



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1050 E Carver Rd, Tempe, AZ 85284

Kyrene 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Ken Helling  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : K-5  
 2005 Enrollment : 705  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1900  
 Fax Number : (480) 831-0616  
 E-mail : khelli@kyrene.org

Mission

We strive to empower our parents, staff and students to continually provide an atmosphere that develops students who enjoy learning, fosters people committed to cooperation and creates opportunities to be lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 / Academic Goals

- ü We will challenge and support each student through differentiated content, products and instructional strategies in reading and language.
- ü We will collaborate as a staff and community to ensure we have a work environment that promotes and achieves high staff productivity and positive staff morale.

Enrollment

October 1, 2004 School Year Student Enrollment : 655  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 58

Instructional Programs

- ü Gifted
- ü Structured English Immersion
- ü Regional Special Education Program
- ü K-3 Literacy Program
- ü All Day Kindergarten
- ü Art
- ü Music
- ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Waggoner is committed to a partnership with parents to provide a quality education for all students. The staff is dedicated to meeting the learning needs of each child. Staff communicates regularly with parents and is available to meet with parents.

Parents

Parents are encouraged to recognize & support their child's learning by communicating frequently with their child's teacher; assisting their child with homework; becoming informed about the school & participating in school events and on school teams.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
ü Highest open enrollment in district elementary schools	

