



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1201W 12th 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 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 : Mrs. Mary Barajas
Schedule : 7:30 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 679
Web Address : www.yuma.org/ocjohnson.html
Phone Number : (928) 782-3629
Fax Number : (928) 782-1535
E-mail : mbarajas@yumaed.org

Mission

Faculty, staff and parents work together at OCJ to provide what our children need to be successful learners. Involvement is the norm, and mutual expectations for student growth set a challenging climate in which our students achieve their best.

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 Parents and staff will work cooperatively to meet each child's academic, social and physical needs through meaningful dialogue.
- ü Administration and teachers will explore, select and implement innovative and effective programs to ensure that all students will progress steadily in skill development

Enrollment

October 1, 2003 School Year Student Enrollment : 653
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- Ü Gifted/Talented Program
- Ü On-site Resource Program
- Ü Migrant Support
- Ü Counseling

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

School staff will provide high-quality instruction in a supportive and effective learning environment so that students can master the Arizona State Standards. Opportunities for parents to observe, volunteer and participate at school will be provided.

Parents

Our parents' responsibilities encompass supporting their child through endeavors that promote regular attendance, good study habits, responsibility, and respect for self and others.

Transportation Policy

No transportation is provided by the district for O.C. Johnson students unless stipulated in a student's IEP.

School Honors

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

Award/Honor	Year
Ü Yuma County Current Events Challenge - 2nd Place	2003
Ü City Fire Safety Poster Winner	2002
Ü Dare to Dream Winner/Architectural Structure	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	111	1170	75509	100	99	100	496	508	521	20	15	13	34	30	23	32	34	33	14	21	31
All Students (Prior Year)	130	1169	75372	100	99	100	519	508	523	8	12	9	28	35	25	40	35	36	24	19	30
Female	59	548	37013	100	100	100	495	510	522	20	15	12	37	29	24	29	32	33	14	23	31
Male	52	622	38430	100	99	99	496	506	521	20	15	14	30	30	22	35	35	33	15	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	81	740	30486	100	100	99	486	498	505	23	18	18	38	35	29	33	32	32	6	15	21
Asian/Pacific Islander	NC	15	1780	NC	94	98	NC	537	549	NC	15	5	NC	8	13	NC	31	33	NC	46	50
American Indian/Alaskan Native	--	13	4075	--	100	100	--	500	486	--	31	28	--	31	34	--	8	26	--	31	12
White	24	359	35192	100	98	99	516	521	534	14	11	8	27	22	19	23	39	35	36	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	106	1057	65801	100	99	98	497	509	525	19	15	11	33	30	23	33	34	34	15	22	33
Limited English Proficient Students	29	393	16928	100	99	100	461	490	485	33	21	29	50	39	33	17	29	26	0	10	12
Migrant Students	NC	102	750				NC	494	499	NC	26	21	NC	38	29	NC	9	30	NC	26	20
Economically Disadvantaged	71	692	36411				489	498	503	23	18	19	37	35	29	28	32	32	12	15	20
Non-Economically Disadvantaged	40	478	39040				508	520	534	15	12	8	29	23	19	38	36	34	18	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	110	1166	75492	100	99	100	505	509	519	18	14	12	23	25	16	47	46	47	12	15	24
All Students (Prior Year)	130	1166	75221	100	99	100	513	511	523	6	12	8	26	24	16	56	52	56	12	12	21
Female	59	542	37014	100	99	100	508	513	523	12	12	10	24	22	15	49	50	48	16	17	27
Male	51	624	38400	100	99	99	500	505	516	26	17	14	23	27	17	44	43	47	8	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	80	736	30438	100	99	99	499	500	508	22	18	17	24	32	21	48	43	47	6	7	15
Asian/Pacific Islander	NC	13	1773	NC	81	98	NC	531	534	NC	9	4	NC	9	10	NC	45	50	NC	36	36
American Indian/Alaskan Native	--	13	4081	--	100	100	--	518	498	--	23	25	--	23	26	--	23	40	--	31	8
White	24	361	35177	100	99	99	514	521	528	9	9	8	27	15	13	36	51	49	27	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	105	1056	65785	100	99	98	505	510	522	18	14	10	23	25	16	46	46	49	13	15	26
Limited English Proficient Students	29	390	16905	100	99	100	488	492	489	42	22	34	17	39	28	42	36	32	0	3	6
Migrant Students	NC	111	763				NC	490	499	NC	30	21	NC	35	30	NC	28	40	NC	8	8
Economically Disadvantaged	65	677	36302				499	503	507	25	17	18	21	30	21	48	43	46	6	10	14
Non-Economically Disadvantaged	45	489	39164				512	516	528	8	11	8	26	19	13	45	49	48	21	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	111	1163	75053	100	99	99	537	556	597	10	10	7	25	17	12	63	70	72	2	3	9
All Students (Prior Year)	130	1151	73654	100	97	99	513	515	530	15	16	9	17	19	13	69	62	70	0	3	7
Female	59	544	36872	100	100	99	558	582	621	2	5	5	18	13	9	78	77	74	2	5	12
Male	52	619	38109	100	98	99	510	534	573	20	15	10	35	20	14	43	63	69	3	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	81	736	30235	100	99	98	529	547	575	9	11	9	28	20	14	61	65	70	2	4	6
Asian/Pacific Islander	NC	13	1768	NC	81	98	NC	620	651	NC	9	3	NC	0	5	NC	82	72	NC	9	19
American Indian/Alaskan Native	--	13	4044	--	100	99	--	542	550	--	15	13	--	31	17	--	46	66	--	8	4
White	24	357	35028	100	98	99	556	568	613	14	9	6	14	12	10	68	76	73	5	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	106	1053	65428	100	98	98	539	559	604	10	9	6	24	17	11	64	70	73	2	4	10
Limited English Proficient Students	29	389	16765	100	98	100	487	535	525	17	12	17	42	22	20	42	63	60	0	3	2
Migrant Students	NC	111	752				NC	544	562	NC	13	9	NC	15	18	NC	70	68	NC	3	5
Economically Disadvantaged	66	675	36077				501	547	566	17	10	10	30	22	16	53	65	69	0	3	5
Non-Economically Disadvantaged	45	488	38950				587	567	618	0	10	5	18	11	9	76	75	73	5	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	114	1172	76019	99	100	100	498	490	499	10	15	14	45	46	39	20	14	14	25	25	33
All Students (Prior Year)	108	1096	76230	91	98	100	502	492	498	7	14	12	40	43	38	18	12	12	35	32	37
Female	56	594	37207	98	100	100	509	492	499	7	13	12	43	47	41	13	15	14	37	25	33
Male	58	577	38677	100	100	100	487	488	498	13	17	15	47	44	38	28	14	13	13	25	34
African American	NC	41	3817	NC	100	100	NC	474	475	NC	25	23	NC	47	47	NC	11	11	NC	17	18
Hispanic	88	752	29458	99	99	100	495	479	480	12	19	20	48	52	48	17	11	12	23	18	20
Asian/Pacific Islander	--	11	1673	--	100	99	--	507	531	--	10	4	--	40	29	--	10	14	--	40	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	17	356	35880	100	100	100	523	510	515	0	7	7	27	35	32	33	19	16	40	38	45
Students with Disabilities	12	125	9786	100	100	100	438	442	457	75	45	39	0	43	40	25	10	7	0	2	13
Students without Disabilities	102	1047	66233	98	99	99	500	492	503	7	13	11	47	46	39	20	14	14	26	26	35
Limited English Proficient Students	47	410	15206	94	100	100	482	461	459	14	27	31	59	62	53	10	4	7	17	7	9
Migrant Students	13	134	745				505	481	473	13	21	22	50	52	53	0	8	11	38	18	15
Economically Disadvantaged	75	699	35714				495	480	480	10	19	20	46	50	47	24	14	12	20	17	20
Non-Economically Disadvantaged	39	473	40266				503	503	513	9	10	9	44	41	33	15	14	15	32	35	43

