

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3201 West Sherman St., Phoenix, AZ 85009

Murphy 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	Out of Improvement
2002-03	Year 2

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

School Overview

Principal/Administrator : Ms. Margaret Tautimer Moya
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 535
 Web Address : www.msdez.org
 Phone Number : (602) 353-5440
 Fax Number : (602) 353-5479
 E-mail : mmoya@msdez.org

Mission

The Kuban School learning family will provide a safe environment that takes into account a learner's experience, culture and values. We focus on providing each learner with the highest literacy level possible and promote lifelong learning.

School / Academic Goals

ü To reduce the percentage for FFB for AIMS Reading Writing and Math by 5%.

Enrollment

October 1, 2004 School Year Student Enrollment : 505
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- ü Full-day Kindergarten
- ü At-risk Preschool
- ü Special Education
- ü Sheltered English Immersion
- ü 21st Centurey After-School Program
- ü City of Phoenix After-School Program
- ü Saturday School

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Kuban School has developed a reading/homework compact, allocated two days of mandatory teacher home visits, scheduled Parent/Teacher conferences, provided parents with monthly newsletters, and has made the school library and the computer lab accessible to parents.

Parents

We expect parents to send their children to school every day. We expect that our parents will read to their children every day. We expect parents will monitor their child's homework and we encourage our parents to be active in their children's education.

Transportation Policy

Although most children live within walking distance of Kuban School, we transport many students as a precaution to make sure that students arrive safely at school.