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	128	2058	79306	100	99	99	475	480	445	5	3	10	6	8	18	46	44	51	43	44	20
All Students (Prior Year)	104	2007	75509	93	98	100	570	550	521	0	5	13	4	14	23	34	31	33	62	50	31
Female	56	981	38691	100	98	99	473	478	446	8	3	10	4	9	18	45	45	52	43	43	20
Male	72	1075	40583	100	99	99	476	482	445	3	3	11	8	8	18	46	43	50	42	45	21
African American	NC	177	4041	NC	97	99	NC	436	426	NC	13	17	NC	26	23	NC	41	50	NC	20	10
Hispanic	22	316	32869	100	98	99	456	460	429	14	6	15	5	12	25	62	55	51	19	27	10
Asian/Pacific Islander	13	176	1935	100	99	99	519	510	474	0	0	3	0	3	9	46	34	48	54	63	40
American Indian/Alaskan Native	NC	68	4264	NC	100	100	NC	438	419	NC	14	19	NC	15	30	NC	61	45	NC	11	6
White	84	1321	36197	100	99	99	483	489	463	2	1	5	6	6	11	41	43	53	51	50	31
Students with Disabilities	16	186	10321	100	100	100	373	404	389	25	23	30	19	27	27	44	34	34	13	16	9
Students without Disabilities	112	1872	69060	100	98	98	490	488	454	2	1	7	5	7	17	46	45	54	47	47	22
Limited English Proficient Students	NC	66	15509	NC	100	100	NC	405	406	NC	10	20	NC	16	30	NC	48	45	NC	25	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	18	340	39415	100	83	96	446	449	431	11	9	15	17	18	25	61	56	50	11	17	10
Non-Economically Disadvantaged	110	1718	39966	100	100	100	480	486	459	4	2	6	5	7	12	43	42	52	48	49	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	128	2060	79395	100	0	99	475	474	446	2	2	9	9	13	25	67	65	55	23	20	11
All Students (Prior Year)	109	2005	75492	97	98	100	548	533	519	1	5	12	5	10	16	45	49	47	49	36	24
Female	56	981	38743	100	0	100	472	477	451	2	2	7	11	11	24	68	65	57	19	22	12
Male	72	1077	40618	100	0	99	477	471	440	1	3	11	7	14	27	66	64	53	25	19	9
African American	NC	176	4052	NC	0	100	NC	444	434	NC	7	11	NC	22	29	NC	60	54	NC	11	6
Hispanic	22	317	32915	100	0	99	465	456	426	5	5	15	19	23	35	67	62	47	10	10	4
Asian/Pacific Islander	13	176	1936	100	0	99	489	492	468	0	0	3	15	8	14	62	65	63	23	27	19
American Indian/Alaskan Native	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	84	1324	36221	100	0	99	485	481	465	0	1	4	4	9	15	69	66	63	27	24	17
Students with Disabilities	16	187	10331	100	0	100	382	402	388	6	16	25	44	35	37	44	44	34	6	5	4
Students without Disabilities	112	1873	69139	100	0	99	489	481	454	1	1	7	4	10	24	70	67	58	25	22	11
Limited English Proficient Students	NC	66	15545	NC	0	100	NC	393	399	NC	5	21	NC	32	42	NC	57	35	NC	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	341	39484	100	0	96	449	447	429	6	6	14	28	28	35	56	62	47	11	4	4
Non-Economically Disadvantaged	110	1719	39986	100	0	100	479	479	461	1	2	4	6	10	16	69	65	63	25	23	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	128	2056	78869	100	98	99	461	470	442	2	4	6	8	10	21	77	68	63	13	18	10
All Students (Prior Year)	109	1993	75053	97	98	99	669	650	597	2	4	7	4	7	12	75	71	72	19	18	9
Female	56	980	38536	100	98	99	473	485	458	2	2	4	8	6	15	72	67	67	19	24	14
Male	72	1074	40302	100	99	99	453	457	428	3	5	8	8	13	26	80	70	60	8	12	7
African American	NC	177	4015	NC	97	99	NC	440	430	NC	7	8	NC	17	24	NC	66	61	NC	10	7
Hispanic	22	315	32606	100	98	98	441	456	426	5	4	8	19	15	27	71	71	60	5	9	5
Asian/Pacific Islander	13	175	1925	100	98	99	493	495	471	0	3	3	8	3	11	62	63	64	31	31	22
American Indian/Alaskan Native	NC	67	4245	NC	100	100	NC	425	423	NC	17	9	NC	9	26	NC	63	61	NC	11	4
White	84	1322	36078	100	99	99	472	476	459	1	3	4	5	9	16	80	69	66	14	20	14
Students with Disabilities	16	186	10246	100	100	100	356	381	367	0	14	18	38	32	39	63	48	40	0	5	4
Students without Disabilities	112	1870	68697	100	98	98	477	479	454	3	3	4	4	8	18	79	70	67	15	19	11
Limited English Proficient Students	NC	67	15339	NC	100	100	NC	390	399	NC	10	11	NC	15	31	NC	64	54	NC	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	18	340	39106	100	83	95	451	437	427	0	9	8	28	20	28	67	64	59	6	7	5
Non-Economically Disadvantaged	110	1716	39837	100	100	100	463	476	457	3	3	4	5	8	14	78	69	67	14	20	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	127	2056	78906	99	99	99	564	544	498	2	5	13	3	7	19	24	37	48	70	51	20
All Students (Prior Year)	110	2065	76019	96	98	100	540	534	499	3	4	14	25	25	39	9	13	14	63	58	33
Female	65	1019	38644	100	98	99	561	548	500	2	3	12	5	7	19	23	38	49	71	52	19
Male	62	1036	40236	98	100	99	568	541	497	3	6	15	2	7	19	25	36	46	70	51	20
African American	NC	167	4087	NC	99	99	NC	508	481	NC	14	20	NC	15	24	NC	44	45	NC	27	11
Hispanic	17	287	31938	94	97	99	537	523	481	13	8	19	7	9	25	40	47	46	40	36	10
Asian/Pacific Islander	14	154	1805	100	100	98	594	576	536	0	1	5	0	2	8	14	28	45	86	69	42
American Indian/Alaskan Native	NC	45	4593	NC	100	100	NC	510	467	NC	7	26	NC	17	29	NC	60	39	NC	17	6
White	89	1403	36483	100	99	99	573	550	517	1	3	7	2	6	13	20	35	51	76	56	30
Students with Disabilities	11	224	10664	100	100	100	435	446	430	27	34	42	27	24	27	27	31	26	18	11	5
Students without Disabilities	116	1833	68310	99	98	98	577	556	509	0	1	9	1	5	18	24	38	51	75	56	22
Limited English Proficient Students	NC	32	12573	NC	100	100	NC	443	454	NC	3	27	NC	23	30	NC	46	38	NC	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	291	38679	100	82	96	515	510	483	17	13	20	8	14	25	50	46	45	25	27	10
Non-Economically Disadvantaged	113	1766	40295	99	100	100	570	549	513	1	3	7	3	6	13	21	36	50	75	55	30

