



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1331 East Redfield Road, Tempe, AZ 85283

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Spencer Fallgatter
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 550
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3300
 Fax Number : (480) 831-0817
 E-mail : sfallgatter@kyrene.org

Mission

Kyrene del Norte School is a model school in the district that exemplifies dedication and professionalism to all. We are a school that applies principles that nurture the disciplines of education, learning and positive relationships. The staff strives to help students understand and reach their full potential. Our school helps enable students to be individuals who will make strong and positive impacts in the areas of education, their community, their families and future business world.

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 / Academic Goals

- ü Increase math achievement by providing students 90 minutes of math instruction a day. Scott Foresman/Addison Wesley/Investigations math program is used for 60 minutes of instruction. The balance of the time is used to focus on math strands.
- ü Integrate technology into the daily work and learning opportunities for both the students and staff. Two computer labs ensure opportunities for students to have access to technology. In addition, two to three computers are located in each classroom.
- ü Increase math achievement by providing 90 minutes of uninterrupted reading utilizing HBJ as the core reading program. Regular assessments and regrouping of students by skill level enable students to maximize reading growth and skills.
- ü We provide various school opportunities for our community to meet the diverse needs of our neighborhood students. We have both a Head Start and Montessori program operating on our site. We also have five 1st-3rd primary grade multiage classrooms.

Enrollment

October 1, 2004 School Year Student Enrollment : 480
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 171

Instructional Programs

- ü Montessori Preschool-Kindergarten
- ü On-site Special Education Resource
- ü All-day and Half day Kindergarten Class
- ü Extended Kindergarten
- ü Gifted Resource
- ü Head Start Preschool
- ü Art, Music, PE
- ü Multi-age classes

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

Kyrene del Norte has open lines of communication between the parents and teachers. Communication can occur on a daily and weekly basis in order to share student progress, praise or concerns. Parents are encouraged to call whenever they have any questions. Staff will respond to parent questions and concerns within the next business school day. The school's responsibility is to see that each child reaches their full potential.

Parents

Parents can support their child's education by ensuring regular and on time attendance. They can also show support by helping ensure that students complete their classroom assignments. Parents should direct any concerns to the teacher in a positive and timely manner. We also encourage the parents to participate in the regularly scheduled parent-teacher conferences, the Family Teacher Organization and the Site Base Council throughout the year.

Transportation Policy

The district, within certain parameters, provides bus transportation to Kyrene del Norte School. Specific information regarding the district's transportation policy may be obtained by calling the Transportation Department at (480) 783-4230.