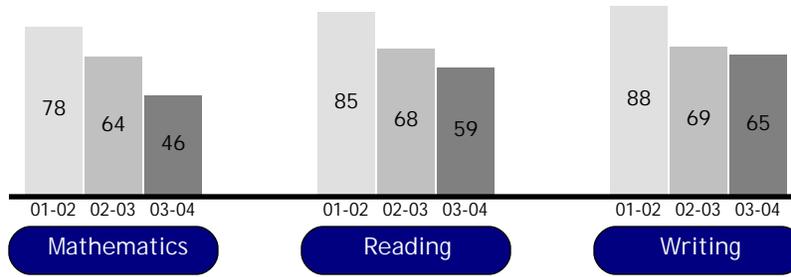
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1174	76020	98	100	100	503	499	503	25	30	25	24	24	23	40	37	40	11	9	12
All Students (Prior Year)	109	1098	76202	92	99	100	505	501	505	16	23	19	28	31	24	51	40	46	5	7	11
Female	55	594	37213	96	100	100	505	500	504	11	25	22	29	25	23	42	40	42	18	10	13
Male	58	579	38666	100	100	100	501	498	501	39	35	29	20	24	22	37	33	38	4	8	12
African American	NC	41	3819	NC	100	100	NC	497	494	NC	31	37	NC	19	26	NC	42	31	NC	8	6
Hispanic	87	753	29442	98	99	99	502	494	494	28	40	37	30	28	26	30	27	31	12	6	6
Asian/Pacific Islander	--	11	1672	--	100	99	--	509	513	--	20	12	--	0	19	--	70	49	--	10	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	17	357	35890	100	100	100	508	509	511	13	13	15	0	20	20	73	52	48	13	15	18
Students with Disabilities	12	127	9784	100	100	100	484	486	485	67	57	58	0	20	19	33	20	19	0	3	4
Students without Disabilities	101	1047	66236	97	99	99	503	500	504	24	29	23	25	24	23	40	38	42	11	9	13
Limited English Proficient Students	46	411	15198	92	100	100	492	484	483	41	59	59	37	28	25	19	13	14	4	1	1
Migrant Students	12	134	743				497	489	488	33	44	50	50	34	28	17	17	19	0	5	3
Economically Disadvantaged	74	701	35703				498	494	494	28	38	37	25	25	26	39	32	31	9	5	6
Non-Economically Disadvantaged	39	473	40274				510	505	509	21	19	17	24	24	20	41	43	47	15	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	112	1161	75673	97	99	100	530	529	530	6	9	12	33	28	25	57	61	58	3	2	4
All Students (Prior Year)	109	1082	74692	92	97	99	502	496	502	14	21	18	31	30	27	48	42	47	6	6	8
Female	54	588	37099	95	99	100	541	542	548	5	7	8	34	23	22	59	67	64	2	3	6
Male	58	572	38441	100	100	99	519	515	513	8	11	16	33	33	29	55	54	52	4	2	3
African American	NC	41	3791	NC	100	99	NC	516	506	NC	6	18	NC	34	29	NC	60	50	NC	0	3
Hispanic	86	745	29305	97	98	99	524	521	507	7	11	16	38	31	31	54	56	51	1	3	2
Asian/Pacific Islander	--	10	1665	--	100	99	--	535	573	--	30	6	--	20	16	--	40	67	--	10	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	17	353	35760	100	100	99	568	544	550	0	5	9	20	23	21	73	70	64	7	2	6
Students with Disabilities	12	125	9706	100	100	100	479	476	462	33	32	36	33	29	32	33	37	31	0	2	1
Students without Disabilities	100	1036	65967	96	98	99	533	532	536	5	8	10	33	28	25	59	62	60	3	2	5
Limited English Proficient Students	46	405	15115	92	99	100	486	488	471	14	18	26	55	41	38	31	41	35	0	0	1
Migrant Students	12	131	738				511	504	488	0	18	23	57	32	33	43	48	43	0	2	1
Economically Disadvantaged	73	694	35541				522	514	504	10	12	17	36	33	31	51	52	50	3	2	2
Non-Economically Disadvantaged	39	467	40091				543	548	550	0	4	9	29	21	21	68	72	64	3	3	6

