

Camp Verde Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

200 Camp Lincoln Road, Camp Verde, AZ 86322

Camp Verde 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

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 : Mr. Thomas Lee
Schedule : 7:30 AM to 3:45 PM
Grades : Pre-K-5
2003 Enrollment : 676
Web Address :
Phone Number : (928) 567-8060
Fax Number : (928) 567-8063
E-mail : tlee@cvusd.k12.az.us

Mission

The purpose of this school is to help students become productive, responsible citizens. Learning is a cooperative endeavor of students, parents and staff. It should be meaningful, useful and applicable not only for the present but for the future.

School / Academic Goals

Û Provide the resources necessary to continually improve student achievement; provide a safe learning environment and provide technology resources for each learner to continually improve.

Û Emphasis on literacy by increasing instructional time in reading and language arts.

Instructional Programs

Û At-risk Preschool
Û Full-day Kindergarten
Û Gifted
Û Special Education, Inclusion Model

Enrollment

October 1, 2002 School Year Student Enrollment : 631
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 20

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 8/14/2003
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

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

Council Duties

- ü Promote School Activities
- ü Monitor School Safety Issues
- ü Encourage Parent/Educator Relations
- ü Sponsor Annual Bookfairs

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.33	Teacher	34.00
Other Professional Staff	12.00	Teacher Aide	15.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	5	2	0	0
10 or more years	18	3	0	0

Shared Responsibilities

School

Providing an atmosphere conducive to learning is a primary goal of Camp Verde Elementary School. We encourage and expect the students to show respect, responsibility and cooperation. Parental involvement is encouraged in all school activities.

Parents

The success of our students is dependent upon parental support and we seek to make learning a priority at home. We nurture parent involvement through parent/teacher conferences, parent nights, newsletters, Councils and on-going communications.

Resources Available at School Site

Special Facilities

- ü Media Center/Computer Lab/Cafeteria
- ü Computers in Every Classroom

Extracurricular Activities

- ü Band
- ü Basketball
- ü Cross Country
- ü Intramurals

Social Services

- ü Breakfast/Lunch Programs
- ü After School Program
- ü Counseling Services
- ü Health Services

Transportation Policy

The Camp Verde Unified School District covers approximately 40 square miles which comprises the town of Camp Verde. The district runs 17 regular bus routes averaging 580 miles per day, and transports approximately 1,100 students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Recipients of Individual Disability Education Act (IDEA) "Collaborative Model for Identification" Grant.

ü Recipients of Arizona Parents Committee on Drugs Grant.

School Honors

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

Award/Honor	Year
ü President's Education Awards	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	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	64	55
Grades 3-4	84	77
Grades 4-5	65	65

