

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

811 W. 16th Street, Yuma, AZ 85364

Yuma 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School Overview

Principal/Administrator : Mrs. Julie Tate Peach  
 Schedule : 7:30 AM to 3:30 PM  
 Grades : K-6  
 2004 Enrollment : 328  
 Web Address :  
 Phone Number : (928) 782-9585  
 Fax Number : (928) 782-1942  
 E-mail : jpeach@yumaed.org

### Mission

Programs and activities at this school are based on a philosophy that believes all children can learn. They are valued as students, and later as leaders of the community. They are given the opportunity to develop in a warm and caring environment.

### School / Academic Goals

- ü Teacher effectiveness will increase as staff development opportunities are provided that teach research based strategies.
- ü Academic achievement will increase as we implement research based strategies that provide an optimal learning environment for each student.

### Enrollment

October 1, 2003 School Year Student Enrollment : 334  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- ü Gifted After School Classes
- ü CLIP Strategy and One on One Groups
- ü Tutorials
- ü Title I After School Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Alice Byrne provides a caring, secure and safe environment for students. We foster cooperation by teaching students to accept individual differences. We utilize research based strategies which enable them to meet state and district academic goals.

Parents

Parents are asked to ensure maximum attendance and arrival at school on time. We ask support in requiring that children cooperate in the educational endeavors of the school, and parents assist in fostering an attitude of respect and responsibility.

Transportation Policy

Transportation by school bus is provided for students living one mile or more from our school, and where it is deemed unsafe to cross a major street. Riding the bus is a privilege and appropriate behavior is expected at all times.

