



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

840 E 22nd St, 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	Underperforming

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

School Overview

Principal/Administrator : Ms. Rebecca Kuechel
 Schedule : 7:30 AM to 3:30 PM
 Grades : Pre-K-5
 2004 Enrollment : 492
 Web Address :
 Phone Number : (928) 782-9241
 Fax Number : (928) 782-6737
 E-mail : rkuechel@yumaed.org

Mission

Our mission is to promote the development of students and adult learning. We embrace inquiry and innovation while improving the quality of teaching and increasing student achievement.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School / Academic Goals

- ü Students will meet or exceed benchmark on the spring Dibles assessment.
- ü Students will perform at the MEETS or EXCEEDS achievement levels on the AIMS assessment; and at the 50th or above percentile on the SAT9 assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 556
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 10

Instructional Programs

- Ü Full Day Kindergarten
- Ü Reading Specialist Support
- Ü Special Education Preschool & K-5
- Ü Reading First School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

We believe the responsibility of the school exists under two main premises: We are here to educate all students; and to keep them safe. All of our actions and decisions are focused on the students' well-being, academically, socially & personally.

Parents

We believe the responsibilities of parents are to support their child's learning by monitoring attendance and schoolwork completion; volunteering in their child's classroom, and participating in decisions relating to the education of their children.

Transportation Policy

Students who attend Gwyneth Ham live within walking distance, therefore they either walk, ride a bike, or are brought by parents. Transportation is provided for special education students as directed in their Individual Educational Plans (IEPs).

School Honors

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

Award/Honor	Year
Ü Reading First School	2003
Ü Reading First Professional Development School	2004
Ü Recipient Food Play Mural	2004
Ü Mary Hendren Golden Apple 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	79	1170	75509	94	99	100	498	508	521	21	15	13	34	30	23	26	34	33	19	21	31
All Students (Prior Year)	90	1169	75372	97	99	100	504	508	523	15	12	9	32	35	25	39	35	36	15	19	30
Female	34	548	37013	94	100	100	504	510	522	20	15	12	36	29	24	16	32	33	28	23	31
Male	45	622	38430	94	99	99	493	506	521	21	15	14	33	30	22	33	35	33	12	20	31
African American	--	43	3660	--	100	99	--	515	496	--	12	24	--	36	31	--	24	28	--	29	18
Hispanic	66	740	30486	94	100	99	494	498	505	17	18	18	39	35	29	26	32	32	17	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	12	359	35192	100	98	99	516	521	534	27	11	8	18	22	19	27	39	35	27	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	71	1057	65801	97	99	98	500	509	525	20	15	11	35	30	23	25	34	34	20	22	33
Limited English Proficient Students	32	393	16928	100	99	100	486	490	485	29	21	29	43	39	33	21	29	26	7	10	12
Migrant Students	15	102	750				510	494	499	13	26	21	38	38	29	0	9	30	50	26	20
Economically Disadvantaged	46	692	36411				485	498	503	29	18	19	42	35	29	13	32	32	16	15	20
Non-Economically Disadvantaged	33	478	39040				512	520	534	11	12	8	26	23	19	41	36	34	22	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	79	1166	75492	94	99	100	502	509	519	16	14	12	29	25	16	43	46	47	12	15	24
All Students (Prior Year)	90	1166	75221	97	99	100	499	511	523	16	12	8	37	24	16	41	52	56	7	12	21
Female	34	542	37014	94	99	100	507	513	523	8	12	10	33	22	15	46	50	48	13	17	27
Male	45	624	38400	94	99	99	499	505	516	21	17	14	26	27	17	41	43	47	12	13	21
African American	--	42	3665	--	100	99	--	517	505	--	10	20	--	24	22	--	46	43	--	20	14
Hispanic	65	736	30438	93	99	99	499	500	508	17	18	17	33	32	21	43	43	47	7	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	12	361	35177	100	99	99	525	521	528	0	9	8	10	15	13	50	51	49	40	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	71	1056	65785	97	99	98	503	510	522	14	14	10	30	25	16	43	46	49	13	15	26
Limited English Proficient Students	31	390	16905	100	99	100	485	492	489	29	22	34	43	39	28	29	36	32	0	3	6
Migrant Students	15	111	763				514	490	499	14	30	21	14	35	30	57	28	40	14	8	8
Economically Disadvantaged	45	677	36302				497	503	507	23	17	18	29	30	21	39	43	46	10	10	14
Non-Economically Disadvantaged	34	489	39164				509	516	528	7	11	8	30	19	13	48	49	48	15	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	79	1163	75053	94	99	99	544	556	597	5	10	7	22	17	12	71	70	72	2	3	9
All Students (Prior Year)	87	1151	73654	94	97	99	503	515	530	23	16	9	24	19	13	53	62	70	0	3	7
Female	34	544	36872	94	100	99	582	582	621	0	5	5	17	13	9	79	77	74	4	5	12
Male	45	619	38109	94	98	99	517	534	573	9	15	10	26	20	14	65	63	69	0	2	6
African American	--	43	3636	--	100	99	--	568	568	--	12	12	--	12	16	--	67	67	--	10	6
Hispanic	65	736	30235	93	99	98	548	547	575	4	11	9	24	20	14	70	65	70	2	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	12	357	35028	100	98	99	515	568	613	10	9	6	20	12	10	70	76	73	0	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	71	1053	65428	97	98	98	543	559	604	5	9	6	23	17	11	70	70	73	2	4	10
Limited English Proficient Students	31	389	16765	100	98	100	523	535	525	0	12	17	36	22	20	64	63	60	0	3	2
Migrant Students	15	111	752				601	544	562	0	13	9	0	15	18	100	70	68	0	3	5
Economically Disadvantaged	45	675	36077				537	547	566	6	10	10	26	22	16	68	65	69	0	3	5
Non-Economically Disadvantaged	34	488	38950				552	567	618	4	10	5	19	11	9	74	75	73	4	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	79	1172	76019	98	100	100	487	490	499	20	15	14	43	46	39	7	14	14	30	25	33
All Students (Prior Year)	86	1096	76230	100	98	100	493	492	498	19	14	12	35	43	38	17	12	12	30	32	37
Female	41	594	37207	98	100	100	488	492	499	18	13	12	47	47	41	6	15	14	29	25	33
Male	38	577	38677	97	100	100	486	488	498	23	17	15	38	44	38	8	14	13	31	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	56	752	29458	95	99	100	480	479	480	20	19	20	46	52	48	10	11	12	24	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	17	356	35880	100	100	100	510	510	515	20	7	7	33	35	32	0	19	16	47	38	45
Students with Disabilities	21	125	9786	95	100	100	426	442	457	63	45	39	25	43	40	13	10	7	0	2	13
Students without Disabilities	58	1047	66233	98	99	99	496	492	503	13	13	11	46	46	39	6	14	14	35	26	35
Limited English Proficient Students	26	410	15206	100	100	100	454	461	459	31	27	31	54	62	53	0	4	7	15	7	9
Migrant Students	NC	134	745				NC	481	473	NC	21	22	NC	52	53	NC	8	11	NC	18	15
Economically Disadvantaged	56	699	35714				485	480	480	28	19	20	38	50	47	5	14	12	30	17	20
Non-Economically Disadvantaged	23	473	40266				491	503	513	5	10	9	55	41	33	10	14	15	30	35	43

