

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11820 S. Warner Elliot Loop, Phoenix, AZ 85044

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 Highly Performing

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

School Overview

Principal/Administrator : Ms. Evelyn Michell
Schedule : 07:15 AM to 03:45 PM
Grades : Pre-K-5
2005 Enrollment : 772
Web Address : www.kyrene.org
Phone Number : (480) 783-2800
Fax Number : (480) 783-5766
E-mail : emiche@kyrene.org

Mission

To provide a safe learning environment for students, staff and community members. We want to support students in making successful choices academically, socially and emotionally. We will instill the lifelong love of learning, to be independent thinkers and learn to develop good decision-making skills through Character Count Education.

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 student achievement in reading, writing and mathematics.
- ü Increase students' skills in technology in the classrooms. Our second graders, fourth graders and fifth graders are using wireless laptops to support the integration of technology into the curriculum to help increase student achievement.
- ü Increase good decision-making skills and life skills in our students through the 'Six Pillars' of Character Count Education. These six pillars are: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 770
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 91

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Special Education Preschool
- ü SEI
- ü Full-Day Kindergarten - Tuition Based
- ü Homework Club through Title I funds
- ü CAI - Waterford Phonemic Software -K, 1
- ü Art, Music, PE

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

To provide learning opportunities for all students by providing alternative programs for students experiencing academic/social difficulties. Communicate with parents as needed in a timely fashion. Lomas Staff is dedicated to responding to parent phone calls/issues/concerns within twenty-four hours. Providing a safe school for students, staff, parents and community members is a priority.

Parents

We want our Lomas families to value education and to seek a balance between school work and outside activities. We want our parents to be a partner of learning with the school and their child by being supportive and getting involved. Provide resources at home for learning, or seek help if they need resources at home to help our children to be successful. Read with your children each day.

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 Technology Grants (3 Teachers)	2000
ü Resiliency Grant (2 Teachers - Prevention Bullying)	2002
ü National Teacher Certified	2001
ü Teacher of the Year	2000

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	136	2058	79306	100	99	99	458	480	445	5	3	10	17	8	18	48	44	51	30	44	20
All Students (Prior Year)	124	2007	75509	96	98	100	538	550	521	9	5	13	17	14	23	30	31	33	44	50	31
Female	67	981	38691	100	98	99	447	478	446	7	3	10	25	9	18	46	45	52	23	43	20
Male	69	1075	40583	100	99	99	470	482	445	3	3	11	9	8	18	50	43	50	38	45	21
African American	11	177	4041	100	97	99	363	436	426	44	13	17	33	26	23	22	41	50	0	20	10
Hispanic	28	316	32869	97	98	99	451	460	429	0	6	15	25	12	25	54	55	51	21	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	NC	68	4264	NC	100	100	NC	438	419	NC	14	19	NC	15	30	NC	61	45	NC	11	6
White	86	1321	36197	100	99	99	476	489	463	1	1	5	9	6	11	49	43	53	40	50	31
Students with Disabilities	15	186	10321	100	100	100	399	404	389	25	23	30	25	27	27	33	34	34	17	16	9
Students without Disabilities	121	1872	69060	100	98	98	465	488	454	3	1	7	16	7	17	50	45	54	32	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	35	340	39415	81	83	96	432	449	431	9	9	15	31	18	25	50	56	50	9	17	10
Non-Economically Disadvantaged	101	1718	39966	100	100	100	468	486	459	3	2	6	11	7	12	47	42	52	38	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	135	2060	79395	100	0	99	459	474	446	4	2	9	17	13	25	66	65	55	13	20	11
All Students (Prior Year)	124	2005	75492	96	98	100	526	533	519	9	5	12	13	10	16	52	49	47	27	36	24
Female	66	981	38743	99	0	100	453	477	451	7	2	7	18	11	24	60	65	57	15	22	12
Male	69	1077	40618	100	0	99	466	471	440	2	3	11	16	14	27	72	64	53	10	19	9
African American	11	176	4052	100	0	100	384	444	434	33	7	11	22	22	29	33	60	54	11	11	6
Hispanic	28	317	32915	97	0	99	460	456	426	0	5	15	17	23	35	75	62	47	8	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	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	86	1324	36221	100	0	99	470	481	465	3	1	4	14	9	15	68	66	63	16	24	17
Students with Disabilities	15	187	10331	100	0	100	403	402	388	33	16	25	17	35	37	42	44	34	8	5	4
Students without Disabilities	120	1873	69139	99	0	99	466	481	454	1	1	7	17	10	24	69	67	58	13	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	34	341	39484	79	0	96	438	447	429	6	6	14	32	28	35	61	62	47	0	4	4
Non-Economically Disadvantaged	101	1719	39986	100	0	100	467	479	461	3	2	4	11	10	16	68	65	63	17	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	134	2056	78869	99	98	99	432	470	442	13	4	6	14	10	21	66	68	63	8	18	10
All Students (Prior Year)	122	1993	75053	95	98	99	639	650	597	5	4	7	8	7	12	71	71	72	16	18	9
Female	67	980	38536	100	98	99	442	485	458	10	2	4	15	6	15	64	67	67	11	24	14
Male	67	1074	40302	99	99	99	421	457	428	16	5	8	14	13	26	67	70	60	3	12	7
African American	11	177	4015	100	97	99	372	440	430	22	7	8	11	17	24	67	66	61	0	10	7
Hispanic	28	315	32606	97	98	98	433	456	426	13	4	8	13	15	27	71	71	60	4	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	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	98	99	99	447	476	459	8	3	4	17	9	16	65	69	66	10	20	14
Students with Disabilities	15	186	10246	100	100	100	331	381	367	33	14	18	42	32	39	25	48	40	0	5	4
Students without Disabilities	119	1870	68697	98	98	98	443	479	454	10	3	4	11	8	18	70	70	67	8	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	35	340	39106	81	83	95	409	437	427	16	9	8	16	20	28	69	64	59	0	7	5
Non-Economically Disadvantaged	99	1716	39837	100	100	100	440	476	457	11	3	4	14	8	14	64	69	67	10	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	122	2056	78906	100	99	99	508	544	498	16	5	13	12	7	19	39	37	48	32	51	20
All Students (Prior Year)	117	2065	76019	100	98	100	504	534	499	10	4	14	41	25	39	18	13	14	31	58	33
Female	60	1019	38644	100	98	99	525	548	500	7	3	12	17	7	19	44	38	49	31	52	19
Male	62	1036	40236	100	100	99	492	541	497	23	6	15	8	7	19	35	36	46	33	51	20
African American	12	167	4087	100	99	99	477	508	481	27	14	20	27	15	24	45	44	45	0	27	11
Hispanic	22	287	31938	96	97	99	473	523	481	27	8	19	14	9	25	36	47	46	23	36	10
Asian/Pacific Islander	--	154	1805	--	100	98	--	576	536	--	1	5	--	2	8	--	28	45	--	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	83	1403	36483	100	99	99	523	550	517	11	3	7	9	6	13	38	35	51	42	56	30
Students with Disabilities	16	224	10664	100	100	100	340	446	430	67	34	42	20	24	27	13	31	26	0	11	5
Students without Disabilities	107	1833	68310	100	98	98	532	556	509	9	1	9	11	5	18	43	38	51	37	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	23	291	38679	85	82	96	491	510	483	24	13	20	29	14	25	33	46	45	14	27	10
Non-Economically Disadvantaged	100	1766	40295	100	100	100	511	549	513	15	3	7	9	6	13	40	36	50	36	55	30