School Honors

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

Award/Honor	Year
ü Tempe Human Relations Commission Diversity Award Winner	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	93	2058	79306	99	99	99	465	480	445	6	3	10	14	8	18	47	44	51	33	44	20
All Students (Prior Year)	66	2007	75509	92	98	100	548	550	521	2	5	13	18	14	23	39	31	33	41	50	31
Female	41	981	38691	98	98	99	463	478	446	8	3	10	14	9	18	51	45	52	27	43	20
Male	52	1075	40583	100	99	99	466	482	445	5	3	11	14	8	18	43	43	50	39	45	21
African American	11	177	4041	100	97	99	425	436	426	11	13	17	11	26	23	78	41	50	0	20	10
Hispanic	20	316	32869	95	98	99	436	460	429	16	6	15	21	12	25	53	55	51	11	27	10
Asian/Pacific Islander	NC	176	1935	NC	99	99	NC	510	474	NC	0	3	NC	3	9	NC	34	48	NC	63	40
American Indian/Alaskan Native	10	68	4264	100	100	100	437	438	419	10	14	19	20	15	30	50	61	45	20	11	6
White	46	1321	36197	100	99	99	492	489	463	0	1	5	10	6	11	36	43	53	54	50	31
Students with Disabilities	NC	186	10321	NC	100	100	NC	404	389	NC	23	30	NC	27	27	NC	34	34	NC	16	9
Students without Disabilities	86	1872	69060	99	98	98	470	488	454	5	1	7	9	7	17	50	45	54	36	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	32	340	39415	84	83	96	444	449	431	10	9	15	21	18	25	55	56	50	14	17	10
Non-Economically Disadvantaged	61	1718	39966	100	100	100	477	486	459	4	2	6	10	7	12	42	42	52	44	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	93	2060	79395	99	0	99	464	474	446	2	2	9	20	13	25	63	65	55	15	20	11
All Students (Prior Year)	66	2005	75492	92	98	100	531	533	519	2	5	12	14	10	16	52	49	47	33	36	24
Female	41	981	38743	98	0	100	466	477	451	3	2	7	16	11	24	70	65	57	11	22	12
Male	52	1077	40618	100	0	99	463	471	440	2	3	11	23	14	27	57	64	53	18	19	9
African American	11	176	4052	100	0	100	454	444	434	0	7	11	22	22	29	78	60	54	0	11	6
Hispanic	20	317	32915	95	0	99	435	456	426	11	5	15	42	23	35	42	62	47	5	10	4
Asian/Pacific Islander	NC	176	1936	NC	0	99	NC	492	468	NC	0	3	NC	8	14	NC	65	63	NC	27	19
American Indian/Alaskan Native	10	67	4271	100	0	100	458	446	420	0	6	15	30	32	42	60	55	41	10	6	2
White	46	1324	36221	100	0	99	481	481	465	0	1	4	5	9	15	74	66	63	21	24	17
Students with Disabilities	NC	187	10331	NC	0	100	NC	402	388	NC	16	25	NC	35	37	NC	44	34	NC	5	4
Students without Disabilities	86	1873	69139	99	0	99	467	481	454	3	1	7	17	10	24	64	67	58	16	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	32	341	39484	84	0	96	447	447	429	7	6	14	31	28	35	62	62	47	0	4	4
Non-Economically Disadvantaged	61	1719	39986	100	0	100	474	479	461	0	2	4	13	10	16	63	65	63	23	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	93	2056	78869	99	98	99	445	470	442	6	4	6	20	10	21	60	68	63	14	18	10
All Students (Prior Year)	65	1993	75053	90	98	99	616	650	597	3	4	7	8	7	12	82	71	72	8	18	9
Female	41	980	38536	98	98	99	472	485	458	3	2	4	14	6	15	62	67	67	22	24	14
Male	52	1074	40302	100	99	99	423	457	428	9	5	8	25	13	26	59	70	60	7	12	7
African American	11	177	4015	100	97	99	418	440	430	11	7	8	11	17	24	78	66	61	0	10	7
Hispanic	20	315	32606	95	98	98	429	456	426	11	4	8	26	15	27	53	71	60	11	9	5
Asian/Pacific Islander	NC	175	1925	NC	98	99	NC	495	471	NC	3	3	NC	3	11	NC	63	64	NC	31	22
American Indian/Alaskan Native	10	67	4245	100	100	100	438	425	423	10	17	9	10	9	26	70	63	61	10	11	4
White	46	1322	36078	100	99	99	459	476	459	0	3	4	23	9	16	62	69	66	15	20	14
Students with Disabilities	NC	186	10246	NC	100	100	NC	381	367	NC	14	18	NC	32	39	NC	48	40	NC	5	4
Students without Disabilities	86	1870	68697	99	98	98	451	479	454	5	3	4	18	8	18	62	70	67	14	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	32	340	39106	84	83	95	430	437	427	10	9	8	24	20	28	52	64	59	14	7	5
Non-Economically Disadvantaged	61	1716	39837	100	100	100	454	476	457	4	3	4	17	8	14	65	69	67	13	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	83	2056	78906	100	99	99	529	544	498	8	5	13	5	7	19	39	37	48	48	51	20
All Students (Prior Year)	67	2065	76019	94	98	100	508	534	499	6	4	14	47	25	39	12	13	14	35	58	33
Female	37	1019	38644	100	98	99	547	548	500	6	3	12	0	7	19	44	38	49	50	52	19
Male	46	1036	40236	100	100	99	513	541	497	10	6	15	10	7	19	34	36	46	46	51	20
African American	10	167	4087	100	99	99	510	508	481	14	14	20	14	15	24	57	44	45	14	27	11
Hispanic	17	287	31938	94	97	99	514	523	481	14	8	19	0	9	25	64	47	46	21	36	10
Asian/Pacific Islander	NC	154	1805	NC	100	98	NC	576	536	NC	1	5	NC	2	8	NC	28	45	NC	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	46	1403	36483	100	99	99	531	550	517	7	3	7	7	6	13	23	35	51	64	56	30
Students with Disabilities	13	224	10664	100	100	100	370	446	430	45	34	42	18	24	27	36	31	26	0	11	5
Students without Disabilities	70	1833	68310	100	98	98	556	556	509	2	1	9	3	5	18	39	38	51	56	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	18	291	38679	72	82	96	510	510	483	12	13	20	12	14	25	47	46	45	29	27	10
Non-Economically Disadvantaged	65	1766	40295	100	100	100	534	549	513	7	3	7	3	6	13	36	36	50	53	55	30

