

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

515 Breezy Circle, Bagdad, AZ 86321

Bagdad 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Glen E. Hadlock
Schedule : 7:00 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 168
Web Address :
Phone Number : (928) 633-2201
Fax Number : (928) 633-2541
E-mail : gehadloc@hotmail.com

Mission

In partnership with parents and the school community, our mission at D.C. Lincoln Elem. is to provide all students with a challenging, standards-based curriculum in a structured learning environment delivered by caring and highly qualified personnel using the best educational practices which will empower students to become independent thinkers with skills that will enable them to succeed in the sec. school as well as become productive and responsible members in an ever-changing global society.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not 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 Students in grades three through six will increase academic achievement as measured by the TerraNova and AIMS/DPA assessments in reading, language, and math.
- ü Students in second grade will increase academic achievement as measured by the TerraNova assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 180
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Spalding Method/Basal Reading Program
- Ü Basic Skills Instruction
- Ü Highly Structured Classrooms
- Ü Special Education Preschool

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The educational process is a partnership endeavor to include student, home, community and school. In order to meet educational goals, this partnership is essential. The school provides an environment where participants are respected and valued.

Parents

Parents are active partners. They provide proper attire, support the homework policy, encourage regular attendance, provide proper nourishment, and play a major role in fostering positive attitudes and values toward school.

Transportation Policy

Bagdad Unified School District provides transportation for students who live within the community and approximately five miles outside the community. The school district also provides busing for students with special needs as identified in their IEP.

School Honors

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

Award/Honor	Year
Ü Spelling Bee Local Winner and County Participant	2003
Ü Northern Arizona Sci./Engineering Fair Regional Winner	2003
Ü DARE Essays Contest Winner	2003
Ü County Fair Participant	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	32	32	75509	100	100	100	498	498	521	26	26	13	16	16	23	45	45	33	13	13	31
All Students (Prior Year)	17	17	75372	100	100	100	493	493	523	0	0	9	50	50	25	50	50	36	0	0	30
Female	14	14	37013	100	100	100	502	502	522	21	21	12	21	21	24	43	43	33	14	14	31
Male	18	18	38430	100	100	99	495	495	521	29	29	14	12	12	22	47	47	33	12	12	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	10	10	30486	100	100	99	485	485	505	20	20	18	40	40	29	40	40	32	0	0	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	--	4075	--	--	100	--	--	486	--	--	28	--	--	34	--	--	26	--	--	12
White	21	21	35192	100	100	99	502	502	534	30	30	8	5	5	19	50	50	35	15	15	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	27	27	65801	100	100	98	507	507	525	19	19	11	15	15	23	52	52	34	15	15	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750	--	--		--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	10	10	36411				493	493	503	20	20	19	20	20	29	60	60	32	0	0	20
Non-Economically Disadvantaged	22	22	39040				500	500	534	29	29	8	14	14	19	38	38	34	19	19	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	32	32	75492	100	100	100	508	508	519	13	13	12	35	35	16	35	35	47	16	16	24
All Students (Prior Year)	16	16	75221	94	94	100	512	512	523	6	6	8	31	31	16	56	56	56	6	6	21
Female	14	14	37014	100	100	100	514	514	523	14	14	10	29	29	15	29	29	48	29	29	27
Male	18	18	38400	100	100	99	502	502	516	12	12	14	41	41	17	41	41	47	6	6	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	10	10	30438	100	100	99	496	496	508	10	10	17	60	60	21	20	20	47	10	10	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	4081	--	--	100	--	--	498	--	--	25	--	--	26	--	--	40	--	--	8
White	21	21	35177	100	100	99	513	513	528	15	15	8	25	25	13	40	40	49	20	20	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	27	27	65785	100	100	98	514	514	522	7	7	10	33	33	16	41	41	49	19	19	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763	--	--		--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	10	10	36302				519	519	507	10	10	18	40	40	21	10	10	46	40	40	14
Non-Economically Disadvantaged	22	22	39164				502	502	528	14	14	8	33	33	13	48	48	48	5	5	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	32	32	75053	100	100	99	554	554	597	10	10	7	26	26	12	61	61	72	3	3	9
All Students (Prior Year)	16	16	73654	94	94	99	514	514	530	7	7	9	27	27	13	67	67	70	0	0	7
Female	14	14	36872	100	100	99	571	571	621	7	7	5	29	29	9	57	57	74	7	7	12
Male	18	18	38109	100	100	99	540	540	573	12	12	10	24	24	14	65	65	69	0	0	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	10	10	30235	100	100	98	517	517	575	20	20	9	40	40	14	40	40	70	0	0	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	--	4044	--	--	99	--	--	550	--	--	13	--	--	17	--	--	66	--	--	4
White	21	21	35028	100	100	99	570	570	613	5	5	6	20	20	10	70	70	73	5	5	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	27	27	65428	100	100	98	569	569	604	4	4	6	22	22	11	70	70	73	4	4	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752	--	--		--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	10	10	36077				543	543	566	0	0	10	30	30	16	70	70	69	0	0	5
Non-Economically Disadvantaged	22	22	38950				560	560	618	14	14	5	24	24	9	57	57	73	5	5	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	29	29	76019	100	100	100	470	470	499	14	14	14	68	68	39	11	11	14	7	7	33
All Students (Prior Year)	27	27	76230	87	87	100	491	491	498	7	7	12	48	48	38	19	19	12	26	26	37
Female	12	12	37207	100	100	100	477	477	499	18	18	12	64	64	41	0	0	14	18	18	33
Male	17	17	38677	100	100	100	466	466	498	12	12	15	71	71	38	18	18	13	0	0	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	--	--	1673	--	--	99	--	--	531	--	--	4	--	--	29	--	--	14	--	--	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	19	19	35880	100	100	100	475	475	515	5	5	7	74	74	32	11	11	16	11	11	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	26	26	66233	100	100	99	474	474	503	12	12	11	68	68	39	12	12	14	8	8	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	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	23	23	40266				471	471	513	14	14	9	68	68	33	9	9	15	9	9	43