School Honors

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

Award/Honor	Year
ü Selected for the Reading Program, 7 Books in 7 Days	2002
ü Recognized in the AZ Republic for our Young Authors Day	2003
ü Gov. Napolitano visit for Celebration of Literacy Day	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	48	279	79306	98	100	99	429	415	445	10	18	10	29	32	18	61	48	51	0	2	20
All Students (Prior Year)	46	279	75509	100	99	100	513	498	521	31	21	13	19	37	23	25	29	33	25	12	31
Female	28	131	38691	100	100	99	433	416	446	13	15	10	17	29	18	71	54	52	0	2	20
Male	21	149	40583	100	100	99	423	413	445	11	21	11	44	34	18	44	43	50	0	2	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	42	262	32869	98	100	99	432	415	429	6	17	15	31	32	25	64	49	51	0	2	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	60	10321	NC	100	100	NC	373	389	NC	48	30	NC	32	27	NC	20	34	NC	0	9
Students without Disabilities	45	220	69060	98	99	98	431	427	454	10	9	7	26	32	17	64	56	54	0	3	22
Limited English Proficient Students	30	179	15509	97	100	100	423	411	406	8	20	20	40	34	30	52	44	45	0	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	45	264	39415	98	97	96	428	418	431	11	19	15	32	31	25	58	48	50	0	2	10
Non-Economically Disadvantaged	NC	16	39966	NC	100	100	NC	360	459	NC	14	6	NC	50	12	NC	36	52	NC	0	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	48	280	79395	98	0	99	426	413	446	10	20	9	44	38	25	46	41	55	0	0	11
All Students (Prior Year)	46	279	75492	100	99	100	495	504	519	13	11	12	56	39	16	31	41	47	0	9	24
Female	28	131	38743	100	0	100	430	419	451	8	13	7	42	41	24	50	46	57	0	0	12
Male	21	150	40618	100	0	99	417	408	440	11	26	11	50	36	27	39	38	53	0	0	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	42	262	32915	98	0	99	427	414	426	8	19	15	44	39	35	47	42	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	60	10331	NC	0	100	NC	365	388	NC	55	25	NC	36	37	NC	9	34	NC	0	4
Students without Disabilities	45	221	69139	98	0	99	428	427	454	8	10	7	44	39	24	49	51	58	0	0	11
Limited English Proficient Students	30	179	15545	97	0	100	415	407	399	12	21	21	56	43	42	32	36	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	45	265	39484	98	0	96	423	415	429	11	21	14	45	39	35	45	40	47	0	0	4
Non-Economically Disadvantaged	NC	16	39986	NC	0	100	NC	374	461	NC	0	4	NC	36	16	NC	64	63	NC	0	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	47	279	78869	96	100	99	434	414	442	3	8	6	35	33	21	60	58	63	3	1	10
All Students (Prior Year)	46	277	75053	100	99	99	564	564	597	0	3	7	25	23	12	75	73	72	0	1	9
Female	28	132	38536	100	100	99	449	433	458	0	4	4	25	21	15	71	73	67	4	2	14
Male	20	148	40302	95	99	99	407	398	428	6	11	8	53	43	26	41	45	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	41	261	32606	95	100	98	434	416	426	3	8	8	34	31	27	60	60	60	3	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	59	10246	NC	100	100	NC	341	367	NC	22	18	NC	51	39	NC	27	40	NC	0	4
Students without Disabilities	45	221	68697	98	99	98	433	435	454	3	4	4	36	28	18	59	66	67	3	2	11
Limited English Proficient Students	29	178	15339	94	100	100	425	412	399	4	9	11	42	32	31	54	58	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	44	263	39106	96	97	95	432	417	427	3	8	8	35	32	28	59	58	59	3	1	5
Non-Economically Disadvantaged	NC	17	39837	NC	100	100	NC	366	457	NC	0	4	NC	50	14	NC	50	67	NC	0	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	70	279	78906	97	99	99	464	462	498	31	32	13	28	31	19	38	34	48	3	3	20
All Students (Prior Year)	51	298	76019	100	100	100	468	466	499	14	18	14	66	63	39	14	11	14	6	7	33
Female	33	136	38644	97	98	99	467	468	500	14	26	12	43	35	19	43	37	49	0	2	19
Male	37	143	40236	97	100	99	461	456	497	44	38	15	17	26	19	33	32	46	6	4	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	63	262	31938	97	99	99	463	461	481	33	32	19	28	31	25	36	34	46	3	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	16	56	10664	94	97	100	421	429	430	86	63	42	7	22	27	7	14	26	0	2	5
Students without Disabilities	54	223	68310	98	100	98	476	470	509	16	24	9	34	33	18	46	40	51	4	3	22
Limited English Proficient Students	40	171	12573	98	100	100	453	456	454	40	35	27	30	34	30	30	30	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	66	264	38679	96	97	96	462	463	483	31	32	20	30	31	25	38	34	45	2	2	10
Non-Economically Disadvantaged	NC	15	40295	NC	100	100	NC	445	513	NC	25	7	NC	25	13	NC	33	50	NC	17	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	70	279	78908	97	0	99	458	450	484	27	27	10	28	37	23	44	35	58	2	1	9
All Students (Prior Year)	51	298	76020	100	100	100	488	487	503	44	49	25	38	30	23	15	19	40	3	2	12
Female	33	136	38648	97	0	99	465	459	489	18	19	8	29	39	22	54	41	61	0	1	10
Male	37	143	40233	97	0	99	452	441	479	33	34	12	28	35	25	36	29	55	3	2	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	63	262	31940	97	0	99	457	448	465	26	27	16	29	38	32	43	34	49	2	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	16	56	10665	94	0	100	410	414	423	71	55	30	21	33	36	7	12	31	0	0	2
Students without Disabilities	54	223	68312	98	0	98	471	459	493	14	20	7	30	38	21	54	41	62	2	2	10
Limited English Proficient Students	40	171	12556	98	0	100	446	443	436	33	31	24	35	39	40	33	30	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	66	264	38662	96	0	96	456	451	468	26	27	16	30	37	32	43	35	49	2	1	3
Non-Economically Disadvantaged	NC	15	40315	NC	0	100	NC	435	498	NC	17	5	NC	33	15	NC	42	66	NC	8	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	70	278	78750	97	99	99	479	468	500	11	10	6	38	48	29	50	42	63	2	0	2
All Students (Prior Year)	51	298	75673	100	100	100	498	494	530	12	15	12	41	37	25	44	48	58	3	1	4
Female	33	136	38586	97	98	99	494	481	515	7	6	4	29	48	22	64	46	71	0	0	3
Male	37	142	40135	97	99	99	467	455	486	14	13	8	44	48	35	39	38	56	3	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	63	261	31841	97	98	99	476	465	483	12	10	8	38	49	36	48	41	55	2	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	16	56	10622	94	97	100	386	406	415	50	25	21	36	63	50	14	12	28	0	0	1
Students without Disabilities	54	222	68196	98	99	98	505	484	513	0	6	3	38	44	25	60	50	69	2	1	3
Limited English Proficient Students	40	170	12504	98	99	100	460	457	451	14	12	12	47	51	44	40	37	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	66	263	38558	96	97	96	479	469	485	10	10	8	39	48	37	51	42	54	0	0	1
Non-Economically Disadvantaged	NC	15	40260	NC	100	100	NC	445	514	NC	8	3	NC	42	21	NC	42	72	NC	8	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	48	221	78250	100	100	99	573	537	548	6	30	21	20	21	18	54	40	48	20	10	13
All Students (Prior Year)	38	250	75001	100	100	99	513	457	468	10	47	37	31	36	36	31	11	16	28	6	10
Female	28	113	38071	100	100	99	583	548	549	0	25	20	21	20	19	54	42	49	25	13	12
Male	20	107	40126	100	100	99	552	524	547	18	35	23	18	21	17	55	37	46	9	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	44	211	29129	100	100	99	572	539	527	6	30	32	22	21	23	50	38	40	22	10	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	36	9329	NC	100	100	NC	461	454	NC	82	64	NC	12	18	NC	6	16	NC	0	2
Students without Disabilities	47	185	68996	100	100	99	576	553	561	3	18	16	21	23	18	56	47	52	21	12	14
Limited English Proficient Students	21	120	10133	100	100	100	550	529	488	13	33	45	25	19	25	56	41	28	6	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	43	199	33388	98	98	94	567	537	530	6	31	32	23	22	22	55	38	40	16	9	5
Non-Economically Disadvantaged	NC	22	44937	NC	100	100	NC	534	561	NC	13	13	NC	7	15	NC	60	54	NC	20	18

