

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1615 Main Street, Clarkdale, AZ 86324

Clarkdale-Jerome Elementary 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)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Kathleen A. Fleenor
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 397
 Web Address : www.cjsd.k12.az.us
 Phone Number : (928) 634-7804
 Fax Number : (928) 639-0917
 E-mail : kathleen.fleenor@cjsd.k12.az.us

Mission

SCHOOLS ARE FOR CHILDREN, SCHOOLS BELONG TO THE COMMUNITY, SCHOOLS ARE PEOPLE DEVELOPERS, The mission of the district is to provide comprehensive, success-oriented learning activities for young people. Every student will be educated academically and socially so as to be a productive citizen.

School / Academic Goals

- ü Disaggregate student achievement scores. Plan for maximum achievement for each student and grade level based on data, research-based materials and the Arizona Academic Standards. Plan instruction based on standards.
- ü Monitor student achievement. Offer after school tutoring and instructional assistance to promote achievement for all students.
- ü Provide assistance to students performing below standard in reading and math to bring students up to standard.
- ü Provide early 'at risk' identification through DIBELS assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 393
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 63

Instructional Programs

- ü Academics and Enrichment
- ü All Day Kindergarten
- ü Accelerated Math and Reading
- ü ELL Program
- ü After School Tutoring
- ü After School Homework Room
- ü SOAR to Success Reading
- ü Early Success Reading

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The district has established regulations governing the conduct of students, staff and visitors to the campus to provide a safe environment. School visitors are required to sign in at front office and receive a Name Pass. Teachers and administrators will communicate with parents regarding their child's performance in school. Campus rules and regulations are provided in the student handbook.

Parents

It is a responsibility of parents to ensure that children arrive at school or the bus stop on time and prepared to learn. Attendance is important. Parents are expected to provide their children with nourishment, rest, clothing and encouragement.

Transportation Policy

Provide bus service to students who reside beyond a one-mile radius of the school. A reimbursement may be provided to parents who provide private transportation to the nearest bus stop if they reside along routes that are unsafe for bus service.

School Honors

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

Award/Honor	Year
ü Arizona Accelerated Reader Master Classrooms Award	2001
ü Blue Ribbon County Science Awards	2003
ü Walmart Outstanding Teacher	2003
ü Art Foundation Award	2004

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	38	38	79306	100	100	99	458	458	445	11	11	10	8	8	18	47	47	51	33	33	20
All Students (Prior Year)	45	45	75509	100	100	100	522	522	521	5	5	13	29	29	23	31	31	33	36	36	31
Female	15	15	38691	100	100	99	470	470	446	7	7	10	7	7	18	47	47	52	40	40	20
Male	23	23	40583	100	100	99	449	449	445	14	14	11	10	10	18	48	48	50	29	29	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	13	13	32869	100	100	99	444	444	429	8	8	15	17	17	25	58	58	51	17	17	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	19	19	36197	100	100	99	479	479	463	6	6	5	6	6	11	33	33	53	56	56	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	36	36	69060	100	100	98	472	472	454	9	9	7	9	9	17	47	47	54	35	35	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	16	39415	94	94	96	431	431	431	19	19	15	19	19	25	56	56	50	6	6	10
Non-Economically Disadvantaged	22	22	39966	100	100	100	479	479	459	5	5	6	0	0	12	40	40	52	55	55	30