School Honors

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

Award/Honor	Year
ü Yuma County Teacher of the Year K-12 and Gr. 4 - 6	2000
ü Yuma County Teacher of the Year Gr. 4-6	2002
ü Yuma County Teacher of the Year Gr. K-3	2003
ü WalMart Teacher of the Year	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	45	1170	75509	100	99	100	555	508	521	3	15	13	13	30	23	38	34	33	46	21	31
All Students (Prior Year)	42	1169	75372	100	99	100	538	508	523	3	12	9	8	35	25	46	35	36	44	19	30
Female	20	548	37013	100	100	100	563	510	522	0	15	12	11	29	24	50	32	33	39	23	31
Male	25	622	38430	100	99	99	548	506	521	5	15	14	14	30	22	29	35	33	52	20	31
African American	NC	43	3660	NC	100	99	NC	515	496	NC	12	24	NC	36	31	NC	24	28	NC	29	18
Hispanic	27	740	30486	100	100	99	553	498	505	5	18	18	14	35	29	32	32	32	50	15	21
Asian/Pacific Islander	--	15	1780	--	94	98	--	537	549	--	15	5	--	8	13	--	31	33	--	46	50
American Indian/Alaskan Native	NC	13	4075	NC	100	100	NC	500	486	NC	31	28	NC	31	34	NC	8	26	NC	31	12
White	15	359	35192	100	98	99	559	521	534	0	11	8	7	22	19	50	39	35	43	28	39
Students with Disabilities	NC	113	9708	NC	100	100	NC	496	489	NC	24	32	NC	30	27	NC	28	24	NC	19	17
Students without Disabilities	40	1057	65801	95	99	98	555	509	525	3	15	11	13	30	23	39	34	34	45	22	33
Limited English Proficient Students	NC	393	16928	NC	99	100	NC	490	485	NC	21	29	NC	39	33	NC	29	26	NC	10	12
Migrant Students	NC	102	750				NC	494	499	NC	26	21	NC	38	29	NC	9	30	NC	26	20
Economically Disadvantaged	19	692	36411				548	498	503	7	18	19	7	35	29	43	32	32	43	15	20
Non-Economically Disadvantaged	26	478	39040				559	520	534	0	12	8	16	23	19	36	36	34	48	28	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	45	1166	75492	100	99	100	528	509	519	5	14	12	3	25	16	69	46	47	23	15	24
All Students (Prior Year)	42	1166	75221	100	99	100	530	511	523	3	12	8	10	24	16	74	52	56	13	12	21
Female	20	542	37014	100	99	100	529	513	523	6	12	10	0	22	15	72	50	48	22	17	27
Male	25	624	38400	100	99	99	527	505	516	5	17	14	5	27	17	67	43	47	24	13	21
African American	NC	42	3665	NC	100	99	NC	517	505	NC	10	20	NC	24	22	NC	46	43	NC	20	14
Hispanic	27	736	30438	100	99	99	528	500	508	5	18	17	5	32	21	68	43	47	23	7	15
Asian/Pacific Islander	--	13	1773	--	81	98	--	531	534	--	9	4	--	9	10	--	45	50	--	36	36
American Indian/Alaskan Native	NC	13	4081	NC	100	100	NC	518	498	NC	23	25	NC	23	26	NC	23	40	NC	31	8
White	15	361	35177	100	99	99	529	521	528	0	9	8	0	15	13	79	51	49	21	24	31
Students with Disabilities	NC	110	9707	NC	100	100	NC	494	495	NC	26	33	NC	22	21	NC	43	33	NC	9	13
Students without Disabilities	41	1056	65785	98	99	98	528	510	522	5	14	10	3	25	16	68	46	49	24	15	26
Limited English Proficient Students	NC	390	16905	NC	99	100	NC	492	489	NC	22	34	NC	39	28	NC	36	32	NC	3	6
Migrant Students	NC	111	763				NC	490	499	NC	30	21	NC	35	30	NC	28	40	NC	8	8
Economically Disadvantaged	19	677	36302				521	503	507	7	17	18	0	30	21	79	43	46	14	10	14
Non-Economically Disadvantaged	26	489	39164				531	516	528	4	11	8	4	19	13	64	49	48	28	21	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	45	1163	75053	100	99	99	650	556	597	0	10	7	8	17	12	79	70	72	13	3	9
All Students (Prior Year)	42	1151	73654	100	97	99	540	515	530	0	16	9	8	19	13	90	62	70	3	3	7
Female	20	544	36872	100	100	99	667	582	621	0	5	5	11	13	9	72	77	74	17	5	12
Male	25	619	38109	100	98	99	636	534	573	0	15	10	5	20	14	86	63	69	10	2	6
African American	NC	43	3636	NC	100	99	NC	568	568	NC	12	12	NC	12	16	NC	67	67	NC	10	6
Hispanic	27	736	30235	100	99	98	659	547	575	0	11	9	5	20	14	77	65	70	18	4	6
Asian/Pacific Islander	--	13	1768	--	81	98	--	620	651	--	9	3	--	0	5	--	82	72	--	9	19
American Indian/Alaskan Native	NC	13	4044	NC	100	99	NC	542	550	NC	15	13	NC	31	17	NC	46	66	NC	8	4
White	15	357	35028	100	98	99	622	568	613	0	9	6	14	12	10	79	76	73	7	2	11
Students with Disabilities	NC	110	9625	NC	100	100	NC	500	530	NC	29	21	NC	13	21	NC	56	55	NC	2	4
Students without Disabilities	41	1053	65428	98	98	98	651	559	604	0	9	6	8	17	11	79	70	73	13	4	10
Limited English Proficient Students	NC	389	16765	NC	98	100	NC	535	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	NC	111	752				NC	544	562	NC	13	9	NC	15	18	NC	70	68	NC	3	5
Economically Disadvantaged	19	675	36077				660	547	566	0	10	10	7	22	16	71	65	69	21	3	5
Non-Economically Disadvantaged	26	488	38950				644	567	618	0	10	5	8	11	9	84	75	73	8	3	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	49	1172	76019	98	100	100	514	490	499	0	15	14	48	46	39	18	14	14	34	25	33
All Students (Prior Year)	53	1096	76230	98	98	100	509	492	498	7	14	12	36	43	38	9	12	12	48	32	37
Female	21	594	37207	91	100	100	492	492	499	0	13	12	65	47	41	25	15	14	10	25	33
Male	28	577	38677	100	100	100	532	488	498	0	17	15	33	44	38	13	14	13	54	25	34
African American	--	41	3817	--	100	100	--	474	475	--	25	23	--	47	47	--	11	11	--	17	18
Hispanic	29	752	29458	97	99	100	495	479	480	0	19	20	63	52	48	13	11	12	25	18	20
Asian/Pacific Islander	--	11	1673	--	100	99	--	507	531	--	10	4	--	40	29	--	10	14	--	40	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	20	356	35880	100	100	100	537	510	515	0	7	7	30	35	32	25	19	16	45	38	45
Students with Disabilities	NC	125	9786	NC	100	100	NC	442	457	NC	45	39	NC	43	40	NC	10	7	NC	2	13
Students without Disabilities	41	1047	66233	91	99	99	514	492	503	0	13	11	46	46	39	20	14	14	34	26	35
Limited English Proficient Students	NC	410	15206	NC	100	100	NC	461	459	NC	27	31	NC	62	53	NC	4	7	NC	7	9
Migrant Students	NC	134	745				NC	481	473	NC	21	22	NC	52	53	NC	8	11	NC	18	15
Economically Disadvantaged	27	699	35714				501	480	480	0	19	20	63	50	47	21	14	12	17	17	20
Non-Economically Disadvantaged	22	473	40266				530	503	513	0	10	9	30	41	33	15	14	15	55	35	43