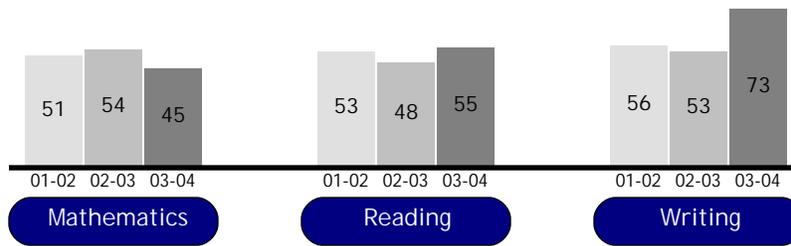
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1174	76020	98	100	100	507	499	503	25	30	25	15	24	23	38	37	40	22	9	12
All Students (Prior Year)	85	1098	76202	100	99	100	499	501	505	17	23	19	35	31	24	40	40	46	8	7	11
Female	41	594	37213	98	100	100	505	500	504	21	25	22	15	25	23	45	40	42	18	10	13
Male	38	579	38666	97	100	100	512	498	501	32	35	29	14	24	22	27	33	38	27	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	56	753	29442	95	99	99	500	494	494	32	40	37	18	28	26	34	27	31	16	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	17	357	35890	100	100	100	530	509	511	8	13	15	8	20	20	46	52	48	38	15	18
Students with Disabilities	21	127	9784	95	100	100	480	486	485	67	57	58	33	20	19	0	20	19	0	3	4
Students without Disabilities	58	1047	66236	98	99	99	509	500	504	23	29	23	13	24	23	40	38	42	23	9	13
Limited English Proficient Students	26	411	15198	100	100	100	495	484	483	27	59	59	36	28	25	27	13	14	9	1	1
Migrant Students	NC	134	743				NC	489	488	NC	44	50	NC	34	28	NC	17	19	NC	5	3
Economically Disadvantaged	56	701	35703				508	494	494	30	38	37	14	25	26	32	32	31	24	5	6
Non-Economically Disadvantaged	23	473	40274				506	505	509	17	19	17	17	24	20	50	43	47	17	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	78	1161	75673	96	99	100	550	529	530	7	9	12	24	28	25	64	61	58	5	2	4
All Students (Prior Year)	80	1082	74692	94	97	99	484	496	502	31	21	18	27	30	27	40	42	47	2	6	8
Female	41	588	37099	98	99	100	555	542	548	3	7	8	27	23	22	67	67	64	3	3	6
Male	37	572	38441	95	100	99	543	515	513	14	11	16	18	33	29	59	54	52	9	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	55	745	29305	93	98	99	536	521	507	11	11	16	18	31	31	68	56	51	3	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	17	353	35760	100	100	99	605	544	550	0	5	9	31	23	21	54	70	64	15	2	6
Students with Disabilities	20	125	9706	91	100	100	555	476	462	0	32	36	0	29	32	100	37	31	0	2	1
Students without Disabilities	58	1036	65967	98	98	99	550	532	536	8	8	10	25	28	25	62	62	60	6	2	5
Limited English Proficient Students	25	405	15115	96	99	100	533	488	471	9	18	26	18	41	38	73	41	35	0	0	1
Migrant Students	NC	131	738				NC	504	488	NC	18	23	NC	32	33	NC	48	43	NC	2	1
Economically Disadvantaged	55	694	35541				552	514	504	8	12	17	22	33	31	65	52	50	5	2	2
Non-Economically Disadvantaged	23	467	40091				547	548	550	6	4	9	28	21	21	61	72	64	6	3	6