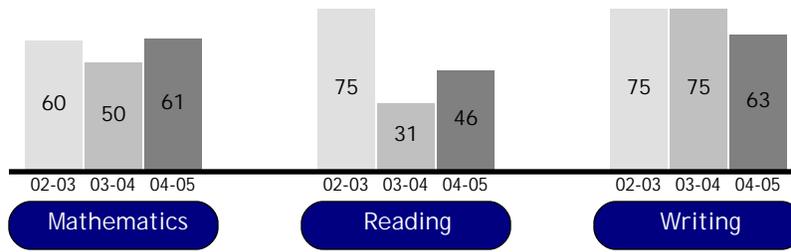
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	221	78302	100	0	99	511	494	512	6	17	11	37	33	25	57	46	57	0	3	7
All Students (Prior Year)	38	251	74918	100	100	99	499	482	497	33	45	32	15	21	19	41	30	35	11	4	15
Female	28	113	38082	100	0	99	513	505	518	4	14	8	38	31	24	58	51	61	0	4	7
Male	20	107	40166	100	0	99	507	483	507	9	21	14	36	36	26	55	40	54	0	2	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	44	211	29152	100	0	99	509	496	492	6	18	17	41	34	34	53	45	46	0	3	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	36	9353	NC	0	100	NC	435	429	NC	56	40	NC	32	38	NC	9	22	NC	3	1
Students without Disabilities	47	185	69024	100	0	99	511	507	524	6	9	7	35	34	23	59	54	62	0	3	7
Limited English Proficient Students	21	120	10140	100	0	100	491	485	451	13	23	28	56	35	43	31	38	29	0	3	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	43	199	33398	98	0	94	507	495	495	6	19	18	42	33	35	52	45	46	0	3	2
Non-Economically Disadvantaged	NC	22	44979	NC	0	100	NC	488	525	NC	0	6	NC	33	18	NC	60	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	48	220	78094	100	100	99	544	515	545	3	7	3	26	29	18	71	63	77	0	1	2
All Students (Prior Year)	38	251	74503	100	100	99	462	465	491	4	8	9	48	46	32	44	45	51	4	2	8
Female	28	113	38025	100	100	99	555	533	558	0	4	2	17	24	13	83	72	82	0	0	2
Male	20	106	40013	100	99	99	520	494	534	9	11	5	45	35	23	45	53	71	0	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	44	210	29068	100	100	99	543	516	523	3	8	5	25	30	27	72	63	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	36	9275	NC	100	100	NC	424	444	NC	26	14	NC	56	46	NC	15	39	NC	3	1
Students without Disabilities	47	184	68892	100	100	98	545	535	559	3	3	2	24	23	14	74	74	82	0	0	2
Limited English Proficient Students	21	119	10084	100	100	100	515	503	474	6	8	10	44	34	39	50	57	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	43	198	33296	98	97	94	538	514	527	3	8	5	29	31	27	68	61	67	0	0	0
Non-Economically Disadvantaged	NC	22	44871	NC	100	100	NC	522	559	NC	0	2	NC	7	12	NC	87	84	NC	7	3

