

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2002 E. Clarendon, Phoenix, AZ 85016

Creighton 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Dr. Susan Lugo
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 1032
 Web Address : www.creighton.k12.az.us/lomalinda/index.html
 Phone Number : (602) 381-6080
 Fax Number : (602) 381-6094
 E-mail : slugo@creightonschools.org

Mission

The Loma Linda learning community shares the vision that each child will become a successful member of society. It is our mission to provide optimum learning opportunities for all students that focus on student achievement in order to prepare students for success in high school and ensure they become productive citizens in the community. We believe that all children can learn and that they can all meet or exceed the Arizona State Standards given adequate time, resources and motivation.

School / Academic Goals

- ü By June 2006, the following percentages of students within each identified subgroup will meet or exceed state standards in reading as measured by AIMS: Grade 3 - 54%, Grade 5 - 44%, and Grade 8 - 43%.
- ü By June 2006, the following percentages of students within each identified subgroup will meet or exceed state standards in writing as measured by AIMS: Grade 3 - 56%, Grade 5 - 36%, and Grade 8 - 27%.
- ü By June 2006, the following percentages of students within each identified subgroup will meet or exceed state standards in math as measured by AIMS: Grade 3 - 44%, Grade 5 - 34%, and Grade 8 - 23%.
- ü By June 2005, there will be a ten percent decrease of the number of ELL students not meeting Arizona State Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 986
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 79

Instructional Programs

- ü Glencoe/Scholastic
- ü Reading Counts
- ü CLIP Instruction
- ü MIC/TERC
- ü K-talk
- ü Read 180
- ü Brain Compatible Education
- ü SIOP / Thinking Maps

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/20/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Loma Linda has sound educational programs that ensure every students' maximum potential is met. We provide a safe and orderly environment where students feel safe. Each child receives a school handbook outlining policies and rules of the school.

Parents

Parents' responsibility is to work in partnership with the school by attending conferences and participating in the child's educational experiences. Parents should encourage their child to do homework and provide him/her a place to study.

Transportation Policy

IT IS THE INTENT OF THE GOVERNING BOARD TO TRANSPORT ALL CHILDREN GRADES 3-8 WHOSE LEGAL RESIDENCE IS OUTSIDE A MILE RADIUS FROM THE SCHOOL AND ALL CHILDREN IN GRADES k-2 OUTSIDE A 3/4 MILE RADIUS.

School Honors

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

Award/Honor	Year
ü Beaumont Foundation Grant	2004
ü Rodel Foundation Math Achievement Club	2004
ü Safe Schools Grant-City of Phoenix	2004
ü Phoenix Office of Art and Culture	2005

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	105	941	79306	100	100	99	442	428	445	14	14	10	22	27	18	44	51	51	19	9	20
All Students (Prior Year)	91	974	75509	99	100	100	535	507	521	13	19	13	19	29	23	28	28	33	41	24	31
Female	64	478	38691	100	100	99	433	428	446	17	14	10	22	25	18	45	52	52	16	8	20
Male	41	463	40583	100	100	99	458	428	445	9	13	11	22	29	18	44	49	50	25	9	21
African American	NC	39	4041	NC	100	99	NC	414	426	NC	23	17	NC	23	23	NC	46	50	NC	8	10
Hispanic	88	793	32869	100	100	99	441	426	429	17	14	15	21	27	25	44	50	51	19	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	423	419	NC	13	19	NC	43	30	NC	39	45	NC	4	6
White	NC	77	36197	NC	100	99	NC	454	463	NC	3	5	NC	19	11	NC	58	53	NC	20	31
Students with Disabilities	11	118	10321	100	100	100	402	382	389	56	39	30	11	28	27	22	31	34	11	2	9
Students without Disabilities	94	824	69060	99	100	98	446	435	454	10	10	7	23	27	17	47	54	54	20	10	22
Limited English Proficient Students	49	601	15509	100	100	100	421	420	406	23	16	20	28	30	30	43	49	45	6	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	93	861	39415	97	99	96	442	429	431	16	14	15	21	28	25	44	51	50	20	8	10
Non-Economically Disadvantaged	12	81	39966	100	100	100	441	412	459	0	12	6	38	17	12	50	52	52	13	20	30