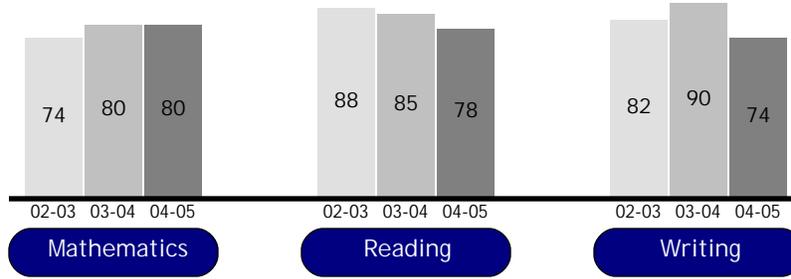
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2053	78908	100	0	99	489	514	484	4	2	10	15	10	23	67	67	58	15	21	9
All Students (Prior Year)	67	2069	76020	94	98	100	507	516	503	11	10	25	29	18	23	48	51	40	12	21	12
Female	37	1018	38648	100	0	99	513	520	489	3	1	8	12	10	22	65	66	61	21	23	10
Male	46	1034	40233	100	0	99	470	508	479	5	3	12	17	11	25	68	68	55	10	18	8
African American	10	168	4092	100	0	99	495	493	473	0	5	12	29	23	28	57	62	54	14	10	5
Hispanic	17	286	31940	94	0	99	496	499	465	7	3	16	7	15	32	86	69	49	0	12	3
Asian/Pacific Islander	NC	153	1805	NC	0	98	NC	524	507	NC	1	4	NC	6	13	NC	64	65	NC	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	46	1401	36502	100	0	99	484	519	502	5	2	4	16	8	14	61	67	67	18	23	15
Students with Disabilities	13	222	10665	100	0	100	358	436	423	27	18	30	55	40	36	18	40	31	0	1	2
Students without Disabilities	70	1832	68312	100	0	98	512	523	493	0	0	7	8	7	21	75	70	62	17	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	18	291	38662	72	0	96	476	487	468	6	7	16	24	24	32	71	64	49	0	5	3
Non-Economically Disadvantaged	65	1763	40315	100	0	100	493	518	498	3	2	5	12	8	15	66	67	66	19	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	83	2052	78750	100	99	99	508	532	500	3	2	6	28	14	29	64	79	63	5	5	2
All Students (Prior Year)	67	2061	75673	94	98	100	558	581	530	3	5	12	17	16	25	76	69	58	5	10	4
Female	37	1016	38586	100	98	99	539	548	515	0	1	4	18	7	22	76	85	71	6	7	3
Male	46	1035	40135	100	99	99	483	517	486	5	2	8	37	21	35	54	73	56	5	3	1
African American	10	168	4081	100	100	99	512	512	488	0	4	8	29	22	32	71	72	59	0	2	2
Hispanic	17	287	31841	94	97	99	523	523	483	0	2	8	29	18	36	71	77	55	0	2	1
Asian/Pacific Islander	NC	153	1802	NC	99	98	NC	558	533	NC	1	2	NC	6	16	NC	77	75	NC	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	46	1399	36440	100	99	99	498	534	516	5	1	3	27	13	22	61	81	71	7	5	4
Students with Disabilities	13	222	10622	100	100	100	337	444	415	18	10	21	64	49	50	18	41	28	0	0	1
Students without Disabilities	70	1831	68196	100	98	98	538	543	513	0	1	3	22	10	25	72	84	69	6	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	18	291	38558	72	82	96	476	506	485	0	3	8	71	30	37	29	65	54	0	2	1
Non-Economically Disadvantaged	65	1762	40260	100	100	100	518	536	514	3	1	3	16	12	21	74	81	72	7	6	4