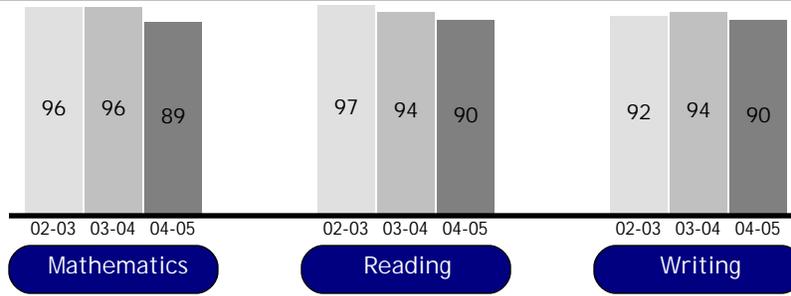
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2053	78908	98	0	99	523	514	484	2	2	10	4	10	23	69	67	58	26	21	9
All Students (Prior Year)	110	2069	76020	96	98	100	512	516	503	10	10	25	16	18	23	57	51	40	18	21	12
Female	65	1018	38648	100	0	99	521	520	489	0	1	8	5	10	22	69	66	61	26	23	10
Male	61	1034	40233	97	0	99	524	508	479	3	3	12	3	11	25	68	68	55	25	18	8
African American	NC	168	4092	NC	0	99	NC	493	473	NC	5	12	NC	23	28	NC	62	54	NC	10	5
Hispanic	16	286	31940	89	0	99	518	499	465	7	3	16	13	15	32	60	69	49	20	12	3
Asian/Pacific Islander	14	153	1805	100	0	98	529	524	507	0	1	4	7	6	13	64	64	65	29	29	18
American Indian/Alaskan Native	NC	45	4569	NC	0	100	NC	484	457	NC	5	18	NC	19	39	NC	74	41	NC	2	2
White	89	1401	36502	100	0	99	529	519	502	1	2	4	1	8	14	70	67	67	28	23	15
Students with Disabilities	11	222	10665	100	0	100	412	436	423	18	18	30	27	40	36	55	40	31	0	1	2
Students without Disabilities	115	1832	68312	98	0	98	533	523	493	0	0	7	2	7	21	70	70	62	28	23	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	402	436	NC	5	24	NC	31	40	NC	57	35	NC	8	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	291	38662	93	0	96	491	487	468	8	7	16	25	24	32	50	64	49	17	5	3
Non-Economically Disadvantaged	113	1763	40315	99	0	100	526	518	498	1	2	5	2	8	15	71	67	66	27	23	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	125	2052	78750	98	99	99	547	532	500	1	2	6	6	14	29	89	79	63	5	5	2
All Students (Prior Year)	109	2061	75673	95	98	100	584	581	530	2	5	12	16	16	25	72	69	58	10	10	4
Female	64	1016	38586	98	98	99	550	548	515	2	1	4	2	7	22	89	85	71	8	7	3
Male	61	1035	40135	97	99	99	543	517	486	0	2	8	10	21	35	88	73	56	2	3	1
African American	NC	168	4081	NC	100	99	NC	512	488	NC	4	8	NC	22	32	NC	72	59	NC	2	2
Hispanic	17	287	31841	94	97	99	544	523	483	0	2	8	13	18	36	80	77	55	7	2	1
Asian/Pacific Islander	14	153	1802	100	99	98	556	558	533	0	1	2	0	6	16	100	77	75	0	16	7
American Indian/Alaskan Native	NC	45	4586	NC	100	100	NC	490	481	NC	7	8	NC	33	37	NC	60	54	NC	0	1
White	87	1399	36440	98	99	99	552	534	516	0	1	3	6	13	22	89	81	71	6	5	4
Students with Disabilities	10	222	10622	91	100	100	447	444	415	10	10	21	40	49	50	50	41	28	0	0	1
Students without Disabilities	115	1831	68196	98	98	98	556	543	513	0	1	3	3	10	25	92	84	69	5	6	3
Limited English Proficient Students	NC	30	12504	NC	100	100	NC	419	451	NC	8	12	NC	25	44	NC	66	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	291	38558	100	82	96	529	506	485	0	3	8	17	30	37	83	65	54	0	2	1
Non-Economically Disadvantaged	111	1762	40260	97	100	100	549	536	514	1	1	3	5	12	21	89	81	72	5	6	4

