

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

201 Park Ave., Prescott, AZ 86303

Prescott Unified 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 Highly Performing  
2002-03 Excelling  
2001-02 Improving

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

### School Overview

Principal/Administrator : Mr. Frank Lawhead  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-5  
2004 Enrollment : 321  
Web Address : [www.prescottschools.com/lincoln/lincoln\\_index.htm](http://www.prescottschools.com/lincoln/lincoln_index.htm)  
Phone Number : (928) 717-3249  
Fax Number : (928) 717-3248  
E-mail : [frank.lawhead@prescottschools.com](mailto:frank.lawhead@prescottschools.com)

### Mission

We are dedicated to serving children by creating a caring environment. We help children acquire responsible citizenship skills. Our mission can best be achieved by students, parents, and staff working together in a spirit of cooperation and dedication.

### 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 Enhance academic excellence by implementing a Title 1 reading and math targeted assistance program.
- ü Complete teacher performance goals as provided by 301 legislation.

### Enrollment

October 1, 2003 School Year Student Enrollment : 324  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- ü All-day Kindergarten
- ü Computers
- ü Gifted
- ü ELL; English Immersion
- ü Title 1 Reading
- ü Title 1 Math

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/5/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

It is our responsibility to provide an appropriate educational environment, safe and free from harmful substances. Our goal is to enhance student learning and to communicate regularly with parents to provide a team effort between home and school.

Parents

It is the responsibility of parents to provide care, nurturing and necessities for their child's well-being. Parental support is the backbone of our student discipline system.

Transportation Policy

The district will transport elementary students who live more than a one-mile radius from school. Students waiting at bus loading zones (other than school sites) are the responsibility of parents. Misconduct can lead to loss of bus privileges.

School Honors

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

Award/Honor	Year
ü County Outstanding School Nurse Award	2000
ü 100% PTA Membership; 100% PTA Staff Membership Awards	2002
ü AZ Support Staff of the Year	2002
ü AZ Support Staff of the Year	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	55	369	75509	100	99	100	544	540	521	4	5	13	10	17	23	33	32	33	52	45	31
All Students (Prior Year)	48	340	75372	100	100	100	550	551	523	3	3	9	8	13	25	35	35	36	55	49	30
Female	28	181	37013	100	100	100	547	542	522	4	4	12	4	17	24	36	34	33	56	46	31
Male	27	187	38430	100	98	99	540	540	521	4	6	14	17	18	22	30	30	33	48	45	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	12	43	30486	100	98	99	549	534	505	0	10	18	0	5	29	50	43	32	50	43	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	13	4075	--	100	100	--	509	486	--	9	28	--	45	34	--	27	26	--	18	12
White	39	296	35192	100	99	99	541	543	534	5	4	8	13	18	19	32	32	35	50	47	39
Students with Disabilities	13	62	9708	100	100	100	522	513	489	10	20	32	40	32	27	10	14	24	40	34	17
Students without Disabilities	42	307	65801	100	97	98	549	545	525	3	2	11	3	15	23	39	35	34	55	47	33
Limited English Proficient Students	NC	20	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	25	144	36411	--	--	--	515	527	503	11	7	19	16	23	29	47	39	32	26	32	20
Non-Economically Disadvantaged	30	225	39040	--	--	--	562	548	534	0	4	8	7	15	19	24	29	34	69	53	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	54	366	75492	98	99	100	539	532	519	0	4	12	4	10	16	59	54	47	37	32	24
All Students (Prior Year)	48	337	75221	100	100	100	541	535	523	0	2	8	8	9	16	55	60	56	38	28	21
Female	28	181	37014	100	100	100	539	535	523	0	2	10	4	7	15	60	60	48	36	31	27
Male	26	185	38400	96	97	99	538	528	516	0	6	14	5	13	17	57	48	47	38	33	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	12	43	30438	100	98	99	519	517	508	0	9	17	17	18	21	67	50	47	17	23	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	12	4081	--	100	100	--	501	498	--	9	25	--	45	26	--	36	40	--	9	8
White	38	294	35177	97	98	99	541	533	528	0	3	8	3	8	13	58	56	49	39	33	31
Students with Disabilities	12	59	9707	92	100	100	527	516	495	0	14	33	13	20	21	63	31	33	25	34	13
Students without Disabilities	42	307	65785	100	97	98	541	534	522	0	3	10	3	9	16	58	57	49	39	31	26
Limited English Proficient Students	NC	21	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	143	36302	--	--	--	528	522	507	0	9	18	6	14	21	76	56	46	18	22	14
Non-Economically Disadvantaged	30	223	39164	--	--	--	545	537	528	0	1	8	3	8	13	48	53	48	48	38	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	53	365	75053	96	98	99	666	630	597	0	1	7	7	9	12	69	79	72	24	12	9
All Students (Prior Year)	47	337	73654	100	100	99	557	546	530	3	4	9	3	6	13	74	75	70	21	16	7
Female	28	181	36872	100	100	99	689	642	621	0	1	5	4	6	9	67	79	74	29	15	12
Male	25	184	38109	93	97	99	640	616	573	0	1	10	10	12	14	71	79	69	19	8	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	12	43	30235	100	98	98	598	579	575	0	0	9	17	18	14	83	82	70	0	0	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	12	4044	--	100	99	--	592	550	--	0	13	--	9	17	--	82	66	--	9	4
White	37	293	35028	95	98	99	669	634	613	0	1	6	6	9	10	69	78	73	26	12	11
Students with Disabilities	12	60	9625	92	100	100	668	605	530	0	0	21	13	25	21	63	66	55	25	9	4
Students without Disabilities	41	305	65428	98	96	98	666	632	604	0	1	6	5	7	11	70	80	73	24	12	10
Limited English Proficient Students	NC	21	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	23	142	36077	--	--	--	607	616	566	0	0	10	18	11	16	71	83	69	12	6	5
Non-Economically Disadvantaged	30	223	38950	--	--	--	702	638	618	0	1	5	0	8	9	68	76	73	32	15	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	58	355	76019	98	100	100	504	516	499	5	5	14	38	38	39	22	14	14	35	43	33
All Students (Prior Year)	64	384	76230	100	100	100	530	523	498	9	3	12	18	29	38	11	14	12	63	54	37
Female	32	181	37207	100	100	100	506	514	499	3	4	12	39	43	41	19	14	14	39	39	33
Male	26	174	38677	96	100	100	500	518	498	8	5	15	38	32	38	25	15	13	29	48	34
African American	--	NC	3817	--	NC	100	--	NC	475	--	NC	23	--	NC	47	--	NC	11	--	NC	18
Hispanic	NC	41	29458	NC	100	100	NC	495	480	NC	11	20	NC	46	48	NC	17	12	NC	26	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	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	47	295	35880	98	100	100	504	520	515	4	3	7	42	36	32	18	14	16	36	47	45
Students with Disabilities	10	64	9786	100	100	100	482	508	457	22	11	39	44	43	40	11	6	7	22	40	13
Students without Disabilities	48	291	66233	96	99	99	508	517	503	2	4	11	37	37	39	24	15	14	37	44	35
Limited English Proficient Students	NC	12	15206	NC	100	100	NC	480	459	NC	0	31	NC	88	53	NC	13	7	NC	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	21	117	35714				497	499	480	10	10	20	38	50	47	24	12	12	29	29	20
Non-Economically Disadvantaged	37	238	40266				508	524	513	3	2	9	38	32	33	21	16	15	38	50	43