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	38	38	79395	100	0	99	432	432	446	11	11	9	36	36	25	39	39	55	14	14	11
All Students (Prior Year)	45	45	75492	100	100	100	512	512	519	7	7	12	27	27	16	54	54	47	12	12	24
Female	15	15	38743	100	0	100	447	447	451	13	13	7	27	27	24	47	47	57	13	13	12
Male	23	23	40618	100	0	99	421	421	440	10	10	11	43	43	27	33	33	53	14	14	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	13	13	32915	100	0	99	417	417	426	8	8	15	67	67	35	25	25	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	19	19	36221	100	0	99	446	446	465	6	6	4	22	22	15	44	44	63	28	28	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	36	36	69139	100	0	99	445	445	454	12	12	7	32	32	24	41	41	58	15	15	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	16	39484	94	0	96	411	411	429	19	19	14	56	56	35	19	19	47	6	6	4
Non-Economically Disadvantaged	22	22	39986	100	0	100	448	448	461	5	5	4	20	20	16	55	55	63	20	20	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	36	36	78869	95	95	99	423	423	442	9	9	6	38	38	21	47	47	63	6	6	10
All Students (Prior Year)	43	43	75053	98	98	99	519	519	597	15	15	7	24	24	12	61	61	72	0	0	9
Female	15	15	38536	100	100	99	446	446	458	13	13	4	27	27	15	53	53	67	7	7	14
Male	21	21	40302	91	91	99	405	405	428	5	5	8	47	47	26	42	42	60	5	5	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	13	13	32606	100	100	98	418	418	426	8	8	8	50	50	27	33	33	60	8	8	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	17	17	36078	89	89	99	432	432	459	0	0	4	38	38	16	56	56	66	6	6	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	34	34	68697	94	94	98	438	438	454	9	9	4	34	34	18	50	50	67	6	6	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	15	39106	88	88	95	410	410	427	20	20	8	40	40	28	40	40	59	0	0	5
Non-Economically Disadvantaged	21	21	39837	100	100	100	433	433	457	0	0	4	37	37	14	53	53	67	11	11	15

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	40	40	78906	98	100	99	504	504	498	11	11	13	14	14	19	50	50	48	25	25	20
All Students (Prior Year)	53	53	76019	100	100	100	521	521	499	4	4	14	27	27	39	13	13	14	56	56	33
Female	25	25	38644	100	100	99	503	503	500	9	9	12	22	22	19	39	39	49	30	30	19
Male	15	15	40236	94	100	99	506	506	497	15	15	15	0	0	19	69	69	46	15	15	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	15	15	31938	100	100	99	467	467	481	14	14	19	29	29	25	43	43	46	14	14	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	21	21	36483	95	100	99	538	538	517	6	6	7	6	6	13	50	50	51	39	39	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	35	35	68310	100	100	98	524	524	509	3	3	9	16	16	18	55	55	51	26	26	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	12	38679	86	86	96	484	484	483	25	25	20	17	17	25	50	50	45	8	8	10
Non-Economically Disadvantaged	28	28	40295	100	100	100	513	513	513	4	4	7	13	13	13	50	50	50	33	33	30

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	40	40	78908	98	0	99	480	480	484	6	6	10	22	22	23	67	67	58	6	6	9
All Students (Prior Year)	53	53	76020	100	100	100	509	509	503	15	15	25	17	17	23	56	56	40	13	13	12
Female	25	25	38648	100	0	99	478	478	489	4	4	8	22	22	22	65	65	61	9	9	10
Male	15	15	40233	94	0	99	483	483	479	8	8	12	23	23	25	69	69	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	15	15	31940	100	0	99	447	447	465	7	7	16	36	36	32	57	57	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	21	21	36502	95	0	99	510	510	502	0	0	4	11	11	14	78	78	67	11	11	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	35	35	68312	100	0	98	497	497	493	3	3	7	19	19	21	71	71	62	6	6	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	12	38662	86	0	96	475	475	468	8	8	16	42	42	32	42	42	49	8	8	3
Non-Economically Disadvantaged	28	28	40315	100	0	100	483	483	498	4	4	5	13	13	15	79	79	66	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	38	38	78750	93	95	99	483	483	500	6	6	6	35	35	29	56	56	63	3	3	2
All Students (Prior Year)	53	53	75673	100	100	100	551	551	530	8	8	12	27	27	25	56	56	58	8	8	4
Female	25	25	38586	100	100	99	487	487	515	4	4	4	30	30	22	61	61	71	4	4	3
Male	13	13	40135	81	87	99	474	474	486	9	9	8	45	45	35	45	45	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	15	15	31841	100	100	99	452	452	483	7	7	8	43	43	36	50	50	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	21	21	36440	95	100	99	507	507	516	6	6	3	22	22	22	67	67	71	6	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	35	35	68196	100	100	98	503	503	513	3	3	3	35	35	25	58	58	69	3	3	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	10	38558	71	71	96	479	479	485	10	10	8	40	40	37	40	40	54	10	10	1
Non-Economically Disadvantaged	28	28	40260	100	100	100	485	485	514	4	4	3	33	33	21	63	63	72	0	0	4