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	106	106	75372	97	97	101	516	516	523	8	8	9	30	30	25	38	38	36	24	24	30
All Students (Prior Year)	95	95	70809	NA	NA	NA	503	503	518	13	13	11	40	40	27	34	34	35	13	13	27
Female	56	56	36901	95	95	101	519	519	524	4	4	8	35	35	25	35	35	36	25	25	31
Male	50	50	38385	100	100	101	513	513	523	12	12	9	23	23	24	42	42	36	23	23	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	21	21	29103	72	72	99	533	533	510	0	0	12	9	9	31	64	64	36	27	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	10	10	5086	77	77	114	497	497	491	11	11	22	33	33	38	56	56	28	0	0	12
White	38	38	34597	57	57	98	520	520	535	3	3	4	44	44	20	19	19	38	33	33	38
Students with Disabilities	15	15	8057	83	83	99	466	466	496	13	13	23	88	88	31	0	0	28	0	0	17
Students without Disabilities	91	91	67315	100	100	101	521	521	525	7	7	8	24	24	24	42	42	37	27	27	31
Limited English Proficient Students	12	12	16925	92	92	112	NA	NA	482	NA	NA	27	NA	NA	40	NA	NA	26	NA	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	NC	26325				NC	NC	504	NC	NC	15	NC	NC	34	NC	NC	33	NC	NC	18
Non-Economically Disadvantaged	105	105	49047				516	516	530	8	8	6	30	30	21	38	38	37	24	24	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	105	105	75221	96	96	101	524	524	523	7	7	8	16	16	16	54	54	56	23	23	21
All Students (Prior Year)	89	89	70860	NA	NA	NA	520	520	524	13	13	9	11	11	17	52	52	45	24	24	30
Female	58	58	36833	98	98	100	526	526	526	11	11	6	6	6	15	57	57	56	26	26	23
Male	47	47	38319	94	94	101	522	522	520	3	3	9	28	28	17	50	50	56	19	19	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	18	18	29019	62	62	99	521	521	513	0	0	12	9	9	21	64	64	55	27	27	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	11	11	5071	85	85	114	502	502	502	11	11	20	33	33	27	56	56	46	0	0	8
White	42	42	34543	63	63	97	536	536	531	6	6	4	13	13	12	50	50	58	31	31	26
Students with Disabilities	15	15	8006	83	83	99	NA	NA	505	NA	NA	22	NA	NA	23	NA	NA	42	NA	NA	13
Students without Disabilities	90	90	67215	99	99	101	524	524	524	7	7	7	16	16	16	54	54	56	23	23	21
Limited English Proficient Students	10	10	16853	77	77	112	NA	NA	489	NA	NA	29	NA	NA	36	NA	NA	32	NA	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	105	105	48965				524	524	528	7	7	5	16	16	13	54	54	58	23	23	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	122	122	73654	112	112	99	527	527	530	8	8	9	17	17	13	67	67	70	8	8	7
All Students (Prior Year)	82	82	68592	NA	NA	NA	523	523	542	10	10	9	20	20	12	65	65	63	5	5	16
Female	66	66	36239	112	112	99	532	532	537	5	5	7	14	14	11	74	74	72	7	7	10
Male	56	56	37301	112	112	98	521	521	523	11	11	12	22	22	15	59	59	68	9	9	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	32	32	28348	110	110	96	520	520	520	13	13	13	13	13	17	70	70	65	4	4	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	15	15	4947	115	115	111	517	517	507	14	14	22	14	14	22	71	71	53	0	0	3
White	41	41	33924	61	61	96	533	533	537	0	0	5	24	24	10	62	62	75	15	15	9
Students with Disabilities	13	13	7306	72	72	90	463	463	506	67	67	24	0	0	20	33	33	52	0	0	4
Students without Disabilities	109	109	66348	120	120	100	529	529	531	6	6	8	18	18	13	68	68	71	8	8	8
Limited English Proficient Students	17	17	16422	131	131	109	500	500	495	17	17	30	33	33	27	50	50	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	NC	25711				NC	NC	514	NC	NC	16	NC	NC	19	NC	NC	61	NC	NC	3
Non-Economically Disadvantaged	114	114	47943				529	529	535	7	7	7	17	17	11	67	67	74	8	8	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	119	119	76230	98	98	101	494	494	498	17	17	12	36	36	38	15	15	12	33	33	37
All Students (Prior Year)	111	111	72888	NA	NA	NA	482	482	494	15	15	14	49	49	40	10	10	12	26	26	34
Female	53	53	37247	98	98	100	494	494	500	8	8	11	44	44	40	17	17	13	31	31	37
Male	66	66	38725	97	97	101	493	493	497	25	25	14	27	27	37	12	12	12	35	35	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	20	20	35389	24	24	96	494	494	514	15	15	6	46	46	32	0	0	14	38	38	48
Students with Disabilities	15	15	9022	100	100	105	383	383	465	100	100	31	0	0	43	0	0	8	0	0	17
Students without Disabilities	104	104	67208	97	97	100	496	496	500	15	15	12	37	37	38	15	15	12	34	34	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	119	119	51193				494	494	507	17	17	9	36	36	35	15	15	13	33	33	43