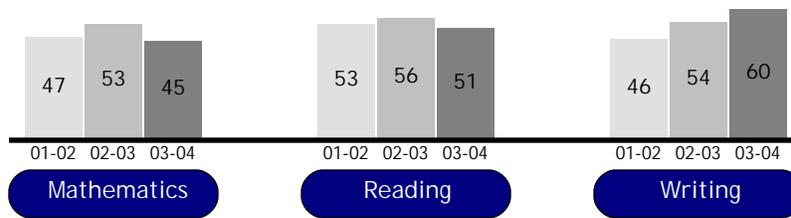
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	31	35	44	93	42	45	50	98	49	NA	58
	Language	98	34	29	39	98	34	36	43	100	41	41	50
	Mathematics	98	55	51	52	100	57	57	57	100	63	60	64
3	Reading	97	46	36	43	96	39	37	47	100	39	NA	55
	Language	97	55	45	50	98	47	43	54	100	42	48	61
	Mathematics	97	64	47	50	99	53	49	54	100	47	54	61
4	Reading	99	50	40	47	95	45	44	52	95	56	NA	56
	Language	99	44	39	45	99	39	41	48	99	44	44	52
	Mathematics	99	61	49	52	99	55	51	57	99	64	54	61
5	Reading	99	45	39	46	97	51	44	50	97	54	NA	55
	Language	99	43	37	43	100	47	41	46	97	55	44	49
	Mathematics	99	61	52	54	100	64	55	57	97	64	55	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)
- 4 Non-certified Employee(s)
- 8 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Decision Making
- Ü Students Activities Planning and Support
- Ü Communication - School/Community
- Ü Calendaring Events

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	6	2	0	0
10 or more years	5	9	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.	88
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Band Classes at Woodard Junior High
- Ü Ambassadors
- Ü Current Events Challenge Team
- Ü Family Nights - 7 Events

Social Services

- Ü Health Services
- Ü Parent Outreach Migrant Program
- Ü Recreational Activities
- Ü School Year/Summer Breakfast/Lunch

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Title I Site Plan was drafted, approved and implemented. The process involved extensive participation among parents and staff.
- ü At-risk students were identified and placed in extended day reading, math and tutoring programs.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	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	52	51
Grades 3-4	69	55
Grades 4-5	59	70

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

On-site safety drills are conducted with students and staff monthly, to provide opportunities to practice procedures. All infractions that relate to our District Discipline Matrix are dealt with. We are also initiating 'POPS' - Parents on Patrol.

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) :

4

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	Mary Barajas	(928) 782-3629
Transportation Policy	Tom Dyson	(928) 782-1010
Community Resources	Carol Bickford	(928) 782-3629
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization		
Student Health/Nurse	Melinda Semler	

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.