



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

600 S. 21st Avenue, 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	Underperforming

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

### School Overview

Principal/Administrator : Ms. Teresa Rosalez  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 737  
 Web Address : www.yuma.org/pecan.html  
 Phone Number : (928) 782-4351  
 Fax Number : (928) 782-0956  
 E-mail : trosalez@yumaed.org

### Mission

Working together with parents, all staff will intervene in students' lives to present, reinforce, and secure mastery of district expectations for each individual.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	Corrective Action
2002-03	Year 2
2001-02	N/A

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

### School / Academic Goals

- ü Pecan Grove Elementary will increase student achievement in AIMS reading by the following: third grade and fifth grade by seven percent.
- ü Pecan Grove Elementary School will increase student achievement in AIMS math by the following: third and fifth grade at seven percent.

### Enrollment

October 1, 2003 School Year Student Enrollment : 720  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- ü Literacy for All Reading
- ü Dual Language by Parent Request
- ü Schoolwide Title I
- ü Strong Pre-tests/Classroom Interventions

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Provide a positive, supportive and safe environment in which all children acquire the academic skills to succeed. The school has the responsibility to set high academic standards for all students.

Parents

Parents are encouraged to participate and become involved in their child's education. Parents should encourage children to do their personal best and to set realistic goals. Parents are expected to send their children to school daily.

Transportation Policy

The majority of students walk to school. Transportation is provided to K-6th grade students who live on the west side of 16th Ave., north of 1st Street and south of County, 8th 1/2 or 12th Street. Out of boundary families transport their own.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award	1999
ü Newspapers in Education, Teachers of the Year	2001

