

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

200 Camp Lincoln Rd., 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 (a)

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

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

School Overview

Principal/Administrator : Mr. Thomas Lee
 Schedule : 7:30 AM to 3:45 PM
 Grades : Pre-K-5
 2004 Enrollment : 695
 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.

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 / Academic Goals

- ü Provide the resources necessary to continually improve student achievement; provide a safe learning environment and provide technology resources for each learner to continually improve.
- ü Emphasis on literacy by increasing instructional time in reading and language arts.

Enrollment

October 1, 2003 School Year Student Enrollment : 683
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 22

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2004
Last Day of School :	5/27/2005

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.

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 1,500 students.

School Honors

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

Award/Honor	Year
ü President's Education Awards	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	107	107	75509	99	99	100	507	507	521	14	14	13	31	31	23	32	32	33	23	23	31
All Students (Prior Year)	106	106	75372	97	97	100	516	516	523	8	8	9	30	30	25	38	38	36	24	24	30
Female	54	54	37013	98	98	100	517	517	522	12	12	12	28	28	24	28	28	33	32	32	31
Male	53	53	38430	100	100	99	497	497	521	17	17	14	33	33	22	35	35	33	15	15	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	17	17	30486	100	100	99	488	488	505	13	13	18	38	38	29	38	38	32	13	13	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	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	78	78	35192	100	100	99	510	510	534	15	15	8	28	28	19	29	29	35	27	27	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	99	99	65801	100	100	98	515	515	525	8	8	11	33	33	23	34	34	34	25	25	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	60	60	36411				488	488	503	24	24	19	27	27	29	37	37	32	12	12	20
Non-Economically Disadvantaged	47	47	39040				528	528	534	4	4	8	34	34	19	26	26	34	36	36	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	106	107	75492	98	99	100	511	511	519	15	16	12	12	12	16	55	54	47	18	17	24
All Students (Prior Year)	105	105	75221	96	96	100	524	524	523	7	7	8	16	16	16	54	54	56	23	23	21
Female	54	55	37014	98	100	100	518	517	523	8	10	10	12	12	15	58	57	48	22	22	27
Male	52	52	38400	98	98	99	504	504	516	23	23	14	13	13	17	51	51	47	13	13	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	17	17	30438	100	100	99	496	496	508	25	25	17	13	13	21	50	50	47	13	13	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	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	77	77	35177	99	99	99	513	513	528	14	14	8	12	12	13	56	56	49	18	18	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	99	100	65785	100	100	98	516	515	522	10	11	10	13	13	16	58	58	49	19	18	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	59	59	36302				500	500	507	26	26	18	12	12	21	52	52	46	10	10	14
Non-Economically Disadvantaged	47	48	39164				524	522	528	4	6	8	13	13	13	57	56	48	26	25	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	106	107	75053	98	99	99	561	559	597	8	9	7	15	15	12	73	72	72	3	3	9
All Students (Prior Year)	122	122	73654	100	100	99	527	527	530	8	8	9	17	17	13	67	67	70	8	8	7
Female	54	55	36872	98	100	99	585	582	621	6	8	5	10	10	9	78	76	74	6	6	12
Male	52	52	38109	98	98	99	535	535	573	11	11	10	21	21	14	68	68	69	0	0	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	17	17	30235	100	100	98	513	513	575	0	0	9	38	38	14	63	63	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	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	77	77	35028	99	99	99	564	564	613	9	9	6	14	14	10	74	74	73	3	3	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	99	100	65428	100	100	98	570	569	604	3	4	6	15	15	11	78	77	73	3	3	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	59	59	36077				526	526	566	16	16	10	22	22	16	62	62	69	0	0	5
Non-Economically Disadvantaged	47	48	38950				598	594	618	0	2	5	9	8	9	85	83	73	6	6	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	119	119	76019	97	97	100	476	476	499	23	23	14	43	43	39	17	17	14	17	17	33
All Students (Prior Year)	119	119	76230	98	98	100	494	494	498	17	17	12	36	36	38	15	15	12	33	33	37
Female	63	63	37207	97	97	100	476	476	499	24	24	12	42	42	41	17	17	14	17	17	33
Male	56	56	38677	97	97	100	475	475	498	23	23	15	43	43	38	17	17	13	17	17	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	24	24	29458	100	100	100	465	465	480	35	35	20	47	47	48	6	6	12	12	12	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	25	25	4735	100	100	100	454	454	466	40	40	28	32	32	49	16	16	10	12	12	13
White	68	68	35880	94	94	100	486	486	515	15	15	7	44	44	32	21	21	16	21	21	45
Students with Disabilities	22	22	9786	88	88	100	429	429	457	59	59	39	32	32	40	5	5	7	5	5	13
Students without Disabilities	97	97	66233	99	99	99	487	487	503	14	14	11	46	46	39	20	20	14	20	20	35
Limited English Proficient Students	12	12	15206	100	100	100	419	419	459	60	60	31	40	40	53	0	0	7	0	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	72	72	35714				461	461	480	31	31	20	48	48	47	15	15	12	6	6	20
Non-Economically Disadvantaged	47	47	40266				495	495	513	13	13	9	36	36	33	19	19	15	32	32	43