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	104	941	79395	100	0	99	434	419	446	8	18	9	40	39	25	46	40	55	6	2	11
All Students (Prior Year)	91	966	75492	99	99	100	523	512	519	13	16	12	13	17	16	44	49	47	31	19	24
Female	63	477	38743	98	0	100	432	423	451	9	17	7	40	37	24	46	43	57	5	2	12
Male	41	465	40618	100	0	99	437	415	440	6	19	11	41	42	27	47	37	53	6	2	9
African American	NC	39	4052	NC	0	100	NC	414	434	NC	12	11	NC	38	29	NC	50	54	NC	0	6
Hispanic	87	793	32915	100	0	99	433	415	426	9	20	15	39	42	35	45	37	47	6	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	418	420	NC	17	15	NC	39	42	NC	43	41	NC	0	2
White	NC	77	36221	NC	0	99	NC	458	465	NC	5	4	NC	17	15	NC	66	63	NC	13	17
Students with Disabilities	11	118	10331	100	0	100	412	371	388	0	44	25	67	34	37	33	22	34	0	0	4
Students without Disabilities	93	824	69139	98	0	99	437	427	454	9	14	7	38	40	24	48	43	58	6	3	11
Limited English Proficient Students	49	603	15545	100	0	100	417	408	399	13	22	21	49	45	42	36	32	35	2	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	92	861	39484	96	0	96	433	420	429	9	18	14	42	41	35	43	39	47	6	2	4
Non-Economically Disadvantaged	12	81	39986	100	0	100	443	414	461	0	13	4	25	17	16	75	57	63	0	13	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	105	935	78869	100	100	99	450	431	442	3	6	6	17	27	21	79	64	63	1	3	10
All Students (Prior Year)	91	966	75053	99	99	99	604	591	597	3	7	7	16	14	12	75	73	72	6	6	9
Female	64	473	38536	100	100	99	457	441	458	2	5	4	16	22	15	83	69	67	0	4	14
Male	41	462	40302	100	100	99	439	420	428	6	7	8	19	31	26	72	59	60	3	2	7
African American	NC	38	4015	NC	100	99	NC	427	430	NC	4	8	NC	31	24	NC	62	61	NC	4	7
Hispanic	88	788	32606	100	100	98	448	428	426	4	6	8	17	29	27	78	63	60	1	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	416	423	NC	17	9	NC	9	26	NC	70	61	NC	4	4
White	NC	77	36078	NC	100	99	NC	463	459	NC	2	4	NC	16	16	NC	77	66	NC	6	14
Students with Disabilities	11	118	10246	100	100	100	361	356	367	33	22	18	44	47	39	22	31	40	0	0	4
Students without Disabilities	94	818	68697	99	99	98	460	442	454	0	4	4	14	24	18	85	69	67	1	3	11
Limited English Proficient Students	49	598	15339	100	100	100	432	421	399	6	7	11	26	33	31	68	59	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	93	854	39106	97	98	95	448	431	427	4	6	8	18	29	28	77	63	59	1	2	5
Non-Economically Disadvantaged	12	82	39837	100	100	100	480	425	457	0	12	4	0	5	14	100	75	67	0	8	15

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	99	910	78906	100	100	99	459	473	498	27	21	13	41	29	19	33	43	48	0	8	20
All Students (Prior Year)	80	877	76019	100	100	100	487	473	499	9	23	14	58	50	39	16	10	14	18	17	33
Female	49	476	38644	100	100	99	459	474	500	24	18	12	45	31	19	31	43	49	0	8	19
Male	50	434	40236	98	100	99	460	473	497	30	23	15	35	26	19	35	43	46	0	7	20
African American	NC	41	4087	NC	100	99	NC	481	481	NC	11	20	NC	29	24	NC	57	45	NC	4	11
Hispanic	78	746	31938	100	100	99	458	471	481	30	22	19	39	29	25	31	42	46	0	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	33	4593	NC	97	100	NC	481	467	NC	8	26	NC	48	29	NC	36	39	NC	8	6
White	NC	83	36483	NC	100	99	NC	483	517	NC	15	7	NC	19	13	NC	55	51	NC	10	30
Students with Disabilities	NC	106	10664	NC	100	100	NC	400	430	NC	61	42	NC	20	27	NC	13	26	NC	6	5
Students without Disabilities	91	807	68310	100	100	98	462	483	509	24	16	9	40	29	18	36	47	51	0	8	22
Limited English Proficient Students	55	538	12573	100	100	100	458	468	454	29	22	27	39	30	30	32	41	38	0	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	94	831	38679	99	100	96	458	477	483	27	21	20	42	30	25	31	42	45	0	7	10
Non-Economically Disadvantaged	NC	82	40295	NC	100	100	NC	439	513	NC	16	7	NC	13	13	NC	54	50	NC	16	30

