

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1749 Williamson Valley Rd., Prescott, AZ 86305

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
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. William Munson
 Schedule : 7:45 AM to 4:00 PM
 Grades : K-5
 2004 Enrollment : 588
 Web Address : www.prescottschools.com
 Phone Number : (928) 717-3263
 Fax Number : (928) 717-3262
 E-mail : bill.munson@prescottschools.com

Mission

The ABC's of learning: A-Achieving: Each child reaches his or her potential. B-Believing: We believe all children can learn. C-Caring: Our school is nurturing and safe. S-Sharing: We share the educational experience with parents as true partners.

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 To enhance the 'Character Counts' program throughout the school.
- ü To effectively use the Accelerated Math program with our existing conceptual math programs.
- ü To continue to enhance test scores in the areas of writing and math.

Enrollment

October 1, 2003 School Year Student Enrollment : 584
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 185

Instructional Programs

- ü Balanced Literacy
- ü Accelerated Reader and Math Programs
- ü Side-by-Side Reading Program
- ü New Horizons Gifted Program
- ü Special Education Programs
- ü All-day kindergarten available

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/5/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

We provide a safe, nurturing environment with high standards for academic success. We provide the time, expertise and resources for each student to reach his or her potential. Our curriculum and methods are approved by the state and endorsed by the district. We give parents multiple avenues for involvement. We communicate both expectations and progress to parents on a regular basis.

Parents

We expect that parents will ensure their children come to school ready to learn. We believe parents have a responsibility to support the school curriculum, activities, policies and behavior expectations. Students should be punctual and attend regularly. We expect parents to work cooperatively with the school. When differences arise, we expect parents to work with the school in solving problems.

Transportation Policy

Prescott Unified School District provides transportation for elementary students who live farther than one mile from the school. Bus routes, stops and times are available at the school. Open enrollment students may not be provided transportation if there is no established route. Bus riding is a privilege that depends on appropriate conduct on the bus and at bus stops.

School Honors

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

Award/Honor	Year
ü US Dept. of Education Blue Ribbon Award	2001
ü PTA Arizona Outstanding Unit of the Year	2002
ü PTA Arizona Outstanding Unit 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	103	369	75509	99	99	100	555	540	521	6	5	13	14	17	23	21	32	33	59	45	31
All Students (Prior Year)	102	340	75372	100	100	100	547	551	523	6	3	9	16	13	25	31	35	36	48	49	30
Female	49	181	37013	100	100	100	557	542	522	2	4	12	15	17	24	23	34	33	60	46	31
Male	54	187	38430	98	98	99	553	540	521	9	6	14	13	18	22	19	30	33	58	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	NC	43	30486	NC	98	99	NC	534	505	NC	10	18	NC	5	29	NC	43	32	NC	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	NC	13	4075	NC	100	100	NC	509	486	NC	9	28	NC	45	34	NC	27	26	NC	18	12
White	91	296	35192	97	99	99	560	543	534	3	4	8	13	18	19	21	32	35	62	47	39
Students with Disabilities	17	62	9708	100	100	100	501	513	489	29	20	32	36	32	27	7	14	24	29	34	17
Students without Disabilities	86	307	65801	98	97	98	564	545	525	2	2	11	10	15	23	23	35	34	64	47	33
Limited English Proficient Students	--	20	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	23	144	36411				538	527	503	4	7	19	22	23	29	26	39	32	48	32	20
Non-Economically Disadvantaged	80	225	39040				560	548	534	6	4	8	12	15	19	19	29	34	62	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	103	366	75492	99	99	100	533	532	519	4	4	12	7	10	16	54	54	47	35	32	24
All Students (Prior Year)	98	337	75221	99	100	100	536	535	523	1	2	8	8	9	16	63	60	56	28	28	21
Female	49	181	37014	100	100	100	538	535	523	2	2	10	2	7	15	60	60	48	35	31	27
Male	54	185	38400	98	97	99	529	528	516	6	6	14	12	13	17	47	48	47	35	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	NC	43	30438	NC	98	99	NC	517	508	NC	9	17	NC	18	21	NC	50	47	NC	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	NC	12	4081	NC	100	100	NC	501	498	NC	9	25	NC	45	26	NC	36	40	NC	9	8
White	91	294	35177	97	98	99	536	533	528	1	3	8	6	8	13	57	56	49	36	33	31
Students with Disabilities	17	59	9707	100	100	100	504	516	495	18	14	33	36	20	21	18	31	33	27	34	13
Students without Disabilities	86	307	65785	98	97	98	537	534	522	2	3	10	3	9	16	58	57	49	36	31	26
Limited English Proficient Students	--	21	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	143	36302				524	522	507	13	9	18	4	14	21	52	56	46	30	22	14
Non-Economically Disadvantaged	79	223	39164				536	537	528	1	1	8	8	8	13	54	53	48	36	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	103	365	75053	99	98	99	640	630	597	1	1	7	9	9	12	75	79	72	14	12	9
All Students (Prior Year)	101	337	73654	100	100	99	542	546	530	5	4	9	7	6	13	72	75	70	16	16	7
Female	49	181	36872	100	100	99	661	642	621	0	1	5	6	6	9	77	79	74	17	15	12
Male	54	184	38109	98	97	99	620	616	573	2	1	10	12	12	14	73	79	69	12	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	NC	43	30235	NC	98	98	NC	579	575	NC	0	9	NC	18	14	NC	82	70	NC	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	NC	12	4044	NC	100	99	NC	592	550	NC	0	13	NC	9	17	NC	82	66	NC	9	4
White	91	293	35028	97	98	99	648	634	613	1	1	6	7	9	10	77	78	73	15	12	11
Students with Disabilities	17	60	9625	100	100	100	585	605	530	0	0	21	45	25	21	45	66	55	9	9	4
Students without Disabilities	86	305	65428	98	96	98	647	632	604	1	1	6	5	7	11	79	80	73	15	12	10
Limited English Proficient Students	--	21	16765	--	100	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	24	142	36077				603	616	566	0	0	10	13	11	16	83	83	69	4	6	5
Non-Economically Disadvantaged	79	223	38950				651	638	618	1	1	5	8	8	9	73	76	73	18	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	91	355	76019	100	100	100	534	516	499	1	5	14	35	38	39	12	14	14	52	43	33
All Students (Prior Year)	92	384	76230	100	100	100	538	523	498	0	3	12	18	29	38	14	14	12	68	54	37
Female	45	181	37207	100	100	100	538	514	499	0	4	12	40	43	41	14	14	14	45	39	33
Male	46	174	38677	100	100	100	529	518	498	2	5	15	29	32	38	10	15	13	59	48	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	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	85	295	35880	100	100	100	536	520	515	1	3	7	33	36	32	12	14	16	54	47	45
Students with Disabilities	13	64	9786	100	100	100	490	508	457	0	11	39	60	43	40	20	6	7	20	40	13
Students without Disabilities	78	291	66233	99	99	99	537	517	503	1	4	11	33	37	39	12	15	14	54	44	35
Limited English Proficient Students	--	12	15206	--	100	100	--	480	459	--	0	31	--	88	53	--	13	7	--	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	21	117	35714				507	499	480	0	10	20	60	50	47	20	12	12	20	29	20
Non-Economically Disadvantaged	70	238	40266				542	524	513	2	2	9	27	32	33	10	16	15	62	50	43

