

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3175 Gordon Street, Kingman, AZ 86401

Kingman Unified School 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

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 Overview

Principal/Administrator : Mrs. Sue Hamilton
 Schedule : 8:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 722
 Web Address : www.kusd.org/lasenita/index.htm
 Phone Number : (928) 757-4328
 Fax Number : (928) 757-7537
 E-mail : shamilton@kusd.org

Mission

It is the mission of La Senita School to provide the best educational experience possible to meet the needs of all students. In order to provide for this goal, we maintain a traditional K-6 atmosphere with self-contained classrooms.

School / Academic Goals

- ü Improve student writing abilities and test scores by using the six trait writing skills and rubric. Give pre- and post-tests and DAP tests. Offer staff development, student activities and achievement awards, and initiate a writer of the month club.
- ü Promote student safety in and out of the classroom through academic instruction by a police officer. Assign all teaching assts. to playground duty before school and during lunch, add additional teachers for supervision. Strict discipline enforcement.

Enrollment

October 1, 2003 School Year Student Enrollment : 695
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- Gifted Classes
- Transition / Readiness Classes
- Gifted Education Classes
- Full-day Kindergarten

Calendar Information

Number of Instruction Days :	176
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/23/2004
Last Day of School :	5/27/2005

Shared Responsibilities

School

We distribute monthly calendars of events, with pertinent information to the parents. We maintain a school web site with various information links. Progress Reports and Report Cards are issued quarterly and student agendas are used in grades 5 and 6.

Parents

Parents are encouraged to be active in the education process of thier student by seeing that their children attend school on a regular basis. Parents are expected to attend all parent-teacher conferences, and other school-related activities.

Transportation Policy

KUSD #20 will provide transportation for all students within the school boundaries aside from walking distance. Transportation in our district is a privilege and students are expected to behave on the buses. We have strict enforcement of bus rules.

School Honors

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

Award/Honor	Year
• 1st Place KUSD #20 Spelling Bee	2003
• 1st Place Problem Solving Team KUSD#20 Math Competition	2003
• Honorable Mention - Desert Scribes Writing Competition	2003