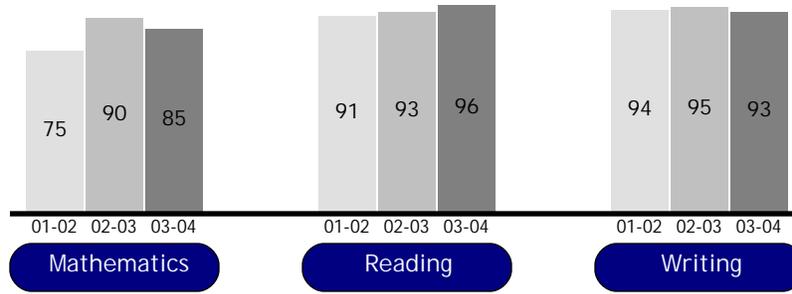
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	356	76020	98	100	100	509	511	503	22	11	25	16	21	23	42	52	40	20	16	12
All Students (Prior Year)	64	380	76202	100	99	100	511	515	505	9	6	19	11	14	24	59	59	46	21	21	11
Female	32	182	37213	100	100	100	513	511	504	23	11	22	16	22	23	35	53	42	26	14	13
Male	26	174	38666	96	100	100	503	511	501	21	11	29	17	19	22	50	51	38	13	19	12
African American	--	NC	3819	--	NC	100	--	NC	494	--	NC	37	--	NC	26	--	NC	31	--	NC	6
Hispanic	NC	41	29442	NC	100	99	NC	498	494	NC	28	37	NC	33	26	NC	22	31	NC	17	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	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	47	297	35890	98	100	100	512	514	511	18	8	15	13	18	20	49	57	48	20	17	18
Students with Disabilities	10	63	9784	100	100	100	490	500	485	44	25	58	11	16	19	44	44	19	0	16	4
Students without Disabilities	48	293	66236	96	100	99	513	512	504	17	9	23	17	21	23	41	53	42	24	16	13
Limited English Proficient Students	NC	12	15198	NC	100	100	NC	489	483	NC	38	59	NC	63	25	NC	0	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	21	120	35703				497	502	494	43	21	37	14	29	26	24	38	31	19	12	6
Non-Economically Disadvantaged	37	236	40274				516	515	509	9	6	17	18	17	20	53	59	47	21	18	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	57	353	75673	97	100	100	520	565	530	10	4	12	35	22	25	54	65	58	2	9	4
All Students (Prior Year)	61	374	74692	95	97	99	524	530	502	8	6	18	15	18	27	60	58	47	17	18	8
Female	31	180	37099	97	100	100	521	575	548	10	5	8	33	16	22	53	69	64	3	11	6
Male	26	173	38441	96	100	99	518	553	513	9	4	16	36	30	29	55	59	52	0	7	3
African American	--	NC	3791	--	NC	99	--	NC	506	--	NC	18	--	NC	29	--	NC	50	--	NC	3
Hispanic	NC	39	29305	NC	98	99	NC	521	507	NC	11	16	NC	26	31	NC	60	51	NC	3	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	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	47	297	35760	98	100	99	517	574	550	9	3	9	37	21	21	51	66	64	2	10	6
Students with Disabilities	10	63	9706	100	100	100	502	542	462	14	7	36	29	23	32	57	67	31	0	3	1
Students without Disabilities	47	290	65967	94	99	99	522	567	536	9	4	10	36	22	25	53	64	60	2	9	5
Limited English Proficient Students	NC	12	15115	NC	100	100	NC	527	471	NC	0	26	NC	38	38	NC	63	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	20	119	35541				500	551	504	16	6	17	21	21	31	63	64	50	0	9	2
Non-Economically Disadvantaged	37	234	40091				531	572	550	6	4	9	42	23	21	48	65	64	3	9	6