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	99	910	78908	100	0	99	461	457	484	16	18	10	39	36	23	44	44	58	0	2	9
All Students (Prior Year)	81	877	76020	100	100	100	500	492	503	19	44	25	32	25	23	37	25	40	12	7	12
Female	49	476	38648	100	0	99	468	460	489	12	14	8	36	36	22	52	48	61	0	2	10
Male	50	434	40233	98	0	99	454	454	479	22	22	12	43	37	25	35	39	55	0	3	8
African American	NC	41	4092	NC	0	99	NC	475	473	NC	14	12	NC	25	28	NC	57	54	NC	4	5
Hispanic	78	746	31940	100	0	99	460	454	465	16	19	16	43	38	32	40	41	49	0	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	475	457	NC	8	18	NC	40	39	NC	48	41	NC	4	2
White	NC	83	36502	NC	0	99	NC	478	502	NC	6	4	NC	27	14	NC	58	67	NC	9	15
Students with Disabilities	NC	106	10665	NC	0	100	NC	388	423	NC	52	30	NC	28	36	NC	17	31	NC	3	2
Students without Disabilities	91	807	68312	100	0	98	463	466	493	15	13	7	38	37	21	47	47	62	0	2	10
Limited English Proficient Students	55	538	12556	100	0	100	460	449	436	17	21	24	42	39	40	41	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	94	831	38662	99	0	96	461	460	468	17	18	16	40	38	32	43	42	49	0	2	3
Non-Economically Disadvantaged	NC	82	40315	NC	0	100	NC	428	498	NC	9	5	NC	19	15	NC	61	66	NC	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	908	78750	100	100	99	498	477	500	6	10	6	29	37	29	63	53	63	1	1	2
All Students (Prior Year)	79	870	75673	100	100	100	520	494	530	11	19	12	30	35	25	60	45	58	0	1	4
Female	49	475	38586	100	100	99	513	486	515	2	7	4	19	34	22	76	59	71	2	0	3
Male	50	433	40135	98	100	99	480	467	486	11	13	8	41	42	35	49	45	56	0	1	1
African American	NC	40	4081	NC	100	99	NC	511	488	NC	4	8	NC	29	32	NC	64	59	NC	4	2
Hispanic	78	745	31841	100	100	99	492	472	483	7	10	8	31	39	36	61	50	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	33	4586	NC	97	100	NC	520	481	NC	4	8	NC	28	37	NC	64	54	NC	4	1
White	NC	83	36440	NC	100	99	NC	495	516	NC	6	3	NC	28	22	NC	66	71	NC	0	4
Students with Disabilities	NC	105	10622	NC	100	100	NC	371	415	NC	35	21	NC	46	50	NC	16	28	NC	3	1
Students without Disabilities	91	806	68196	100	100	98	499	491	513	6	6	3	26	36	25	68	57	69	0	0	3
Limited English Proficient Students	55	537	12504	100	100	100	493	468	451	8	10	12	29	40	44	63	49	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	94	829	38558	99	99	96	497	481	485	6	10	8	30	39	37	62	51	54	1	0	1
Non-Economically Disadvantaged	NC	82	40260	NC	100	100	NC	439	514	NC	10	3	NC	25	21	NC	61	72	NC	3	4

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

8th 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	119	798	78250	100	100	99	533	533	548	26	29	21	25	24	18	46	42	48	3	5	13
All Students (Prior Year)	128	783	75001	100	100	99	465	445	468	39	56	37	38	32	36	16	8	16	7	4	10
Female	57	402	38071	100	100	99	533	530	549	25	31	20	27	23	19	48	42	49	0	3	12
Male	62	396	40126	100	100	99	533	536	547	27	27	23	23	24	17	44	41	46	6	8	14
African American	NC	37	4058	NC	100	99	NC	520	523	NC	46	32	NC	11	22	NC	43	41	NC	0	5
Hispanic	95	649	29129	100	100	99	533	529	527	26	31	32	26	25	23	46	39	40	2	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	33	4996	NC	94	100	NC	533	518	NC	30	36	NC	15	25	NC	52	36	NC	4	4
White	10	74	38320	100	100	99	543	568	568	10	11	12	40	15	14	50	56	55	0	18	19
Students with Disabilities	NC	65	9329	NC	100	100	NC	479	454	NC	81	64	NC	7	18	NC	11	16	NC	2	2
Students without Disabilities	111	734	68996	100	100	99	537	538	561	22	25	16	26	25	18	49	44	52	3	6	14
Limited English Proficient Students	51	387	10133	100	100	100	521	521	488	33	34	45	33	30	25	33	33	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	112	693	33388	100	98	94	532	529	530	27	31	32	24	24	22	47	41	40	2	4	5
Non-Economically Disadvantaged	NC	106	44937	NC	100	100	NC	561	561	NC	18	13	NC	18	15	NC	47	54	NC	17	18