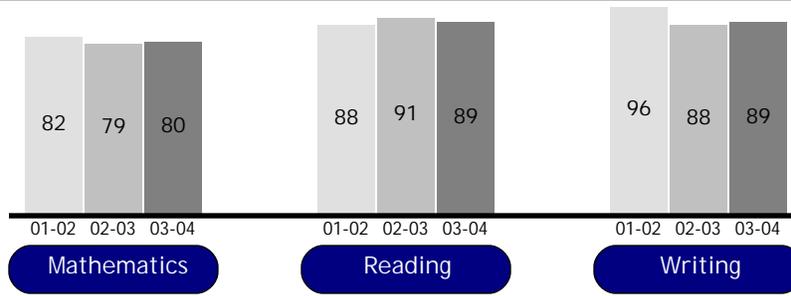
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	356	76020	100	100	100	519	511	503	4	11	25	21	21	23	57	52	40	19	16	12
All Students (Prior Year)	90	380	76202	100	99	100	523	515	505	1	6	19	12	14	24	56	59	46	30	21	11
Female	45	182	37213	100	100	100	522	511	504	5	11	22	23	22	23	58	53	42	14	14	13
Male	45	174	38666	98	100	100	517	511	501	3	11	29	18	19	22	55	51	38	24	19	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	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	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	85	297	35890	100	100	100	520	514	511	4	8	15	18	18	20	61	57	48	17	17	18
Students with Disabilities	12	63	9784	100	100	100	513	500	485	0	25	58	0	16	19	67	44	19	33	16	4
Students without Disabilities	78	293	66236	99	100	99	520	512	504	4	9	23	22	21	23	56	53	42	18	16	13
Limited English Proficient Students	--	12	15198	--	100	100	--	489	483	--	38	59	--	63	25	--	0	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	23	120	35703				514	502	494	5	21	37	47	29	26	26	38	31	21	12	6
Non-Economically Disadvantaged	67	236	40274				521	515	509	3	6	17	13	17	20	66	59	47	18	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	90	353	75673	100	100	100	601	565	530	0	4	12	19	22	25	68	65	58	14	9	4
All Students (Prior Year)	89	374	74692	99	97	99	555	530	502	0	6	18	8	18	27	63	58	47	29	18	8
Female	44	180	37099	100	100	100	636	575	548	0	5	8	7	16	22	71	69	64	21	11	6
Male	46	173	38441	100	100	99	564	553	513	0	4	16	31	30	29	64	59	52	5	7	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	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	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	85	297	35760	100	100	99	602	574	550	0	3	9	17	21	21	70	66	64	13	10	6
Students with Disabilities	13	63	9706	100	100	100	565	542	462	0	7	36	25	23	32	75	67	31	0	3	1
Students without Disabilities	77	290	65967	97	99	99	603	567	536	0	4	10	18	22	25	68	64	60	14	9	5
Limited English Proficient Students	--	12	15115	--	100	100	--	527	471	--	0	26	--	38	38	--	63	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	24	119	35541				583	551	504	0	6	17	20	21	31	70	64	50	10	9	2
Non-Economically Disadvantaged	66	234	40091				607	572	550	0	4	9	18	23	21	67	65	64	15	9	6