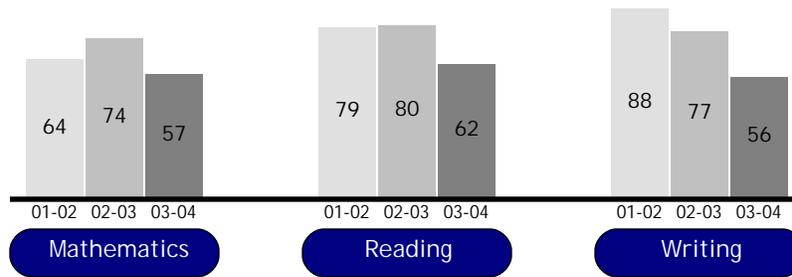
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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](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	95	72	64	44	98	73	65	50	96	66	NA	58
	Language	95	69	58	39	100	75	58	43	96	66	68	50
	Mathematics	100	78	71	52	100	88	73	57	96	82	75	64
3	Reading	92	65	62	43	100	72	66	47	98	76	NA	55
	Language	92	69	66	50	100	73	68	54	98	74	69	61
	Mathematics	92	73	66	50	100	72	69	54	100	75	70	61
4	Reading	90	74	72	47	96	73	72	52	96	76	NA	56
	Language	89	68	64	45	98	66	65	48	98	70	66	52
	Mathematics	90	72	70	52	98	70	71	57	98	68	73	61
5	Reading	92	66	66	46	98	84	75	50	100	69	NA	55
	Language	94	58	58	43	98	75	66	46	100	63	64	49
	Mathematics	92	51	66	54	98	78	78	57	100	66	76	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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü General Questions/Concerns
- Ü School Policies/Procedures
- Ü School Safety Issues
- Ü Budget
- Ü Instructional Strategies
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	8.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	2	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 13  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 39  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Internet Accessibility

Extracurricular Activities

- Ü Sports/Activity Clubs
- Ü Computer Clubs
- Ü Homework Clubs
- Ü School Choir
- Ü Spanish Club
- Ü Title 1 Math after school

Social Services

- Ü Breakfast/Lunch Programs
- Ü Recreational Activities
- Ü Family Place Literacy Program
- Ü Title 1 Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Continued emphasis of phonics, spelling, reading, writing, editing skills and basic mathematics. Completion of Teacher Performance Goals.
- ü Focus of library as center of learning and utilization of Accelerated Reader Program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	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>	97	98	98	94
Retention Rate <sup>9</sup>	2	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	73	53
Grades 3-4	74	56
Grades 4-5	71	57

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

We maintain a safe, positive atmosphere for children. We have a Crisis Team and procedures to implement either lock-down or evacuation needs with havens at community buildings. We have good working relations with our local law enforcement officials.

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) :

0

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	Frank Lawhead	(928) 717-3249
Transportation Policy	Cindy Brown	(928) 717-3229
Community Resources	S. Howe/L. Flower	(928) 717-3249
School Nutrition Programs	Jim Wahlstrom	(928) 717-3232
Parent Organization	Ivette D'Angelo	(928) 717-3249
Student Health/Nurse	S. Howe/L. Flower	(928) 717-3249

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.