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	95	503	75509	97	98	100	501	511	521	17	12	13	32	29	23	35	36	33	16	23	31
All Students (Prior Year)	82	505	75372	98	98	100	524	522	523	7	8	9	18	25	25	56	40	36	19	27	30
Female	55	259	37013	98	97	100	506	509	522	13	12	12	31	32	24	35	35	33	20	22	31
Male	40	244	38430	95	99	99	494	514	521	24	13	14	32	25	22	34	37	33	11	25	31
African American	NC	11	3660	NC	92	99	NC	505	496	NC	27	24	NC	27	31	NC	18	28	NC	27	18
Hispanic	19	76	30486	100	97	99	473	496	505	32	19	18	32	33	29	37	33	32	0	16	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	72	400	35192	96	98	99	508	515	534	13	11	8	32	28	19	35	37	35	20	25	39
Students with Disabilities	13	69	9708	100	96	100	467	498	489	30	13	32	40	44	27	30	31	24	0	13	17
Students without Disabilities	82	434	65801	96	98	98	505	512	525	16	12	11	30	27	23	35	36	34	18	24	33
Limited English Proficient Students	--	NC	16928	--	NC	100	--	NC	485	--	NC	29	--	NC	33	--	NC	26	--	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	45	238	36411				498	507	503	23	15	19	33	32	29	28	32	32	16	22	20
Non-Economically Disadvantaged	50	265	39040				504	515	534	12	11	8	31	26	19	41	39	34	16	24	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	98	504	75492	100	98	100	504	515	519	19	12	12	23	21	16	45	49	47	13	19	24
All Students (Prior Year)	84	503	75221	100	98	100	523	520	523	6	7	8	14	17	16	59	58	56	21	18	21
Female	56	258	37014	100	96	100	510	516	523	11	11	10	24	19	15	51	51	48	15	19	27
Male	42	246	38400	100	100	99	496	514	516	31	12	14	23	22	17	36	47	47	10	19	21
African American	NC	11	3665	NC	92	99	NC	511	505	NC	9	20	NC	18	22	NC	55	43	NC	18	14
Hispanic	19	76	30438	100	97	99	490	501	508	33	20	17	28	29	21	28	41	47	11	10	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	75	401	35177	100	98	99	508	517	528	15	10	8	24	19	13	49	51	49	13	20	31
Students with Disabilities	14	70	9707	100	97	100	480	499	495	50	23	33	0	29	21	50	42	33	0	6	13
Students without Disabilities	84	434	65785	99	98	98	507	516	522	15	11	10	26	20	16	44	49	49	14	20	26
Limited English Proficient Students	--	NC	16905	--	NC	100	--	NC	489	--	NC	34	--	NC	28	--	NC	32	--	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	48	241	36302				502	511	507	20	12	18	22	22	21	42	47	46	16	19	14
Non-Economically Disadvantaged	50	263	39164				506	518	528	18	11	8	24	19	13	47	50	48	10	19	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	97	500	75053	99	97	99	595	606	597	5	4	7	13	12	12	75	77	72	6	7	9
All Students (Prior Year)	81	494	73654	96	96	99	531	531	530	4	7	9	12	15	13	82	72	70	1	6	7
Female	56	255	36872	100	95	99	615	621	621	4	2	5	9	10	9	78	80	74	9	8	12
Male	41	245	38109	98	99	99	567	590	573	8	6	10	18	14	14	71	74	69	3	6	6
African American	NC	10	3636	NC	83	99	NC	585	568	NC	0	12	NC	30	16	NC	60	67	NC	10	6
Hispanic	19	76	30235	100	97	98	580	578	575	17	7	9	11	14	14	67	75	70	6	3	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	74	399	35028	99	98	99	600	613	613	3	3	6	11	10	10	80	79	73	6	8	11
Students with Disabilities	13	69	9625	100	96	100	559	577	530	0	3	21	22	19	21	78	74	55	0	3	4
Students without Disabilities	84	431	65428	99	97	98	599	608	604	6	4	6	12	11	11	75	78	73	7	7	10
Limited English Proficient Students	--	NC	16765	--	NC	100	--	NC	525	--	NC	17	--	NC	20	--	NC	60	--	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	47	238	36077				610	593	566	2	3	10	14	14	16	75	78	69	9	5	5
Non-Economically Disadvantaged	50	262	38950				582	618	618	8	4	5	12	9	9	76	77	73	4	9	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	93	584	76019	97	100	100	501	495	499	4	10	14	52	46	39	19	16	14	25	28	33
All Students (Prior Year)	92	531	76230	99	98	100	490	494	498	15	13	12	47	44	38	12	11	12	26	31	37
Female	49	281	37207	94	100	100	514	499	499	4	9	12	40	44	41	18	16	14	38	31	33
Male	44	301	38677	100	100	100	485	491	498	3	10	15	66	49	38	21	17	13	11	24	34
African American	NC	11	3817	NC	100	100	NC	490	475	NC	11	23	NC	44	47	NC	11	11	NC	33	18
Hispanic	16	71	29458	100	99	100	471	482	480	9	11	20	64	55	48	27	20	12	0	15	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	73	476	35880	96	99	100	506	497	515	3	10	7	50	45	32	16	16	16	31	30	45
Students with Disabilities	11	100	9786	79	100	100	442	462	457	50	26	39	50	51	40	0	14	7	0	9	13
Students without Disabilities	82	484	66233	100	99	99	502	497	503	2	9	11	52	46	39	20	17	14	26	29	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	48	263	35714				494	485	480	7	13	20	51	49	47	21	15	12	21	23	20
Non-Economically Disadvantaged	45	321	40266				508	503	513	0	7	9	53	44	33	18	18	15	30	31	43

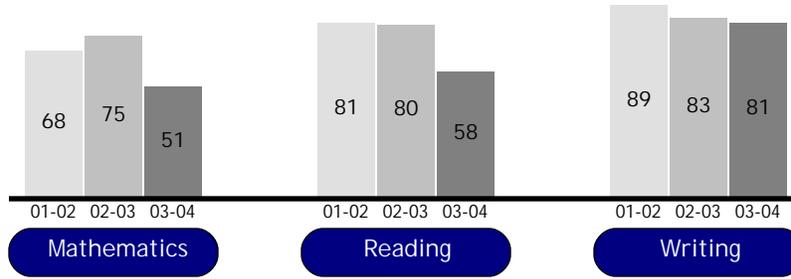
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	580	76020	97	100	100	501	503	503	21	23	25	31	25	23	38	41	40	10	10	12
All Students (Prior Year)	92	535	76202	99	99	100	502	501	505	27	20	19	27	27	24	37	44	46	9	9	11
Female	49	281	37213	94	100	100	503	506	504	13	18	22	34	25	23	40	45	42	13	12	13
Male	44	298	38666	100	100	100	499	500	501	32	29	29	27	26	22	35	38	38	5	8	12
African American	NC	11	3819	NC	100	100	NC	497	494	NC	20	37	NC	30	26	NC	50	31	NC	0	6
Hispanic	16	70	29442	100	97	99	483	492	494	54	37	37	38	35	26	8	28	31	0	0	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	73	476	35890	96	99	100	505	505	511	15	22	15	31	24	20	42	43	48	12	11	18
Students with Disabilities	11	97	9784	79	100	100	473	487	485	67	58	58	33	16	19	0	19	19	0	6	4
Students without Disabilities	82	483	66236	100	99	99	502	504	504	20	21	23	31	26	23	40	43	42	10	10	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	48	261	35703				497	499	494	23	27	37	33	26	26	37	40	31	7	8	6
Non-Economically Disadvantaged	45	319	40274				505	506	509	20	21	17	29	25	20	39	43	47	12	12	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	93	576	75673	97	100	100	519	525	530	9	10	12	36	30	25	53	57	58	1	3	4
All Students (Prior Year)	91	526	74692	98	97	99	491	496	502	20	21	18	34	29	27	41	43	47	5	7	8
Female	49	278	37099	94	100	100	539	546	548	4	5	8	23	26	22	72	66	64	0	4	6
Male	44	297	38441	100	100	99	493	503	513	16	16	16	53	34	29	29	48	52	3	2	3
African American	NC	11	3791	NC	100	99	NC	514	506	NC	20	18	NC	10	29	NC	70	50	NC	0	3
Hispanic	16	70	29305	100	97	99	455	509	507	31	12	16	38	28	31	31	60	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	73	474	35760	96	98	99	532	527	550	6	9	9	34	31	21	59	57	64	1	3	6
Students with Disabilities	11	96	9706	79	100	100	475	476	462	25	24	36	50	34	32	25	41	31	0	0	1
Students without Disabilities	82	480	65967	100	99	99	521	528	536	9	9	10	36	29	25	54	58	60	1	3	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	48	261	35541				520	517	504	11	13	17	36	33	31	50	52	50	2	2	2
Non-Economically Disadvantaged	45	315	40091				517	532	550	7	8	9	37	27	21	56	61	64	0	4	6