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

8th 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	46	46	78250	98	98	99	568	568	548	16	16	21	12	12	18	51	51	48	21	21	13
All Students (Prior Year)	34	34	75001	100	100	99	517	517	468	3	3	37	29	29	36	32	32	16	35	35	10
Female	24	24	38071	96	96	99	572	572	549	8	8	20	17	17	19	46	46	49	29	29	12
Male	21	21	40126	95	95	99	562	562	547	26	26	23	5	5	17	58	58	46	11	11	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	30	30	38320	100	100	99	587	587	568	7	7	12	14	14	14	46	46	55	32	32	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	43	43	68996	100	100	99	574	574	561	10	10	16	13	13	18	55	55	52	23	23	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	12	12	33388	100	100	94	547	547	530	25	25	32	17	17	22	50	50	40	8	8	5
Non-Economically Disadvantaged	34	34	44937	97	97	100	575	575	561	13	13	13	10	10	15	52	52	54	26	26	18

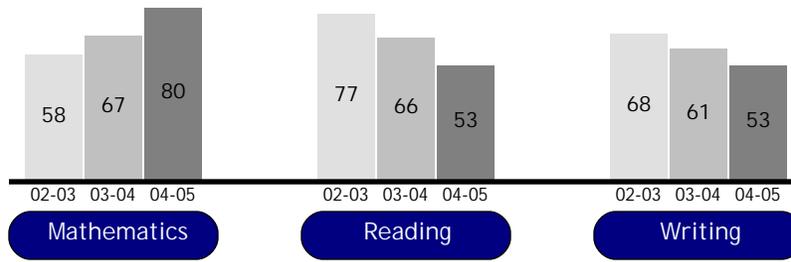
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78302	98	0	99	532	532	512	9	9	11	19	19	25	60	60	57	12	12	7
All Students (Prior Year)	34	34	74918	100	100	99	526	526	497	7	7	32	13	13	19	50	50	35	30	30	15
Female	24	24	38082	96	0	99	541	541	518	0	0	8	17	17	24	71	71	61	13	13	7
Male	21	21	40166	95	0	99	521	521	507	21	21	14	21	21	26	47	47	54	11	11	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	30	30	38347	100	0	99	553	553	531	7	7	5	7	7	17	68	68	68	18	18	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	43	43	69024	100	0	99	538	538	524	5	5	7	18	18	23	65	65	62	13	13	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	12	12	33398	100	0	94	506	506	495	8	8	18	33	33	35	58	58	46	0	0	2
Non-Economically Disadvantaged	34	34	44979	97	0	100	542	542	525	10	10	6	13	13	18	61	61	66	16	16	10

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	46	46	78094	98	98	99	563	563	545	7	7	3	7	7	18	84	84	77	2	2	2
All Students (Prior Year)	33	33	74503	97	97	99	539	539	491	0	0	9	17	17	32	66	66	51	17	17	8
Female	24	24	38025	96	96	99	592	592	558	0	0	2	4	4	13	92	92	82	4	4	2
Male	21	21	40013	95	95	99	525	525	534	16	16	5	11	11	23	74	74	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	30	30	38265	100	100	99	581	581	564	7	7	2	0	0	11	89	89	84	4	4	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	43	43	68892	100	100	98	572	572	559	3	3	2	8	8	14	88	88	82	3	3	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	12	12	33296	100	100	94	520	520	527	17	17	5	17	17	27	67	67	67	0	0	0
Non-Economically Disadvantaged	34	34	44871	97	97	100	579	579	559	3	3	2	3	3	12	90	90	84	3	3	3

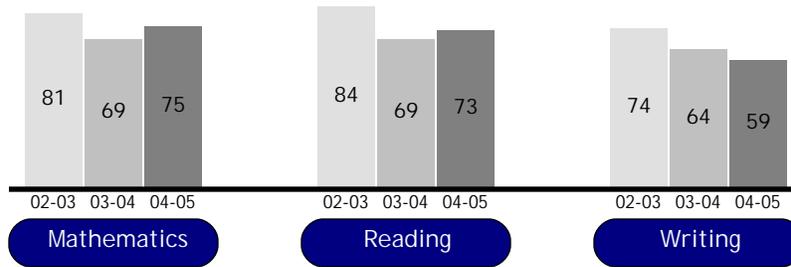
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