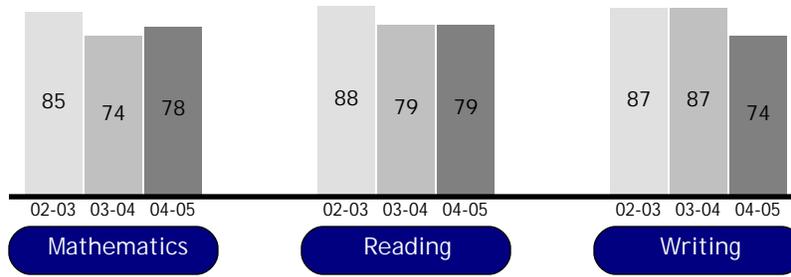
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2053	78908	99	0	99	485	514	484	8	2	10	17	10	23	61	67	58	14	21	9
All Students (Prior Year)	117	2069	76020	100	98	100	508	516	503	14	10	25	25	18	23	44	51	40	17	21	12
Female	60	1018	38648	100	0	99	505	520	489	4	1	8	15	10	22	61	66	61	20	23	10
Male	61	1034	40233	98	0	99	467	508	479	12	3	12	19	11	25	61	68	55	8	18	8
African American	12	168	4092	100	0	99	470	493	473	9	5	12	36	23	28	55	62	54	0	10	5
Hispanic	22	286	31940	96	0	99	460	499	465	5	3	16	36	15	32	55	69	49	5	12	3
Asian/Pacific Islander	--	153	1805	--	0	98	--	524	507	--	1	4	--	6	13	--	64	65	--	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	82	1401	36502	100	0	99	496	519	502	8	2	4	9	8	14	63	67	67	20	23	15
Students with Disabilities	15	222	10665	100	0	100	329	436	423	43	18	30	43	40	36	14	40	31	0	1	2
Students without Disabilities	107	1832	68312	100	0	98	506	523	493	4	0	7	13	7	21	67	70	62	16	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	23	291	38662	85	0	96	476	487	468	10	7	16	33	24	32	52	64	49	5	5	3
Non-Economically Disadvantaged	99	1763	40315	100	0	100	486	518	498	9	2	5	13	8	15	62	67	66	16	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	122	2052	78750	100	99	99	486	532	500	5	2	6	29	14	29	66	79	63	0	5	2
All Students (Prior Year)	116	2061	75673	100	98	100	550	581	530	6	5	12	21	16	25	70	69	58	3	10	4
Female	60	1016	38586	100	98	99	519	548	515	2	1	4	22	7	22	76	85	71	0	7	3
Male	62	1035	40135	100	99	99	457	517	486	8	2	8	35	21	35	57	73	56	0	3	1
African American	12	168	4081	100	100	99	468	512	488	9	4	8	45	22	32	45	72	59	0	2	2
Hispanic	22	287	31841	96	97	99	457	523	483	14	2	8	36	18	36	50	77	55	0	2	1
Asian/Pacific Islander	--	153	1802	--	99	98	--	558	533	--	1	2	--	6	16	--	77	75	--	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	83	1399	36440	100	99	99	497	534	516	3	1	3	24	13	22	74	81	71	0	5	4
Students with Disabilities	16	222	10622	100	100	100	334	444	415	27	10	21	47	49	50	27	41	28	0	0	1
Students without Disabilities	107	1831	68196	100	98	98	510	543	513	2	1	3	26	10	25	72	84	69	0	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	23	291	38558	85	82	96	483	506	485	0	3	8	62	30	37	38	65	54	0	2	1
Non-Economically Disadvantaged	100	1762	40260	100	100	100	487	536	514	6	1	3	21	12	21	72	81	72	0	6	4