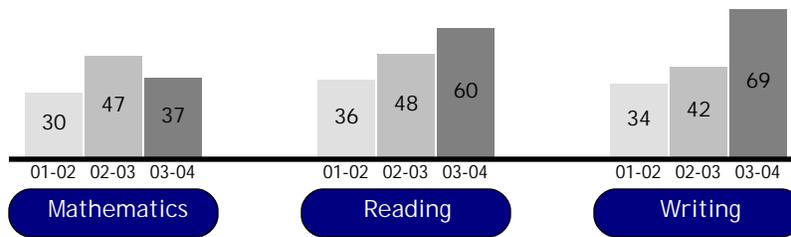
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	89	24	35	44	97	35	45	50	85	45	NA	58
	Language	90	23	29	39	99	23	36	43	90	41	41	50
	Mathematics	91	51	51	52	99	51	57	57	90	64	60	64
3	Reading	82	34	36	43	98	21	37	47	91	37	NA	55
	Language	88	46	45	50	99	37	43	54	91	50	48	61
	Mathematics	91	52	47	50	100	43	49	54	91	49	54	61
4	Reading	81	40	40	47	97	42	44	52	88	34	NA	56
	Language	82	43	39	45	100	36	41	48	89	38	44	52
	Mathematics	86	57	49	52	100	41	51	57	90	37	54	61
5	Reading	81	35	39	46	88	40	44	50	90	55	NA	55
	Language	79	36	37	43	90	41	41	46	95	45	44	49
	Mathematics	86	49	52	54	100	55	55	57	94	54	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

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

Council Duties

- Ü Facility Maintenance/Improvement
- Ü School Safety Issues
- Ü School Needs Assessments
- Ü Technology Planning/Improvement
- Ü School/Business/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	29.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	2	0	0
10 or more years	8	17	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
- Core academic classes taught by Highly Qualified (NCLB) teachers. 54
- Teachers with Emergency Certificaton. 4

Resources Available at School Site

Special Facilities

- Ü Title I Learning Lab/Book Room
- Ü Head Start/Arizona At-Risk Preschool

Extracurricular Activities

- Ü AM/PM Discovery Club (Child Care)
- Ü Before/After School
- Ü Choir/Art/PE/Drama Clubs
- Ü Student Ambassadors

Social Services

- Ü Discovery Club
- Ü School-based Health Clinic
- Ü Adult ESL Classes/AWC/NAU-Yuma

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Grade-level average of students' achievement performances (grades three, four and six) exceeded the expected fall-to-spring growth in reading as measured by the district assessment.

- ü Grade-level average of students' achievement performances exceeded the expected fall-to-spring growth in reading as measured by the district assessment.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	87	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	49	42
Grades 3-4	81	45
Grades 4-5	67	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

Gwyneth Ham School utilizes Project Wisdom, LifeSkills and Lifelong Guidelines as the foundation for student and staff behavioral expectations. The school follows a zero-tolerance policy for violence, drugs, and/or gang-related activity.

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	Rebecca Kuechel	(928) 782-9241
Transportation Policy	Tom Dyson	(928) 782-1010
Community Resources	Rebecca Kuechel	(928) 782-9241
School Nutrition Programs	Linda Cypert	(928) 782-9241
Parent Organization	Rebecca Kuechel	(928) 782-9241
Student Health/Nurse	Judy Rushin	(928) 782-9241

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.