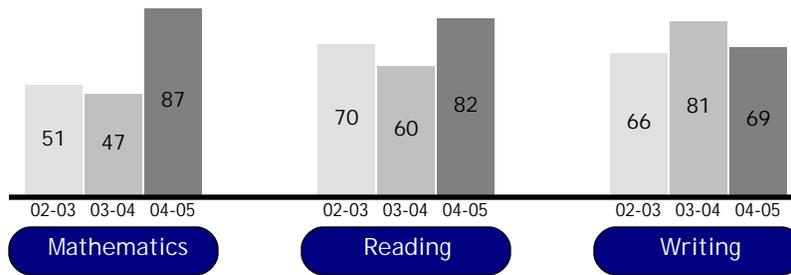
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	91	70	67	50	97	68	NA	58	95	58	60	47
	Language	100	63	60	43	100	50	60	50	95	54	58	47
	Mathematics	100	78	75	57	100	77	76	64	98	63	66	50
3	Reading	99	62	70	47	92	62	NA	55	99	57	59	44
	Language	100	60	72	54	92	63	72	61	99	51	57	44
	Mathematics	100	70	76	54	92	73	78	61	99	62	67	51
4	Reading	92	59	73	52	91	72	NA	56	95	61	63	48
	Language	95	54	65	48	96	61	66	52	95	62	63	49
	Mathematics	95	68	77	57	96	74	78	61	95	63	70	53
5	Reading	100	67	71	50	96	64	NA	55	98	59	65	50
	Language	97	53	65	46	96	54	65	49	98	57	65	50
	Mathematics	95	80	82	57	93	79	83	63	98	60	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/

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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Target and Review School Academic Goals
- Ü School Safety Issues
- Ü School Climate
- Ü Us of Tax Credit Monies
- Ü Other Issues Discussed As Needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	1.50	Teacher Aide	12.78

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	4	1	0	0
10 or more years	7	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Internet Connections in Each Classroom
- Ü Two Labs of 30 Computers (each)
- Ü 18 Classrooms Have Wireless Computers
- Ü Fully Supported and Staffed Media Center

Extracurricular Activities

- Ü On-site After School Childcare
- Ü After School Enrichment Programs
- Ü Summer Enrichment Programs
- Ü Student Council
- Ü Chess Club
- Ü After School Homework Club

Social Services

- Ü Breakfast & Lunch Program
- Ü Counseling Services
- Ü After School City Child Care Program
- Ü Head Start Program
- Ü School Social Worker
- Ü Prevention Services
- Ü School Psychologist
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have completed our 14th year using the 'Success For All' reading program for K-5. This year the model will be used as an intervention model to support a core reading program adopted by the Kyrene School District.

- ü We have five multi-age classrooms of 1st, 2nd and 3rd graders. In addition to learning the required objectives, students develop a sense of community and cooperative learning with the assistance of their teachers for three consecutive years.

- ü Our school, with the support of the Kyrene School Community Education Department, is in its second year of providing the community with the opportunity to participate in a Montessori program for preschoolers and kindergarten aged students.

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	7	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

Kyrene del Norte promotes and provides a safe environment by training a group of our students as conflict managers. These children assist with non-physical conflicts on the playground during recess time. Also, each week we focus on a school-wide life skill theme that is incorporated throughout the week in as many classroom lessons as possible. We maintain monthly discipline and referral logs, which we use to help us analyze student behavior patterns.

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) :

2

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	Spencer Fallgatter	(480) 783-3300
Transportation Policy	Dave Franklin	(480) 783-4234
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Family-Teacher Organization	(480) 783-3300
Student Health/Nurse	Char Smith	(480) 783-3384

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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** 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.