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	99	1170	75509	100	99	100	496	508	521	26	15	13	28	30	23	28	34	33	19	21	31
All Students (Prior Year)	95	1169	75372	94	99	100	490	508	523	26	12	9	36	35	25	30	35	36	8	19	30
Female	40	548	37013	100	100	100	496	510	522	27	15	12	32	29	24	23	32	33	18	23	31
Male	59	622	38430	98	99	99	496	506	521	25	15	14	25	30	22	31	35	33	19	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	89	740	30486	100	100	99	497	498	505	24	18	18	29	35	29	29	32	32	18	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	NC	13	4075	NC	100	100	NC	500	486	NC	31	28	NC	31	34	NC	8	26	NC	31	12
White	NC	359	35192	NC	98	99	NC	521	534	NC	11	8	NC	22	19	NC	39	35	NC	28	39
Students with Disabilities	12	113	9708	100	100	100	NA	496	489	NA	24	32	NA	30	27	NA	28	24	NA	19	17
Students without Disabilities	87	1057	65801	98	99	98	496	509	525	26	15	11	28	30	23	28	34	34	19	22	33
Limited English Proficient Students	71	393	16928	100	99	100	505	490	485	18	21	29	33	39	33	27	29	26	21	10	12
Migrant Students	13	102	750				444	494	499	50	26	21	50	38	29	0	9	30	0	26	20
Economically Disadvantaged	77	692	36411				491	498	503	29	18	19	31	35	29	26	32	32	14	15	20
Non-Economically Disadvantaged	22	478	39040				512	520	534	19	12	8	19	23	19	31	36	34	31	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	96	1166	75492	98	99	100	491	509	519	22	14	12	42	25	16	35	46	47	2	15	24
All Students (Prior Year)	95	1166	75221	94	99	100	492	511	523	27	12	8	25	24	16	46	52	56	2	12	21
Female	36	542	37014	95	99	100	490	513	523	21	12	10	47	22	15	32	50	48	0	17	27
Male	60	624	38400	100	99	99	491	505	516	22	17	14	39	27	17	36	43	47	3	13	21
African American	--	42	3665	--	100	99	--	517	505	--	10	20	--	24	22	--	46	43	--	20	14
Hispanic	87	736	30438	100	99	99	489	500	508	19	18	17	49	32	21	32	43	47	0	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	NC	13	4081	NC	100	100	NC	518	498	NC	23	25	NC	23	26	NC	23	40	NC	31	8
White	NC	361	35177	NC	99	99	NC	521	528	NC	9	8	NC	15	13	NC	51	49	NC	24	31
Students with Disabilities	11	110	9707	100	100	100	NA	494	495	NA	26	33	NA	22	21	NA	43	33	NA	9	13
Students without Disabilities	85	1056	65785	96	99	98	491	510	522	22	14	10	42	25	16	35	46	49	2	15	26
Limited English Proficient Students	70	390	16905	100	99	100	490	492	489	19	22	34	50	39	28	31	36	32	0	3	6
Migrant Students	19	111	763				491	490	499	17	30	21	67	35	30	17	28	40	0	8	8
Economically Disadvantaged	73	677	36302				488	503	507	21	17	18	45	30	21	33	43	46	0	10	14
Non-Economically Disadvantaged	23	489	39164				499	516	528	23	11	8	31	19	13	38	49	48	8	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	99	1163	75053	100	99	99	495	556	597	23	10	7	26	17	12	51	70	72	0	3	9
All Students (Prior Year)	95	1151	73654	94	97	99	501	515	530	33	16	9	12	19	13	56	62	70	0	3	7
Female	39	544	36872	100	100	99	521	582	621	10	5	5	24	13	9	67	77	74	0	5	12
Male	60	619	38109	100	98	99	480	534	573	31	15	10	28	20	14	42	63	69	0	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	89	736	30235	100	99	98	497	547	575	19	11	9	31	20	14	50	65	70	0	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	NC	13	4044	NC	100	99	NC	542	550	NC	15	13	NC	31	17	NC	46	66	NC	8	4
White	NC	357	35028	NC	98	99	NC	568	613	NC	9	6	NC	12	10	NC	76	73	NC	2	11
Students with Disabilities	11	110	9625	100	100	100	NA	500	530	NA	29	21	NA	13	21	NA	56	55	NA	2	4
Students without Disabilities	88	1053	65428	99	98	98	495	559	604	23	9	6	26	17	11	51	70	73	0	4	10
Limited English Proficient Students	72	389	16765	100	98	100	506	535	525	15	12	17	27	22	20	58	63	60	0	3	2
Migrant Students	20	111	752				494	544	562	17	13	9	33	15	18	50	70	68	0	3	5
Economically Disadvantaged	75	675	36077				497	547	566	21	10	10	26	22	16	53	65	69	0	3	5
Non-Economically Disadvantaged	24	488	38950				488	567	618	29	10	5	29	11	9	43	75	73	0	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	110	1172	76019	100	100	100	484	490	499	17	15	14	53	46	39	11	14	14	19	25	33
All Students (Prior Year)	108	1096	76230	100	98	100	486	492	498	13	14	12	48	43	38	13	12	12	25	32	37
Female	62	594	37207	100	100	100	485	492	499	24	13	12	46	47	41	7	15	14	22	25	33
Male	48	577	38677	100	100	100	484	488	498	6	17	15	61	44	38	16	14	13	16	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	100	752	29458	100	99	100	484	479	480	19	19	20	52	52	48	9	11	12	20	18	20
Asian/Pacific Islander	NC	11	1673	NC	100	99	NC	507	531	NC	10	4	NC	40	29	NC	10	14	NC	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	NC	356	35880	NC	100	100	NC	510	515	NC	7	7	NC	35	32	NC	19	16	NC	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	102	1047	66233	100	99	99	485	492	503	17	13	11	52	46	39	11	14	14	20	26	35
Limited English Proficient Students	73	410	15206	100	100	100	470	461	459	25	27	31	58	62	53	6	4	7	11	7	9
Migrant Students	30	134	745				481	481	473	31	21	22	46	52	53	8	8	11	15	18	15
Economically Disadvantaged	80	699	35714				481	480	480	15	19	20	56	50	47	13	14	12	17	17	20
Non-Economically Disadvantaged	30	473	40266				494	503	513	22	10	9	44	41	33	6	14	15	28	35	43

