--	447	480	--	67	31	--	33	33	--	0	33	--	0	3
Non-Economically Disadvantaged	90	403	50185				528	530	511	9	4	13	20	20	24	56	60	53	15	15	10

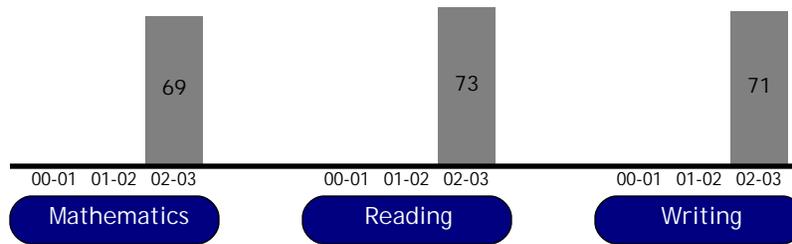
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	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 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	--	--	68	53	--	--	61	44	92	64	68	50
	Language	--	--	67	45	--	--	61	39	95	54	61	43
	Mathematics	--	--	75	56	--	--	70	52	95	72	73	57
3	Reading	--	--	66	50	--	--	65	43	95	60	67	47
	Language	--	--	73	55	--	--	66	50	94	66	70	54
	Mathematics	--	--	65	53	--	--	61	50	95	58	64	54
4	Reading	--	--	72	55	--	--	70	47	91	71	73	52
	Language	--	--	64	50	--	--	64	45	92	62	67	48
	Mathematics	--	--	71	56	--	--	71	52	92	66	72	57
5	Reading	--	--	75	51	--	--	73	46	98	74	73	50
	Language	--	--	65	46	--	--	64	43	98	65	63	46
	Mathematics	--	--	76	56	--	--	78	54	98	78	76	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

Make Your Day . . . Character Counts is a school wide citizenship program where students become self-motivated in their learning by making choices about their behavior that affects the safety and well-being of themselves and others.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Denise Horn	(480) 437-3000
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2075
School Nutrition Programs	Jeff Thomas	(480) 575-2437
Parent Organization	Dot Denson	(480) 437-3053
Student Health/Nurse	Tracie Richards	(480) 437-3000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards