

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2251 Otondo Drive, Yuma, AZ 85365

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	Underperforming
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 : Mr. Randy Rodriguez
 Schedule : 8:00 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 1127
 Web Address :
 Phone Number : (928) 344-0979
 Fax Number : (928) 344-8168
 E-mail : rrodriguez1@yumaed.org

Mission

Our vision at Otondo Elementary School is to develop a moral learning community where all students will achieve academic success while becoming citizens of strong positive character. Otondo's 4 C's are curriculum, character, climate, and community.

School / Academic Goals

- ü We will use current data, assessments and practices to refine our reading and writing programs and increase the number of students reading on grade level.
- ü We will continue the implementation and development of Learning Communities in which we create a positive secure small school environment within the larger school.
- ü We will work with community members and PTO to develop a warm and positive climate. One in which parents, students, staff, and visitors feel welcome and safe within our school.

Enrollment

October 1, 2003 School Year Student Enrollment : 1077
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- ü Gifted
- ü Literacy For All Reading Program
- ü Writing Up a Storm by Wilda Storm

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Otondo will provide students with an effective, positive and safe learning environment. We will set high expectations and conduct assessments for student achievement; set clear academic and social goals; and effectively communicate with parents.

Parents

Parents should be involved with their children, their children's teachers and the school community. Student success increases as parents become more involved in the school and school-related activities of the child. Parents should ensure that their child comes to school on time and prepared to learn.

Transportation Policy

Ninety-five percent (95%) of all students attending Otondo require transportation. Transportation by school bus is available to all students.

School Honors

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

Award/Honor	Year
ü Current Events Champions	2000
ü Odyssey of the Mind (State) 1st Place-World Competition	2004
ü Odyssey of the Mind (State) 1st Place-World Competition	2002
ü 5-Star Rating in Math and Reading	2000

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	204	1170	75509	100	99	100	515	508	521	10	15	13	32	30	23	33	34	33	25	21	31
All Students (Prior Year)	175	1169	75372	100	99	100	499	508	523	15	12	9	41	35	25	29	35	36	15	19	30
Female	109	548	37013	100	100	100	513	510	522	15	15	12	28	29	24	31	32	33	26	23	31
Male	95	622	38430	98	99	99	517	506	521	5	15	14	37	30	22	34	35	33	24	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	87	740	30486	100	100	99	501	498	505	12	18	18	39	35	29	32	32	32	17	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	103	359	35192	97	98	99	523	521	534	8	11	8	29	22	19	36	39	35	26	28	39
Students with Disabilities	22	113	9708	100	100	100	543	496	489	0	24	32	33	30	27	22	28	24	44	19	17
Students without Disabilities	182	1057	65801	98	99	98	513	509	525	11	15	11	32	30	23	33	34	34	24	22	33
Limited English Proficient Students	37	393	16928	86	99	100	485	490	485	17	21	29	44	39	33	39	29	26	0	10	12
Migrant Students	17	102	750				476	494	499	50	26	21	17	38	29	17	9	30	17	26	20
Economically Disadvantaged	96	692	36411				498	498	503	15	18	19	40	35	29	29	32	32	16	15	20
Non-Economically Disadvantaged	108	478	39040				527	520	534	7	12	8	26	23	19	35	36	34	32	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	203	1166	75492	99	99	100	522	509	519	9	14	12	18	25	16	50	46	47	23	15	24
All Students (Prior Year)	175	1166	75221	100	99	100	514	511	523	12	12	8	22	24	16	56	52	56	10	12	21
Female	109	542	37014	100	99	100	529	513	523	9	12	10	14	22	15	48	50	48	29	17	27
Male	94	624	38400	97	99	99	514	505	516	9	17	14	23	27	17	51	43	47	17	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	86	736	30438	100	99	99	510	500	508	11	18	17	26	32	21	48	43	47	15	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	104	361	35177	98	99	99	528	521	528	6	9	8	15	15	13	51	51	49	28	24	31
Students with Disabilities	20	110	9707	100	100	100	524	494	495	0	26	33	13	22	21	63	43	33	25	9	13
Students without Disabilities	183	1056	65785	98	99	98	522	510	522	9	14	10	19	25	16	49	46	49	23	15	26
Limited English Proficient Students	36	390	16905	84	99	100	494	492	489	17	22	34	39	39	28	44	36	32	0	3	6
Migrant Students	17	111	763				483	490	499	43	30	21	29	35	30	14	28	40	14	8	8
Economically Disadvantaged	92	677	36302				514	503	507	15	17	18	21	30	21	47	43	46	17	10	14
Non-Economically Disadvantaged	111	489	39164				527	516	528	4	11	8	17	19	13	51	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	199	1163	75053	97	99	99	569	556	597	11	10	7	12	17	12	73	70	72	4	3	9
All Students (Prior Year)	171	1151	73654	100	97	99	515	515	530	15	16	9	24	19	13	56	62	70	5	3	7
Female	108	544	36872	100	100	99	585	582	621	7	5	5	10	13	9	79	77	74	4	5	12
Male	91	619	38109	94	98	99	550	534	573	15	15	10	15	20	14	66	63	69	4	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	86	736	30235	100	99	98	558	547	575	15	11	9	18	20	14	61	65	70	6	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	100	357	35028	94	98	99	571	568	613	8	9	6	9	12	10	83	76	73	1	2	11
Students with Disabilities	20	110	9625	100	100	100	587	500	530	25	29	21	0	13	21	63	56	55	13	2	4
Students without Disabilities	179	1053	65428	96	98	98	568	559	604	10	9	6	13	17	11	74	70	73	4	4	10
Limited English Proficient Students	36	389	16765	84	98	100	530	535	525	28	12	17	17	22	20	50	63	60	6	3	2
Migrant Students	17	111	752				566	544	562	14	13	9	0	15	18	86	70	68	0	3	5
Economically Disadvantaged	89	675	36077				561	547	566	9	10	10	17	22	16	72	65	69	1	3	5
Non-Economically Disadvantaged	110	488	38950				575	567	618	12	10	5	9	11	9	74	75	73	6	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	198	1172	76019	100	100	100	492	490	499	13	15	14	46	46	39	13	14	14	29	25	33
All Students (Prior Year)	165	1096	76230	100	98	100	498	492	498	14	14	12	40	43	38	13	12	12	33	32	37
Female	99	594	37207	100	100	100	492	492	499	13	13	12	45	47	41	16	15	14	26	25	33
Male	99	577	38677	100	100	100	492	488	498	13	17	15	46	44	38	9	14	13	32	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	91	752	29458	100	99	100	475	479	480	18	19	20	61	52	48	7	11	12	15	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	98	356	35880	100	100	100	506	510	515	7	7	7	37	35	32	17	19	16	40	38	45
Students with Disabilities	12	125	9786	92	100	100	470	442	457	0	45	39	100	43	40	0	10	7	0	2	13
Students without Disabilities	186	1047	66233	100	99	99	492	492	503	13	13	11	45	46	39	13	14	14	29	26	35
Limited English Proficient Students	44	410	15206	100	100	100	462	461	459	18	27	31	68	62	53	4	4	7	11	7	9
Migrant Students	19	134	745				492	481	473	9	21	22	55	52	53	9	8	11	27	18	15
Economically Disadvantaged	81	699	35714				475	480	480	21	19	20	52	50	47	9	14	12	18	17	20
Non-Economically Disadvantaged	117	473	40266				502	503	513	7	10	9	42	41	33	15	14	15	36	35	43

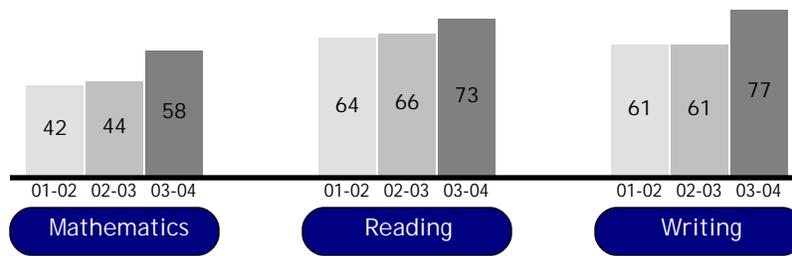
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	1174	76020	100	100	100	499	499	503	27	30	25	26	24	23	40	37	40	8	9	12
All Students (Prior Year)	167	1098	76202	100	99	100	505	501	505	16	23	19	26	31	24	50	40	46	9	7	11
Female	99	594	37213	100	100	100	499	500	504	26	25	22	27	25	23	38	40	42	9	10	13
Male	99	579	38666	100	100	100	499	498	501	28	35	29	25	24	22	41	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	91	753	29442	100	99	99	491	494	494	41	40	37	34	28	26	22	27	31	4	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	98	357	35890	100	100	100	506	509	511	14	13	15	22	20	20	53	52	48	10	15	18
Students with Disabilities	12	127	9784	92	100	100	492	486	485	50	57	58	50	20	19	0	20	19	0	3	4
Students without Disabilities	186	1047	66236	100	99	99	499	500	504	26	29	23	26	24	23	40	38	42	8	9	13
Limited English Proficient Students	44	411	15198	100	100	100	488	484	483	46	59	59	36	28	25	18	13	14	0	1	1
Migrant Students	19	134	743				493	489	488	36	44	50	36	34	28	18	17	19	9	5	3
Economically Disadvantaged	81	701	35703				492	494	494	39	38	37	24	25	26	33	32	31	3	5	6
Non-Economically Disadvantaged	117	473	40274				504	505	509	19	19	17	27	24	20	44	43	47	10	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	195	1161	75673	98	99	100	539	529	530	5	9	12	28	28	25	65	61	58	2	2	4
All Students (Prior Year)	166	1082	74692	100	97	99	510	496	502	10	21	18	29	30	27	54	42	47	7	6	8
Female	98	588	37099	99	99	100	557	542	548	5	7	8	20	23	22	72	67	64	4	3	6
Male	97	572	38441	98	100	99	521	515	513	6	11	16	36	33	29	58	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	90	745	29305	99	98	99	519	521	507	7	11	16	35	31	31	57	56	51	1	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	96	353	35760	98	100	99	558	544	550	3	5	9	22	23	21	73	70	64	2	2	6
Students with Disabilities	12	125	9706	92	100	100	499	476	462	50	32	36	0	29	32	50	37	31	0	2	1
Students without Disabilities	183	1036	65967	99	98	99	539	532	536	5	8	10	28	28	25	65	62	60	2	2	5
Limited English Proficient Students	43	405	15115	100	99	100	501	488	471	7	18	26	43	41	38	50	41	35	0	0	1
Migrant Students	18	131	738				540	504	488	9	18	23	18	32	33	73	48	43	0	2	1
Economically Disadvantaged	81	694	35541				518	514	504	6	12	17	39	33	31	53	52	50	2	2	2
Non-Economically Disadvantaged	114	467	40091				552	548	550	5	4	9	21	21	21	72	72	64	2	3	6

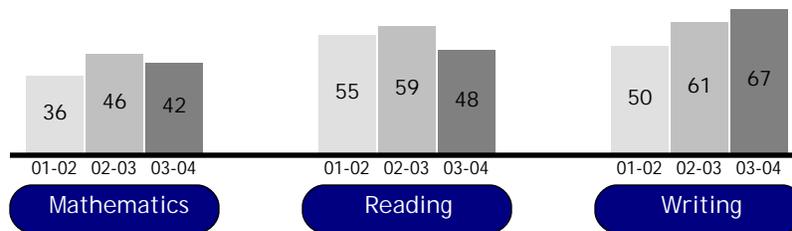
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	92	40	35	44	90	55	45	50	89	58	NA	58
	Language	92	30	29	39	96	42	36	43	95	50	41	50
	Mathematics	93	50	51	52	96	50	57	57	96	67	60	64
3	Reading	96	35	36	43	97	40	37	47	100	52	NA	55
	Language	96	40	45	50	99	41	43	54	100	50	48	61
	Mathematics	95	34	47	50	98	36	49	54	100	51	54	61
4	Reading	96	36	40	47	94	47	44	52	85	54	NA	56
	Language	96	38	39	45	100	44	41	48	96	41	44	52
	Mathematics	95	39	49	52	99	47	51	57	97	46	54	61
5	Reading	95	42	39	46	99	51	44	50	95	50	NA	55
	Language	95	41	37	43	100	48	41	46	98	42	44	49
	Mathematics	95	56	52	54	100	57	55	57	98	52	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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Critical Issues
- Ü Extracurricular Activities
- Ü Academic At-risk Support Program
- Ü School Safety Issues
- Ü Parent Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	3	0	0
4 to 6 years	7	4	0	0
7 to 9 years	3	0	0	0
10 or more years	3	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	37
Core academic classes taught by Highly Qualified (NCLB) teachers.	119
Teachers with Emergency Certificaton.	9

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Room

Extracurricular Activities

- Ü Instrumental Music
- Ü Jump Rope Club
- Ü Child Care Enrichment
- Ü Gifted Enrichment Programs

Social Services

- Ü School Counselors
- Ü Community Health Clinic
- Ü School Bell-Clothing
- Ü After School Program (At Risk)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Otondo received a 5-star rating in math and reading by the Arizona Measure of Academic Progress in 1999-2000.
- ü Success For All case study for reading improvement and implementation of researched based instructional strategies in 2001-02.
- ü The Otondo Gifted Program, under the direction of Christina Hawkey, has qualified 3 of the past 4 years for Odyssey of the Mind World Competition. Students in OM have traveled across the country each time to compete with other states and countries.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	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	60	41
Grades 3-4	77	75
Grades 4-5	68	66

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

Site Council has made safety a number one priority to include safety drills, limited access to building by visitors, increase parental visibility and increased supervisory duties.

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) :

2

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	Randy Rodriguez	(928) 344-0979
Transportation Policy	Donna Franklin	(928) 344-0979
Community Resources	Rebecca Cramp and Evonne Estes	(928) 344-0979
School Nutrition Programs	Karen Johnson	(928) 783-6581
Parent Organization	Debbie Nickerson	(928) 344-0979
Student Health/Nurse	Martina Thompson	(928) 344-0979

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.