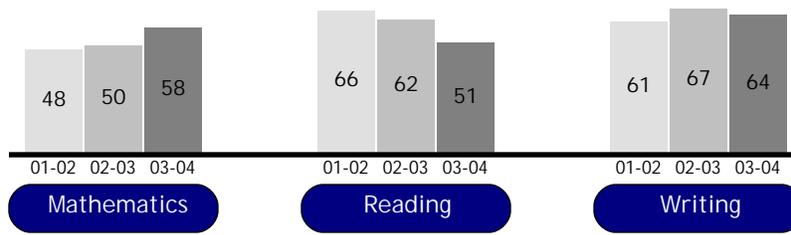
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	76020	100	100	100	502	502	503	21	21	25	18	18	23	54	54	40	7	7	12
All Students (Prior Year)	30	30	76202	97	97	100	500	500	505	33	33	19	7	7	24	50	50	46	10	10	11
Female	12	12	37213	100	100	100	505	505	504	18	18	22	18	18	23	45	45	42	18	18	13
Male	17	17	38666	100	100	100	501	501	501	24	24	29	18	18	22	59	59	38	0	0	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	--	--	1672	--	--	99	--	--	513	--	--	12	--	--	19	--	--	49	--	--	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	19	19	35890	100	100	100	505	505	511	11	11	15	16	16	20	68	68	48	5	5	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	26	26	66236	100	100	99	503	503	504	20	20	23	20	20	23	52	52	42	8	8	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	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	23	23	40274				502	502	509	18	18	17	23	23	20	55	55	47	5	5	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	29	29	75673	100	100	100	508	508	530	11	11	12	36	36	25	50	50	58	4	4	4
All Students (Prior Year)	29	29	74692	94	94	99	507	507	502	14	14	18	24	24	27	62	62	47	0	0	8
Female	12	12	37099	100	100	100	545	545	548	0	0	8	27	27	22	64	64	64	9	9	6
Male	17	17	38441	100	100	99	484	484	513	18	18	16	41	41	29	41	41	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	--	--	1665	--	--	99	--	--	573	--	--	6	--	--	16	--	--	67	--	--	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	19	19	35760	100	100	99	510	510	550	16	16	9	26	26	21	53	53	64	5	5	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	26	26	65967	100	100	99	528	528	536	4	4	10	36	36	25	56	56	60	4	4	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	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	23	23	40091				507	507	550	9	9	9	41	41	21	45	45	64	5	5	6