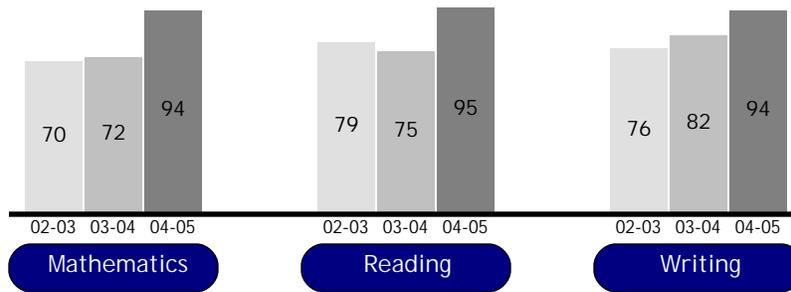
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 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	87	67	50	97	80	NA	58	98	68	60	47
	Language	99	80	60	43	98	74	60	50	98	66	58	47
	Mathematics	100	91	75	57	97	89	76	64	99	72	66	50
3	Reading	96	79	70	47	93	81	NA	55	98	63	59	44
	Language	99	81	72	54	96	81	72	61	98	59	57	44
	Mathematics	99	85	76	54	94	86	78	61	98	67	67	51
4	Reading	95	80	73	52	95	78	NA	56	97	65	63	48
	Language	100	68	65	48	94	72	66	52	97	69	63	49
	Mathematics	100	83	77	57	95	87	78	61	97	74	70	53
5	Reading	99	70	71	50	94	74	NA	55	98	68	65	50
	Language	99	65	65	46	95	66	65	49	98	71	65	50
	Mathematics	98	83	82	57	94	87	83	63	98	77	67	49

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/](http://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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Solicitation of Tax Incentive Donations
- Ü Allocation of Tax Incentive Donations
- Ü Review School Improvement Plans
- Ü Kyrene School District Issues
- Ü Waggoner Management Team Issues
- Ü Parent Satisfaction Surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	42.13
Other Professional Staff	.40	Teacher Aide	6.05

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	3	0	0
10 or more years	8	16	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	43%

Resources Available at School Site

Special Facilities

- Ü Internet & District Network Classes
- Ü Technology Production Lab
- Ü Library
- Ü Announcement/Media Room

Extracurricular Activities

- Ü Student Council
- Ü Elements of Music
- Ü Intramural Lunchtime Sports
- Ü Chess Club
- Ü Mad Science Club
- Ü Junior Drawing
- Ü Hip Hop Dance
- Ü After School Childcare

Social Services

- Ü Prevention Services
- Ü K-3 Program
- Ü School Psychologist
- Ü Character Education Programs
- Ü Jewish Community Services
- Ü Native American Education
- Ü National Free/Reduced Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Waggoner continually ranks among the top schools on District and State testing, as well as on the Stanford 9 test in Arizona. In 2003: Grade 2 - #1 in the state in Reading; Grade 2 - #1 in the Valley in Math on the Stanford 9.
- ü Featured as a model school for site-based shared decision making in the nationally published book, Leadership Through Collaboration--Alternatives to the Hierarchy, by Jeanne Bazler and Michael Koehler.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	5	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Safety is an essential factor. Students and staff participate in monthly emergency drills. We are aware of district guidelines promoting safety within the school. A schoolwide PRIDE program maintains character development along with the 'Six Pillars of Character,' which include trustworthiness, responsibility, fairness, caring and citizenship.

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	Ken Helling	(480) 783-1900
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Carol Carillo	(480) 783-1996
Parent Organization	Doreen Garlid/Peg Consoer	(480) 783-1900
Student Health/Nurse	Lelia Johnson	(480) 783-1984

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

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

DEFINITIONS:

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

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

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

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](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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](http://www.ade.az.gov/researchpolicy/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.