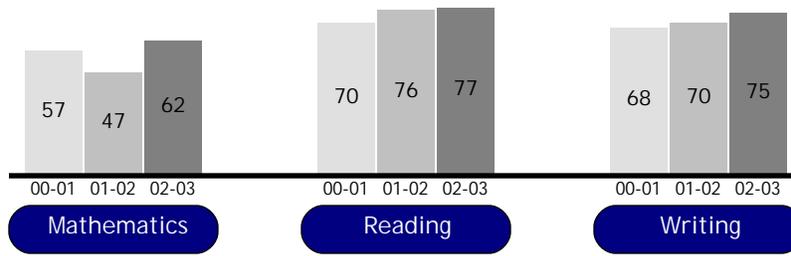
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	76202	94	94	101	500	500	505	32	32	19	21	21	24	44	44	46	4	4	11
All Students (Prior Year)	110	110	72779	NA	NA	NA	488	488	505	45	45	21	24	24	20	25	25	43	5	5	15
Female	52	52	37231	96	96	100	504	504	507	24	24	16	22	22	24	49	49	48	6	6	13
Male	63	63	38718	93	93	101	496	496	503	40	40	22	20	20	24	38	38	44	2	2	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	19	19	35371	23	23	96	494	494	512	33	33	10	25	25	20	42	42	54	0	0	16
Students with Disabilities	14	14	9097	93	93	106	476	476	493	100	100	39	0	0	27	0	0	29	0	0	5
Students without Disabilities	101	101	67105	94	94	100	500	500	506	30	30	18	21	21	24	44	44	47	4	4	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	115	115	51241				500	500	509	32	32	14	21	21	22	44	44	51	4	4	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	111	111	74692	91	91	99	481	481	502	30	30	18	33	33	27	35	35	47	3	3	8
All Students (Prior Year)	99	99	70710	NA	NA	NA	487	487	512	30	30	17	31	31	26	28	28	42	10	10	16
Female	52	52	36710	96	96	99	491	491	509	18	18	14	35	35	26	43	43	50	4	4	10
Male	59	59	37742	87	87	98	469	469	495	43	43	22	30	30	28	26	26	44	2	2	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	15	15	34785	18	18	94	474	474	517	36	36	10	36	36	23	27	27	56	0	0	11
Students with Disabilities	12	12	8428	80	80	98	418	418	472	100	100	38	0	0	30	0	0	29	0	0	3
Students without Disabilities	99	99	66264	93	93	99	481	481	503	29	29	17	33	33	27	35	35	48	3	3	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	111	111	50185				481	481	511	30	30	13	33	33	24	35	35	53	3	3	10

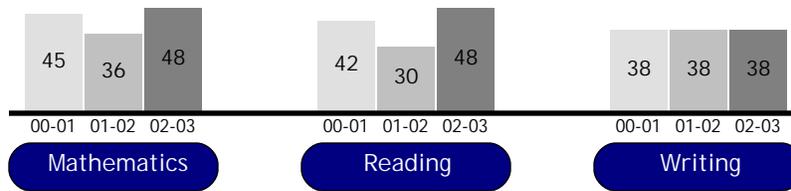
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	37	37	53	99	40	40	44	93	40	40	50
	Language	99	33	33	45	99	40	40	39	98	27	27	43
	Mathematics	100	55	55	56	99	59	59	52	100	59	59	57
3	Reading	100	52	52	50	100	45	45	43	89	50	50	47
	Language	100	51	51	55	100	47	47	50	93	53	53	54
	Mathematics	100	59	59	53	100	54	54	50	98	55	55	54
4	Reading	100	40	40	55	100	41	41	47	89	54	54	52
	Language	99	34	34	50	100	41	41	45	91	51	51	48
	Mathematics	100	47	47	56	100	54	54	52	99	57	57	57
5	Reading	96	43	43	51	100	36	36	46	94	49	49	50
	Language	99	26	26	46	100	27	27	43	95	35	35	46
	Mathematics	99	48	48	56	100	50	50	54	99	57	57	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

We have an established Safe Schools Committee funded through an Arizona grant. The grant supports our safe schools programs and provides additional adult supervision of students. Our recess and lunch schedules are revised to ensure student safety.

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	Thomas Lee	(928) 567-8060
Transportation Policy	Dennis Tomerlin	(928) 567-9708
Community Resources	Pat Kaminsky	(928) 567-8069
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	Thomas Lee	(928) 567-8060
Student Health/Nurse	Pat Kaminsky	(928) 567-8069

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