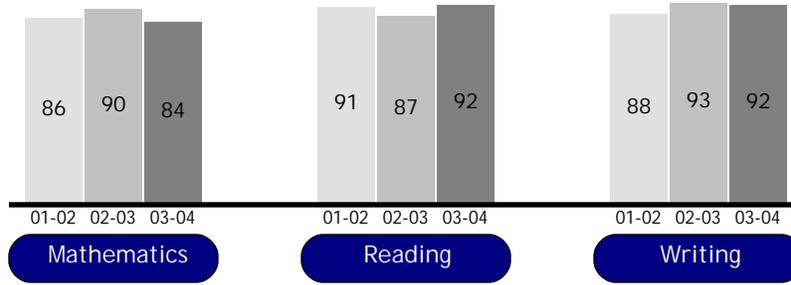
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	1174	76020	98	100	100	511	499	503	2	30	25	27	24	23	55	37	40	16	9	12
All Students (Prior Year)	54	1098	76202	100	99	100	513	501	505	16	23	19	32	31	24	39	40	46	14	7	11
Female	21	594	37213	91	100	100	502	500	504	5	25	22	35	25	23	60	40	42	0	10	13
Male	28	579	38666	100	100	100	519	498	501	0	35	29	21	24	22	50	33	38	29	8	12
African American	--	41	3819	--	100	100	--	497	494	--	31	37	--	19	26	--	42	31	--	8	6
Hispanic	29	753	29442	97	99	99	510	494	494	4	40	37	46	28	26	42	27	31	8	6	6
Asian/Pacific Islander	--	11	1672	--	100	99	--	509	513	--	20	12	--	0	19	--	70	49	--	10	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	20	357	35890	100	100	100	512	509	511	0	13	15	5	20	20	70	52	48	25	15	18
Students with Disabilities	NC	127	9784	NC	100	100	NC	486	485	NC	57	58	NC	20	19	NC	20	19	NC	3	4
Students without Disabilities	41	1047	66236	91	99	99	512	500	504	2	29	23	24	24	23	56	38	42	17	9	13
Limited English Proficient Students	NC	411	15198	NC	100	100	NC	484	483	NC	59	59	NC	28	25	NC	13	14	NC	1	1
Migrant Students	NC	134	743				NC	489	488	NC	44	50	NC	34	28	NC	17	19	NC	5	3
Economically Disadvantaged	27	701	35703				503	494	494	4	38	37	33	25	26	58	32	31	4	5	6
Non-Economically Disadvantaged	22	473	40274				521	505	509	0	19	17	20	24	20	50	43	47	30	14	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	49	1161	75673	98	99	100	561	529	530	0	9	12	14	28	25	84	61	58	2	2	4
All Students (Prior Year)	53	1082	74692	98	97	99	527	496	502	7	21	18	25	30	27	45	42	47	23	6	8
Female	21	588	37099	91	99	100	540	542	548	0	7	8	20	23	22	80	67	64	0	3	6
Male	28	572	38441	100	100	99	579	515	513	0	11	16	8	33	29	88	54	52	4	2	3
African American	--	41	3791	--	100	99	--	516	506	--	6	18	--	34	29	--	60	50	--	0	3
Hispanic	29	745	29305	97	98	99	557	521	507	0	11	16	25	31	31	75	56	51	0	3	2
Asian/Pacific Islander	--	10	1665	--	100	99	--	535	573	--	30	6	--	20	16	--	40	67	--	10	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	20	353	35760	100	100	99	567	544	550	0	5	9	0	23	21	95	70	64	5	2	6
Students with Disabilities	NC	125	9706	NC	100	100	NC	476	462	NC	32	36	NC	29	32	NC	37	31	NC	2	1
Students without Disabilities	41	1036	65967	91	98	99	555	532	536	0	8	10	15	28	25	85	62	60	0	2	5
Limited English Proficient Students	NC	405	15115	NC	99	100	NC	488	471	NC	18	26	NC	41	38	NC	41	35	NC	0	1
Migrant Students	NC	131	738				NC	504	488	NC	18	23	NC	32	33	NC	48	43	NC	2	1
Economically Disadvantaged	27	694	35541				558	514	504	0	12	17	13	33	31	83	52	50	4	2	2
Non-Economically Disadvantaged	22	467	40091				565	548	550	0	4	9	15	21	21	85	72	64	0	3	6