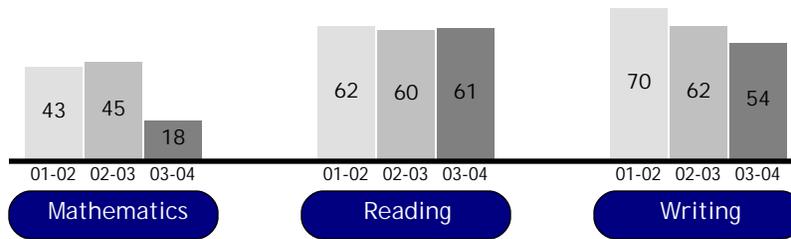
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	27	27	44	NC	NC	NC	50	100	56	NA	58
	Language	100	17	17	39	100	27	27	43	100	56	56	50
	Mathematics	100	39	39	52	100	42	42	57	100	44	44	64
3	Reading	100	42	42	43	100	40	40	47	94	44	NA	55
	Language	100	46	46	50	100	30	30	54	100	43	43	61
	Mathematics	100	45	45	50	100	36	36	54	100	50	50	61
4	Reading	100	34	34	47	96	54	54	52	100	38	NA	56
	Language	100	38	38	45	100	49	49	48	100	32	32	52
	Mathematics	100	46	46	52	100	58	58	57	100	35	35	61
5	Reading	96	42	42	46	100	60	60	50	100	56	NA	55
	Language	96	38	38	43	100	45	45	46	100	50	50	49
	Mathematics	100	47	47	54	100	65	65	57	100	47	47	63
6	Reading	100	39	39	49	95	49	49	53	96	41	NA	56
	Language	100	27	27	42	100	42	42	45	96	27	27	48
	Mathematics	100	59	59	58	100	66	66	62	96	60	60	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)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Philosophy
- Ü Textbook Selection
- Ü Extracurricular Activities
- Ü Safety Issues
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 7
- Core academic classes taught by Highly Qualified (NCLB) teachers. 7
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Chess Club
- Ü Publications/Yearbook

Social Services

- Ü Phelps Dodge Corporation
- Ü Parent Executive Council
- Ü Community Athletics
- Ü Counseling/Speech/Psychological Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Fully Certified and professional staff.

ü Teacher-written curriculum aligned to the Arizona State achievement standards.

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)	0	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	70	62
Grades 3-4	75	56
Grades 4-5	47	40
Grades 5-6	33	54

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 conduct periodic emergency drills through the school year. Crisis response procedures plan is updated. The DARE educational program informs students of the effects of drugs and illegal substances with a Hot-Line 1-877-900-1086 which is available 24 hours.

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	Mrs. Shelby Kellis	(928) 633-6002
Transportation Policy	Dr. James Christensen	(928) 633-4101
Community Resources	Dr. Glen Hadlock	(928) 633-2201
School Nutrition Programs	Mrs. Suzette Stamey	(928) 633-2201
Parent Organization	Mrs. Jo Gibson	(928) 633-2201
Student Health/Nurse	Mrs. Debbie Johnson	(928) 771-3544

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.