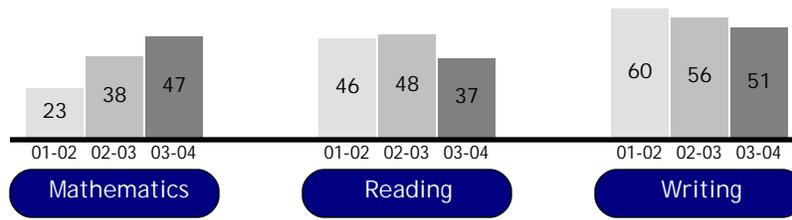
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1174	76020	100	100	100	493	499	503	43	30	25	25	24	23	26	37	40	6	9	12
All Students (Prior Year)	110	1098	76202	100	99	100	492	501	505	34	23	19	36	31	24	27	40	46	3	7	11
Female	62	594	37213	100	100	100	496	500	504	41	25	22	20	25	23	34	40	42	5	10	13
Male	48	579	38666	100	100	100	489	498	501	45	35	29	32	24	22	16	33	38	6	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	100	753	29442	100	99	99	492	494	494	45	40	37	23	28	26	27	27	31	5	6	6
Asian/Pacific Islander	NC	11	1672	NC	100	99	NC	509	513	NC	20	12	NC	0	19	NC	70	49	NC	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	NC	357	35890	NC	100	100	NC	509	511	NC	13	15	NC	20	20	NC	52	48	NC	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	102	1047	66236	100	99	99	493	500	504	42	29	23	25	24	23	27	38	42	6	9	13
Limited English Proficient Students	73	411	15198	100	100	100	481	484	483	61	59	59	28	28	25	11	13	14	0	1	1
Migrant Students	30	134	743				480	489	488	54	44	50	31	34	28	15	17	19	0	5	3
Economically Disadvantaged	80	701	35703				488	494	494	50	38	37	24	25	26	22	32	31	4	5	6
Non-Economically Disadvantaged	30	473	40274				507	505	509	22	19	17	28	24	20	39	43	47	11	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	110	1161	75673	100	99	100	504	529	530	19	9	12	33	28	25	46	61	58	1	2	4
All Students (Prior Year)	103	1082	74692	100	97	99	469	496	502	41	21	18	35	30	27	23	42	47	1	6	8
Female	62	588	37099	100	99	100	526	542	548	15	7	8	29	23	22	54	67	64	2	3	6
Male	48	572	38441	100	100	99	474	515	513	26	11	16	39	33	29	35	54	52	0	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	100	745	29305	100	98	99	506	521	507	17	11	16	34	31	31	47	56	51	2	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	535	573	NC	30	6	NC	20	16	NC	40	67	NC	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	NC	353	35760	NC	100	99	NC	544	550	NC	5	9	NC	23	21	NC	70	64	NC	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	102	1036	65967	100	98	99	505	532	536	18	8	10	34	28	25	46	62	60	1	2	5
Limited English Proficient Students	73	405	15115	100	99	100	486	488	471	28	18	26	39	41	38	33	41	35	0	0	1
Migrant Students	30	131	738				464	504	488	38	18	23	38	32	33	23	48	43	0	2	1
Economically Disadvantaged	80	694	35541				490	514	504	24	12	17	35	33	31	41	52	50	0	2	2
Non-Economically Disadvantaged	30	467	40091				545	548	550	6	4	9	28	21	21	61	72	64	6	3	6

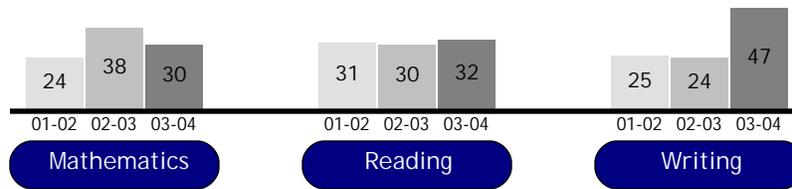
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](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	99	17	35	44	88	27	45	50	92	24	NA	58
	Language	99	14	29	39	93	21	36	43	96	12	41	50
	Mathematics	99	37	51	52	94	37	57	57	95	23	60	64
3	Reading	100	18	36	43	91	25	37	47	91	26	NA	55
	Language	100	32	45	50	92	30	43	54	94	40	48	61
	Mathematics	100	26	47	50	94	46	49	54	94	52	54	61
4	Reading	100	17	40	47	92	29	44	52	95	35	NA	56
	Language	100	21	39	45	99	32	41	48	98	31	44	52
	Mathematics	100	30	49	52	99	47	51	57	97	39	54	61
5	Reading	100	27	39	46	99	27	44	50	100	44	NA	55
	Language	100	27	37	43	96	25	41	46	100	38	44	49
	Mathematics	100	46	52	54	97	45	55	57	100	45	55	63
6	Reading	99	23	42	49	94	27	45	53	93	39	NA	56
	Language	99	22	34	42	96	22	40	45	96	27	42	48
	Mathematics	100	45	54	58	97	46	57	62	96	54	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)
- 9 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Guide Principal's Decision-making
- Ü Research and Suggest Instr. Strategies
- Ü Recommend Campus Expenditures
- Ü School Improvement Implementation
- Ü Ensure Compliance w/Curricular Goals
- Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	3	7	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	6

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Computer Lab

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Current Events Challenge Team
- Ü Family Activity Nights

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü DARE
- Ü AZ Children's Association Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü The winner of the regional Spelling Bee was promoted from our school after attending for 6 years. This coincides with our goal for students to achieve at or above grade level in Language Arts.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	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	51	63
Grades 3-4	70	54
Grades 4-5	70	56
Grades 5-6	63	60

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 a weekly basis, all students are taught life skills using Character Counts activities. One new character trait is taught each month. The skills are reinforced in the classroom and on the campus through the interactive television studio.

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	Teresa Rosalez	(928) 782-4351
Transportation Policy	Tom Dyson	(928) 502-4774
Community Resources	Claudia Sanchez	(928) 782-4351
School Nutrition Programs	Karen Johnson	(928) 343-0800
Parent Organization	Xochitl Gomez	(928) 782-3500
Student Health/Nurse	Office	(928) 782-4351

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.

Footnotes

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.