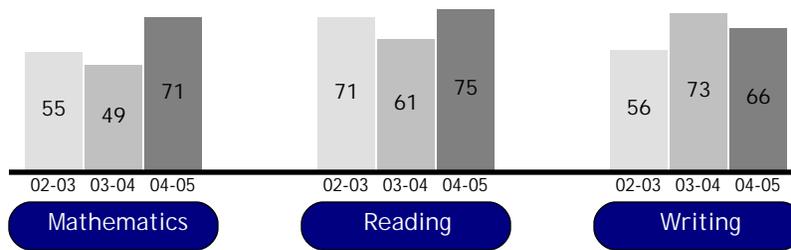
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	86	49	67	50	97	50	NA	58	100	49	60	47
	Language	96	49	60	43	100	41	60	50	100	45	58	47
	Mathematics	94	61	75	57	100	58	76	64	100	46	66	50
3	Reading	98	62	70	47	95	61	NA	55	99	49	59	44
	Language	97	65	72	54	96	59	72	61	99	49	57	44
	Mathematics	96	72	76	54	97	70	78	61	100	55	67	51
4	Reading	99	67	73	52	97	70	NA	56	98	58	63	48
	Language	100	60	65	48	96	58	66	52	98	57	63	49
	Mathematics	99	72	77	57	97	72	78	61	98	62	70	53
5	Reading	92	66	71	50	96	66	NA	55	98	56	65	50
	Language	99	58	65	46	95	58	65	49	98	55	65	50
	Mathematics	96	73	82	57	95	71	83	63	98	55	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum and Instructional Support
- Ü Parent/Educator Communications
- Ü After School Enrichment
- Ü Parent, Staff and Student Surveys
- Ü Funds for Teaching Materials
- Ü Spending of Tax Credit Dollars

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	4	3	0	1
7 to 9 years	4	3	0	0
10 or more years	7	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	11
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Special Education Preschool
- Ü Closed-circuit Broadcasting
- Ü State of the Art Technology Lab
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Student Council
- Ü After School Enrichment Programs
- Ü Character Education Club after school
- Ü Morning Announcement Video Broadcast
- Ü After School Child Care Program
- Ü After School Homework Club
- Ü Lunch time games at Lunch Time
- Ü Summer Enrichment Programs

Social Services

- Ü National Free/Reduced Breakfast program
- Ü Access to District Family Resource Ctr.
- Ü Health Services
- Ü DES Services (For Childcare)
- Ü Social Worker on campus
- Ü Prevention Counselor Services
- Ü Character Education programs
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Lomas achieved two of the three goals for 2004-2005: improved students' skill in writing, math and technology use, and high levels of community satisfaction with the service provided by the school. Improved math and writing scores K-5.
- ü Lomas Kindergartners spend 15 minutes per day in Computer-Assisted-Instruction in Phonemic Awareness and Phonics activities through our Waterford Software.
- ü Lomas second grade students and fourth grade students increased their technology skills using wireless laptops in their classrooms. They were able to take assessments online, keep ongoing writing portfolios and improve math skills.
- ü Lomas student discipline showed a decrease from August, 2003 to May, 2004 since the Character Count Education program has been used in our school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	91	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

Students, staff, parents and community members feel safe and are safe at Lomas at all times. We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment. Through Title IV funds we have a prevention counselor on our campus one day per week, counseling groups are offered weekly on anger management, divorce, social skills and adapting to change. Character Count Education is a big part of our curriculum and discipline policy at Lomas.

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

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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

Contacts

	Name	Phone Number
School Site Council	Evelyn Michell	(480) 783-2800
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Stephanie Jones	(480) 783-2896
Parent Organization	Yayi Venezia	(480) 783-2800
Student Health/Nurse	Vicky Turpin	(480) 783-2884

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.