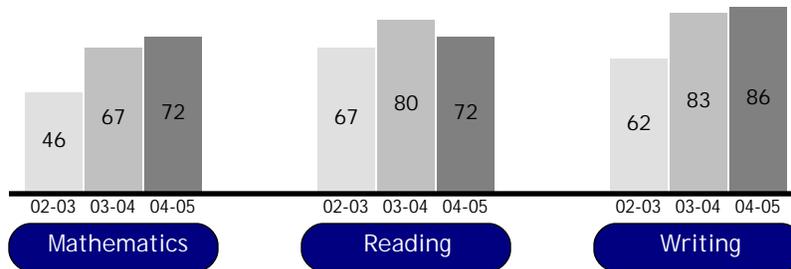
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	50	50	50	95	60	NA	58	94	50	50	47
	Language	100	52	52	43	93	59	59	50	94	55	55	47
	Mathematics	100	79	79	57	93	81	81	64	100	62	62	50
3	Reading	100	57	57	47	98	55	NA	55	97	45	45	44
	Language	100	59	59	54	98	59	59	61	97	47	47	44
	Mathematics	100	64	64	54	98	70	70	61	97	58	58	51
4	Reading	95	65	65	52	95	61	NA	56	100	50	50	48
	Language	100	55	55	48	97	44	44	52	100	54	54	49
	Mathematics	100	63	63	57	100	59	59	61	100	61	61	53
5	Reading	97	70	70	50	96	66	NA	55	95	56	56	50
	Language	100	65	65	46	93	62	62	49	95	58	58	50
	Mathematics	100	82	82	57	100	81	81	63	95	55	55	49
6	Reading	100	61	61	53	100	81	NA	56	100	63	63	51
	Language	100	48	48	45	100	70	70	48	100	61	61	47
	Mathematics	95	81	81	62	100	95	95	66	100	65	65	52
7	Reading	100	72	72	51	100	67	NA	54	100	66	66	50
	Language	100	80	80	54	98	70	70	58	100	74	74	52
	Mathematics	97	89	89	58	98	80	80	62	100	70	70	50
8	Reading	100	66	66	53	100	77	NA	55	98	61	61	51
	Language	98	69	69	49	100	73	73	52	98	58	58	50
	Mathematics	98	83	83	58	97	88	88	61	98	62	62	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

Council Duties

- ü Prepare Parent Survey
- ü Review Results of Parent Survey
- ü Review and Revise Parent Compact
- ü Promote Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.50
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	76
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Internet Services--Student Research
- ü Library
- ü Sports Gymnasium

Extracurricular Activities

- ü Student Council
- ü Hands Across the Border
- ü Basketball, Volleyball
- ü Cross Country
- ü Track. Golf
- ü Flag Football
- ü Baseball
- ü Softball

Social Services

- ü Counseling Services
- ü Crisis Intervention
- ü Parenting Classes
- ü DES Services
- ü Community Counseling
- ü School Resource Officer
- ü After School Care

School Achievements/Accomplishments 2004-05

- ü Training has been provided by this district to teachers in state and nationally researched programs for teaching basic skills (Collaborative Literacy Intervention Project); Accelerated Reader and Math Programs. Soar to Success Reading Intervention.
- ü Our students scored well above Arizona and Yavapai County averages on the AIMS/Terra Nova embedded tests.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has an SRO on duty. A counselor or the SRO are available to work with students and parents. An Emergency Plan book has been developed by the School Safety Committee. Community organizations such as our local police department and fire department are active in the promotion of school safety.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathleen Fleenor	(928) 634-5035
Transportation Policy	David Chapman	(928) 634-5035
Community Resources	Martha Lysell	(928) 634-5035
School Nutrition Programs	Edith Lindner	(928) 634-5035
Parent Organization	Deb Hughes	(928) 634-5035
Student Health/Nurse	Stephanie Cain	(928) 634-5035

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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