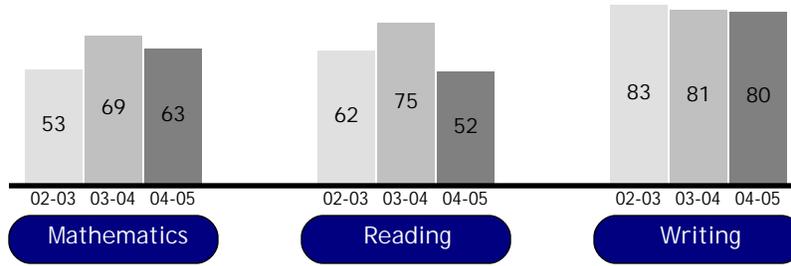
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	796	78302	100	0	99	498	496	512	12	16	11	34	35	25	54	48	57	1	1	7
All Students (Prior Year)	128	780	74918	100	100	99	490	477	497	34	47	32	25	22	19	33	26	35	8	5	15
Female	57	400	38082	100	0	99	497	498	518	13	12	8	35	36	24	50	51	61	2	1	7
Male	62	396	40166	100	0	99	498	493	507	10	19	14	33	34	26	58	44	54	0	2	6
African American	NC	37	4064	NC	0	100	NC	489	498	NC	14	14	NC	39	29	NC	43	54	NC	4	3
Hispanic	95	647	29152	100	0	99	496	491	492	11	18	17	36	37	34	52	44	46	1	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	508	484	NC	7	19	NC	30	38	NC	63	42	NC	0	1
White	10	74	38347	100	0	99	519	530	531	0	2	5	30	23	17	70	68	68	0	8	10
Students with Disabilities	NC	65	9353	NC	0	100	NC	449	429	NC	61	40	NC	25	38	NC	14	22	NC	0	1
Students without Disabilities	111	732	69024	100	0	99	500	500	524	9	12	7	34	36	23	56	50	62	1	2	7
Limited English Proficient Students	51	386	10140	100	0	100	484	482	451	15	21	28	49	44	43	36	36	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	112	691	33398	100	0	94	497	491	495	11	17	18	35	37	35	53	45	46	1	1	2
Non-Economically Disadvantaged	NC	106	44979	NC	0	100	NC	525	525	NC	9	6	NC	21	18	NC	63	66	NC	7	10

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	119	796	78094	100	100	99	510	520	545	5	6	3	37	29	18	58	65	77	1	0	2
All Students (Prior Year)	127	777	74503	100	100	99	461	459	491	10	13	9	42	42	32	47	43	51	1	2	8
Female	57	400	38025	100	100	99	518	529	558	6	4	2	25	24	13	67	72	82	2	1	2
Male	62	396	40013	100	100	99	502	510	534	4	8	5	48	35	23	48	57	71	0	0	1
African American	NC	37	4037	NC	100	99	NC	523	532	NC	7	4	NC	25	22	NC	68	73	NC	0	1
Hispanic	95	647	29068	100	100	99	509	514	523	5	7	5	39	32	27	55	61	67	1	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	33	4981	NC	94	100	NC	540	526	NC	0	4	NC	22	25	NC	78	70	NC	0	0
White	10	74	38265	100	100	99	537	559	564	0	0	2	10	12	11	90	86	84	0	2	3
Students with Disabilities	NC	65	9275	NC	100	100	NC	441	444	NC	32	14	NC	49	46	NC	19	39	NC	0	1
Students without Disabilities	111	731	68892	100	100	98	514	527	559	4	3	2	34	27	14	61	69	82	1	0	2
Limited English Proficient Students	51	386	10084	100	100	100	494	502	474	5	8	10	54	39	39	41	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	112	691	33296	100	98	94	509	515	527	5	6	5	37	31	27	57	62	67	1	0	0
Non-Economically Disadvantaged	NC	105	44871	NC	100	100	NC	552	559	NC	3	2	NC	15	12	NC	80	84	NC	2	3

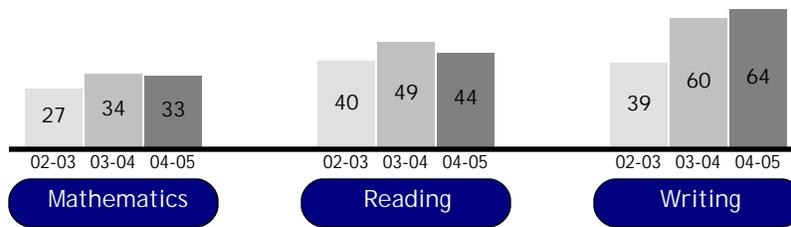
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

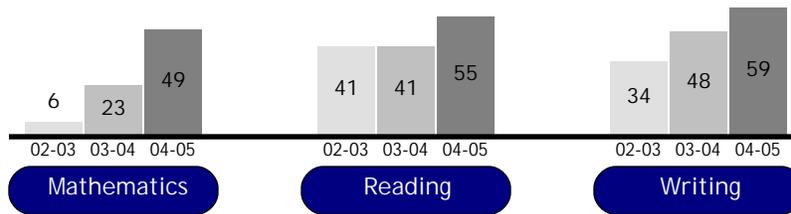
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

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.