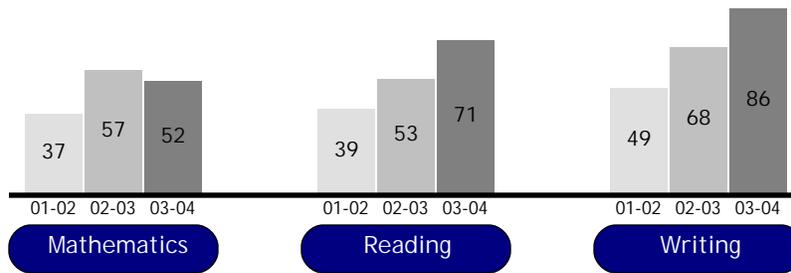
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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](http://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	41	35	44	100	66	45	50	91	69	NA	58
	Language	100	37	29	39	100	57	36	43	91	61	41	50
	Mathematics	100	55	51	52	100	83	57	57	91	73	60	64
3	Reading	100	51	36	43	98	57	37	47	98	63	NA	55
	Language	100	57	45	50	98	69	43	54	98	73	48	61
	Mathematics	100	69	47	50	98	76	49	54	98	78	54	61
4	Reading	100	39	40	47	90	62	44	52	90	70	NA	56
	Language	100	35	39	45	90	56	41	48	98	57	44	52
	Mathematics	100	63	49	52	96	74	51	57	98	69	54	61
5	Reading	100	42	39	46	89	52	44	50	100	60	NA	55
	Language	100	36	37	43	91	50	41	46	100	61	44	49
	Mathematics	100	53	52	54	100	61	55	57	100	78	55	63
6	Reading	100	58	42	49	94	63	45	53	92	63	NA	56
	Language	100	49	34	42	94	55	40	45	91	48	42	48
	Mathematics	100	79	54	58	100	70	57	62	92	73	61	66

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Advisory Committee for Budget Concerns
- Ü School Visionaries
- Ü Parent Liaisons
- Ü Community Liaisons
- Ü Curriculum

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	17
Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Small Neighborhood School/Family Environ
- Ü Media Center/iBook Computer Lab

Extracurricular Activities

- Ü Band for fifth and sixth Grades
- Ü Student Council
- Ü Gifted Programs

Social Services

- Ü Health Services
- Ü School Guidance Counselor
- Ü Voter Registration
- Ü Girl Scout/Brownie Troops

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Highly involved and active parent participation as evidenced by attendance at evening conferences, and schoolwide functions.
  
- ü Our focus on the Arizona Academic Standards as it relates to instruction and ongoing professional development has increased student achievement. AIMS and Stanford 9 scores among the highest in the county and exceed state averages.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	4	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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	65	58
Grades 3-4	73	61
Grades 4-5	66	65
Grades 5-6	80	80

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

Crisis Management Meetings with staff are held yearly to review procedures that will be implemented in a crisis situation. Safety drills are conducted monthly to practice procedures. Students are held accountable for their choices in behavior.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Juli Peach	(928) 782-9585
Transportation Policy	Tom Dyson	(928) 341-9076
Community Resources	Cathy Johnston	(928) 782-9585
School Nutrition Programs	Karen Johnson	(928) 502-4312
Parent Organization	Lynn Redondo	(928) 782-9585
Student Health/Nurse	Shirley Rodriguez	(928) 782-9585

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](http://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](http://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](http://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](http://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.