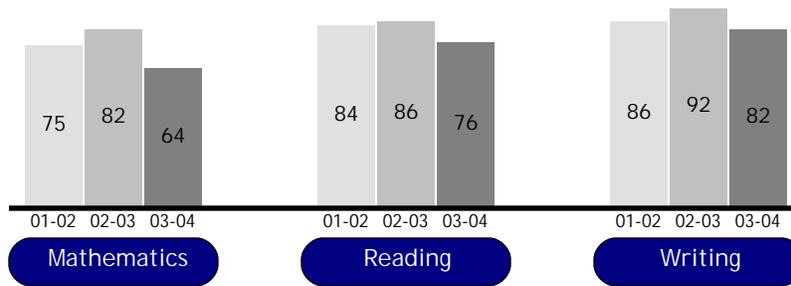
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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	94	69	64	44	100	67	65	50	99	78	NA	58
	Language	94	65	58	39	100	67	58	43	100	81	68	50
	Mathematics	95	75	71	52	100	82	73	57	100	82	75	64
3	Reading	92	66	62	43	100	71	66	47	96	73	NA	55
	Language	92	70	66	50	100	72	68	54	96	77	69	61
	Mathematics	94	71	66	50	100	68	69	54	96	74	70	61
4	Reading	96	73	72	47	99	77	72	52	99	73	NA	56
	Language	96	70	64	45	99	71	65	48	99	67	66	52
	Mathematics	100	66	70	52	99	69	71	57	99	73	73	61
5	Reading	94	71	66	46	96	80	75	50	100	76	NA	55
	Language	90	63	58	43	99	74	66	46	100	71	64	49
	Mathematics	96	76	66	54	98	84	78	57	100	84	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)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Issues
- Ü School Safety Issues
- Ü School Procedures
- Ü Extracurricular Activities
- Ü Community and Parent Relations
- Ü Curricular Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	9.00	Teacher Aide	15.00

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	3	3	0	0
7 to 9 years	2	2	0	0
10 or more years	2	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 23
 Core academic classes taught by Highly Qualified (NCLB) teachers. 63
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Networked computer lab
- Ü Library/Media center
- Ü Membership in County Library Network
- Ü Secret Garden

Extracurricular Activities

- Ü 13 After-School Clubs
- Ü Student Advisory Council
- Ü Math Olympics
- Ü Safety Patrol
- Ü Extensive Field Trips

Social Services

- Ü District Family Resource Center
- Ü District Before/After School Child Care
- Ü Parenting Classes
- Ü Community Agency Referral

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Abia Judd was selected as a U.S. Department of Education Blue Ribbon School of Excellence in 2001. It was one of only 226 in the entire nation selected for the honor.
- ü Abia Judd was selected by the Arizona Educational Foundation as an A+ Elementary School in 2000. This award for excellence is only given to a few schools in the state.
- ü Abia Judd has on its staff the Arizona Teacher of the Year for 2004.
- ü Abia Judd has on its staff the Yavapai County Teacher for 2004.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	66	56
Grades 3-4	74	65
Grades 4-5	68	87

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 have a comprehensive Crisis Management Plan for responding to serious incidents on campus or in the community. We have safety procedures for students, parents and visitors. The Safety Patrol helps students both before and after school.

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	William Munson	(928) 717-3263
Transportation Policy	Cindy Brown	(928) 717-3229
Community Resources	William Munson	(928) 717-3263
School Nutrition Programs	Jim Wahlstrom	(928) 717-3232
Parent Organization	Kathy Lyon	(928) 717-3263
Student Health/Nurse	Renee Vitello	(928) 717-3263

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.