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	23	28	50	93	34	NA	58	100	30	30	47
	Language	98	21	21	43	99	38	33	50	100	35	31	47
	Mathematics	100	38	37	57	100	63	46	64	100	45	36	50
3	Reading	100	24	24	47	100	36	NA	55	100	33	28	44
	Language	99	36	36	54	99	49	48	61	100	36	31	44
	Mathematics	99	35	32	54	99	48	43	61	100	43	39	51
4	Reading	100	37	29	52	97	28	NA	56	100	33	33	48
	Language	100	41	30	48	97	32	35	52	100	35	35	49
	Mathematics	100	45	34	57	96	31	37	61	100	44	42	53
5	Reading	100	34	28	50	99	46	NA	55	100	38	35	50
	Language	100	25	27	46	99	46	32	49	100	37	34	50
	Mathematics	100	35	35	57	99	54	41	63	100	34	35	49
6	Reading	96	30	31	53	100	36	NA	56	100	37	36	51
	Language	99	24	23	45	100	28	28	48	100	33	32	47
	Mathematics	99	34	38	62	100	41	43	66	100	36	36	52
7	Reading	100	35	30	51	100	41	NA	54	100	37	37	50
	Language	100	40	35	54	100	40	39	58	100	37	38	52
	Mathematics	97	50	36	58	100	44	38	62	100	32	36	50
8	Reading	95	35	34	53	100	43	NA	55	100	41	38	51
	Language	96	33	30	49	100	53	34	52	100	41	42	50
	Mathematics	98	39	39	58	100	50	40	61	100	38	40	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 3 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Vision, Mission and Goals
- Ü Program Design Which Aligns to Goals
- Ü Budget Priority - Program Implementation
- Ü School Safety and Climate
- Ü Enhanced Stakeholder Commitment
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.00
Other Professional Staff	2.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	1	0	0
4 to 6 years	18	3	0	0
7 to 9 years	4	1	0	0
10 or more years	20	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü READ 180 - Reading Lab
- Ü Computer Lab
- Ü Multi Purpose Rooms

Extracurricular Activities

- Ü Science Club
- Ü Tutoring - reading/math
- Ü NJHS / student council
- Ü Mac-RO
- Ü Media Club
- Ü Fitness Club
- Ü Junior Ambassadors
- Ü Sports i.e. football and volleyball

Social Services

- Ü Books & Bytes - Academic Lab
- Ü Bayless and Associates counseling
- Ü Adult Education Classes
- Ü Loma Linda Neighborhood Association
- Ü Healthy Kids Dental
- Ü Vision Care
- Ü Salvation Army Christmas Angels
- Ü SRO/PO

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Third, fifth, and eighth grade students scored as follows on the AIMS reading test: 3rd - 51% met or exceeded the state standard. 5th - 45 % met or exceeded the state standard. 8th - 53% met or exceeded the state standard

- ü Third, fifth, and eighth grade students scored as follows on the AIMS math test: 3rd - 59% met or exceeded the state standard. 5th - 36% met or exceeded the state standard. 8th - 47% met or exceeded the state standard compared.

- ü Third, fifth, and eighth grade students scored as follows on the AIMS writing test: 3rd - 75% met or exceeded the state standard. 5th - 60% met or exceeded the state standard. 8th - 61% met or exceeded the state standard

- ü The number of parent volunteer hours increased by approximately 50% from 4,287 hours in 2002 to 9,505 hours in 2004-2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Loma Linda school has experienced a decrease in the number of incidents from previous years. We continue to work with our SRO and PO to provide students with alternative methods of problem solving. We have developed a School Safety Team to assist in reaching out to our students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Manuel Silvas	(602) 381-6080
Transportation Policy	Rudy Rivera	(602) 381-6055
Community Resources	Rosie Diaz	(602) 381-6080
School Nutrition Programs	Linda Daugherty	(602) 381-6048
Parent Organization	Melissa Rodriguez	(602) 381-6080
Student Health/Nurse	Stefany Bisbee	(602) 381-6080

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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