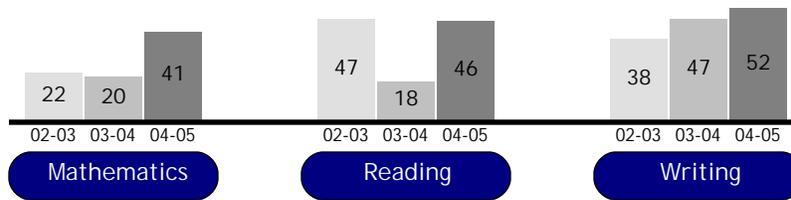
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

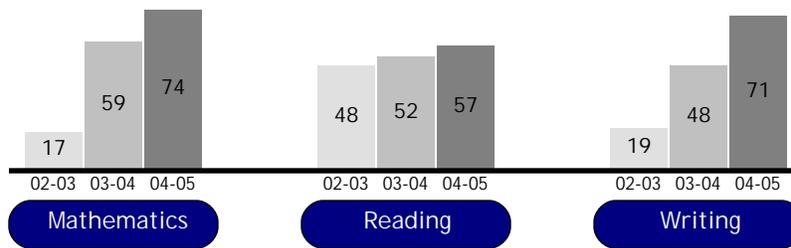
3rd Grade Proficiency



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	92	18	24	50	100	34	NA	58	100	37	35	47
	Language	100	11	22	43	100	20	30	50	100	41	44	47
	Mathematics	100	19	32	57	100	35	47	64	100	34	38	50
3	Reading	100	21	19	47	100	30	NA	55	100	28	26	44
	Language	100	30	28	54	100	39	42	61	100	29	27	44
	Mathematics	100	36	30	54	100	49	41	61	100	43	35	51
4	Reading	100	25	22	52	97	31	NA	56	100	31	31	48
	Language	98	26	26	48	99	34	29	52	100	37	36	49
	Mathematics	98	30	28	57	99	34	31	61	100	40	36	53
5	Reading	100	22	21	50	100	30	NA	55	97	32	29	50
	Language	100	27	23	46	100	36	29	49	97	29	28	50
	Mathematics	100	32	29	57	100	40	35	63	97	30	29	49
6	Reading	100	28	26	53	100	35	NA	56	97	32	34	51
	Language	100	28	24	45	100	33	23	48	97	31	31	47
	Mathematics	100	41	37	62	100	47	43	66	97	29	38	52
7	Reading	100	29	24	51	98	37	NA	54	97	38	36	50
	Language	100	25	26	54	98	39	33	58	97	42	38	52
	Mathematics	100	35	28	58	98	53	44	62	97	37	37	50
8	Reading	100	28	30	53	100	38	NA	55	100	45	41	51
	Language	100	27	24	49	100	31	33	52	100	51	45	50
	Mathematics	100	46	36	58	100	55	45	61	100	59	46	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Improvement Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	19.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	16	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Library
- Ü Reading Lab

Extracurricular Activities

- Ü Afterschool Sports
- Ü Student Council
- Ü Parks and Rec. After- School Program
- Ü Wake-Up Club
- Ü 21st Century After-School Program
- Ü Saturday School

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Lunch Program
- Ü Breakfast Program

Ü Kuban Elementary School met Adequate Yearly Progress and was labeled a Performing School for 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	14	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	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

We have regular fire and safety drills. Our campus can be secured from the inside with our large wrought iron gates. Classrooms lock from the inside, employees wear name badges, and we have a School Resource Officer.

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) :

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.

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

Contacts

	Name	Phone Number
School Site Council	Margaret T. Moya	(602) 353-5440
Transportation Policy	Ernie Meza	(602) 353-5053
Community Resources	Arturo Sanchez	(602) 353-5440
School Nutrition Programs	Charlotte Archuleta	(602) 353-5009
Parent Organization	Patricia Buckmaster	(602) 353-5000
Student Health/Nurse	Sharon Roland	(602) 353-5442

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."

ACHIEVEMENT PROFILES

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.