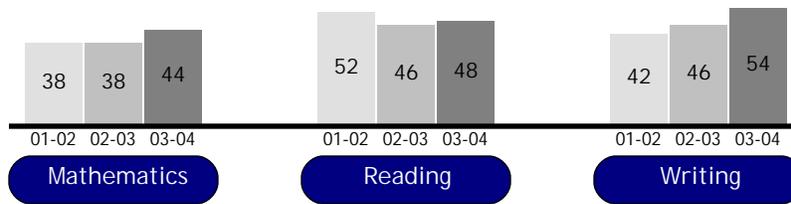
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns 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	89	44	55	44	86	48	50	50	92	36	NA	58
	Language	90	35	45	39	100	37	43	43	91	30	41	50
	Mathematics	91	43	56	52	100	53	52	57	94	37	54	64
3	Reading	93	44	49	43	100	49	49	47	100	41	NA	55
	Language	93	51	55	50	100	57	55	54	100	49	54	61
	Mathematics	93	49	50	50	100	60	53	54	100	46	52	61
4	Reading	91	52	52	47	96	53	54	52	94	54	NA	56
	Language	90	47	48	45	100	53	52	48	99	48	51	52
	Mathematics	90	65	55	52	96	67	59	57	99	59	59	61
5	Reading	95	43	46	46	99	44	51	50	100	51	NA	55
	Language	95	29	39	43	99	39	45	46	100	44	45	49
	Mathematics	93	48	49	54	99	47	55	57	99	53	56	63
6	Reading	91	57	53	49	100	41	50	53	98	50	NA	56
	Language	91	44	43	42	100	35	41	45	98	42	44	48
	Mathematics	92	61	61	58	100	56	63	62	98	55	63	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Dress Code Policy
- Ü Traditional School

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 32
- Core academic classes taught by Highly Qualified (NCLB) teachers. 32
- Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Computer in Every Classroom
- Ü New Primary Playground

Extracurricular Activities

- Ü B.U.G. Club (Bring up Grades)
- Ü Math and Writing Students of the Month
- Ü Honors Chorus, Bell Choir and Band
- Ü Chess Club and Lego Robotics Program

Social Services

- Ü Breakfast/Lunch Programs
- Ü Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü C.A.P.S. program. Command of Academic Principles and Skills. An alternative classroom program to assist students in achieving grade level performance. Offered to 4th, 5th, and 6th graders.
- ü Created a new primary playground for the first and second grade students. Installed swings, slides and climbing equipment for the primary students to promote student safety on the playground.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	8	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	51	40
Grades 3-4	67	66
Grades 4-5	40	40
Grades 5-6	73	71

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

All staff and visitors are required to wear I.D. badges on a secured locked campus. Students must be signed in and out; Strict discipline policies and enforcement; Visitng Police officer who teaches students on bullying, and other student crimes.

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	Sue Hamilton	(928) 757-4328
Transportation Policy	Sandy Brown	(928) 753-5928
Community Resources		
School Nutrition Programs	Karma Jones	(928) 753-5678
Parent Organization	Trudy Rich	(928) 757-4328
Student Health/Nurse	Sherry Mellot	(928) 757-4328

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 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.

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

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.

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

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