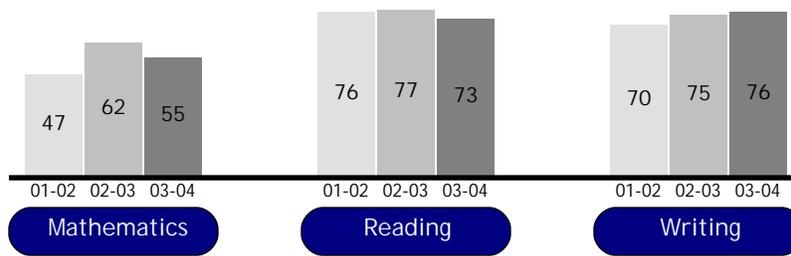
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	119	76020	97	97	100	491	491	503	43	43	25	21	21	23	34	34	40	2	2	12
All Students (Prior Year)	115	115	76202	94	94	100	500	500	505	32	32	19	21	21	24	44	44	46	4	4	11
Female	63	63	37213	97	97	100	494	494	504	39	39	22	22	22	23	37	37	42	2	2	13
Male	56	56	38666	97	97	100	489	489	501	47	47	29	21	21	22	30	30	38	2	2	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	24	24	29442	100	100	99	487	487	494	53	53	37	12	12	26	29	29	31	6	6	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	25	25	4735	100	100	100	486	486	489	44	44	48	32	32	25	24	24	24	0	0	3
White	68	68	35890	94	94	100	494	494	511	40	40	15	19	19	20	40	40	48	1	1	18
Students with Disabilities	22	22	9784	88	88	100	481	481	485	82	82	58	9	9	19	5	5	19	5	5	4
Students without Disabilities	97	97	66236	99	99	99	494	494	504	33	33	23	24	24	23	41	41	42	1	1	13
Limited English Proficient Students	12	12	15198	100	100	100	463	463	483	100	100	59	0	0	25	0	0	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	72	72	35703				484	484	494	55	55	37	18	18	26	26	26	31	0	0	6
Non-Economically Disadvantaged	47	47	40274				501	501	509	26	26	17	26	26	20	45	45	47	4	4	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	119	119	75673	97	97	100	524	524	530	15	15	12	24	24	25	57	57	58	4	4	4
All Students (Prior Year)	111	111	74692	91	91	99	481	481	502	30	30	18	33	33	27	35	35	47	3	3	8
Female	63	63	37099	97	97	100	553	553	548	7	7	8	20	20	22	68	68	64	5	5	6
Male	56	56	38441	97	97	99	492	492	513	25	25	16	28	28	29	45	45	52	2	2	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	24	24	29305	100	100	99	519	519	507	24	24	16	18	18	31	53	53	51	6	6	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	25	25	4707	100	100	100	533	533	492	16	16	19	28	28	33	48	48	46	8	8	1
White	68	68	35760	94	94	99	523	523	550	13	13	9	22	22	21	63	63	64	1	1	6
Students with Disabilities	22	22	9706	88	88	100	490	490	462	32	32	36	32	32	32	32	32	31	5	5	1
Students without Disabilities	97	97	65967	99	99	99	533	533	536	11	11	10	22	22	25	63	63	60	3	3	5
Limited English Proficient Students	12	12	15115	100	100	100	476	476	471	40	40	26	20	20	38	40	40	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	72	72	35541				512	512	504	17	17	17	29	29	31	51	51	50	3	3	2
Non-Economically Disadvantaged	47	47	40091				541	541	550	13	13	9	17	17	21	66	66	64	4	4	6

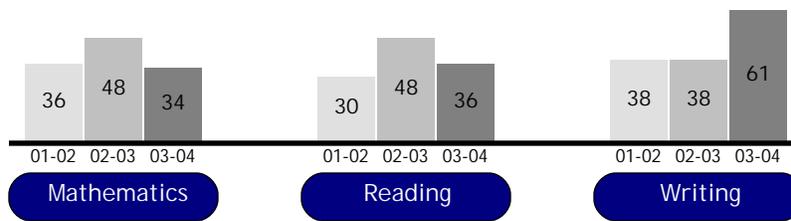
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	40	40	44	93	40	40	50	92	43	NA	58
	Language	99	40	40	39	98	27	27	43	95	28	28	50
	Mathematics	99	59	59	52	100	59	59	57	93	45	45	64
3	Reading	100	45	45	43	89	50	50	47	95	51	NA	55
	Language	100	47	47	50	93	53	53	54	95	56	56	61
	Mathematics	100	54	54	50	98	55	55	54	95	60	60	61
4	Reading	100	41	41	47	89	54	54	52	95	55	NA	56
	Language	100	41	41	45	91	51	51	48	97	50	50	52
	Mathematics	100	54	54	52	99	57	57	57	98	61	61	61
5	Reading	100	36	36	46	94	49	49	50	96	43	NA	55
	Language	100	27	27	43	95	35	35	46	96	40	40	49
	Mathematics	100	50	50	54	99	57	57	57	96	54	54	63

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)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	12.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	5	2	0	0
10 or more years	20	4	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 31
- Core academic classes taught by Highly Qualified (NCLB) teachers. 62
- Teachers with Emergency Certificaton. 0

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
- Ü Chess Club

Social Services

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

Ü 100% of teaching staff trained in Spalding

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	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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	64	55
Grades 3-4	78	76
Grades 4-5	57	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 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 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	Stacey Barker	(928) 567-8050
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 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.