

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1330 E. Dava Dr., 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Ana Celia Gomez del Castillo
 Schedule : 07:00 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 421
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3100
 Fax Number : (480) 345-2052
 E-mail : agomez@kyrene.org

Mission

Our school's mission is to encourage and foster a caring, active and unified community of teachers, staff, parents, and community members, who work respectfully and collaboratively to support a strong educational foundation for all children. A "Whatever It Takes" attitude guides our efforts as we respond to the educational needs of our students.

School / Academic Goals

- ü Increase student proficiency in reading, writing, and mathematics while providing differentiated learning environments that enhance opportunities for individualized attention.
- ü Implementation of a Professional Learning Community that focuses on learning to ensure high levels of learning for all students.
- ü Teach, advocate and model the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 438
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 83

Instructional Programs

- ü All Day Kindergarten
- ü Art, Music, PE
- ü Extended Day Kindergarten
- ü Gifted Education
- ü PreSchool
- ü Special Education
- ü Structured English Immersion (SEI)
- ü Technology Based Learning

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

Our caring, dedicated and professional staff believe that every child can learn. We strive to create a learning environment that is challenging and rewarding. Our School Improvement Plan focuses on increasing students' proficiency levels in math, reading and writing. We offer a wide variety of academic interventions to address student needs. In addition to academic interventions, we also provide social and behavioral interventions.

Parents

We recognize that parents are the most important variable that directly affects a child's success at school. There is no question about it. Success at school begins at home. Our vision is that every parent will become involved in their child's education. A child's educational journey is an exciting one! We are delighted to take part in this journey, but we cannot do this alone. Working together we make a difference. "Alone we can do so little, together we can do so much!"

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 21st Century Community Learning Center Grant	2001
ü City of Tempe School Garden Grant	2003
ü Beaumont Foundation Technology Grant	2004
ü NAEYC Accreditation for Kids Club	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	76	2058	79306	99	99	99	456	480	445	7	3	10	16	8	18	53	44	51	24	44	20
All Students (Prior Year)	81	2007	75509	99	98	100	535	550	521	7	5	13	21	14	23	34	31	33	38	50	31
Female	35	981	38691	100	98	99	453	478	446	13	3	10	10	9	18	55	45	52	23	43	20
Male	41	1075	40583	98	99	99	458	482	445	3	3	11	22	8	18	51	43	50	24	45	21
African American	12	177	4041	100	97	99	447	436	426	9	13	17	18	26	23	64	41	50	9	20	10
Hispanic	22	316	32869	92	98	99	440	460	429	11	6	15	26	12	25	47	55	51	16	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	31	1321	36197	100	99	99	474	489	463	0	1	5	14	6	11	45	43	53	41	50	31
Students with Disabilities	14	186	10321	100	100	100	434	404	389	38	23	30	23	27	27	8	34	34	31	16	9
Students without Disabilities	62	1872	69060	98	98	98	461	488	454	0	1	7	15	7	17	64	45	54	22	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	36	340	39415	88	83	96	441	449	431	13	9	15	19	18	25	58	56	50	10	17	10
Non-Economically Disadvantaged	40	1718	39966	100	100	100	468	486	459	3	2	6	14	7	12	49	42	52	35	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	77	2060	79395	100	0	99	453	474	446	4	2	9	28	13	25	58	65	55	10	20	11
All Students (Prior Year)	81	2005	75492	99	98	100	516	533	519	11	5	12	18	10	16	46	49	47	24	36	24
Female	35	981	38743	100	0	100	454	477	451	6	2	7	23	11	24	61	65	57	10	22	12
Male	42	1077	40618	100	0	99	452	471	440	3	3	11	32	14	27	55	64	53	11	19	9
African American	12	176	4052	100	0	100	456	444	434	0	7	11	18	22	29	73	60	54	9	11	6
Hispanic	23	317	32915	96	0	99	439	456	426	10	5	15	35	23	35	50	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	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	31	1324	36221	100	0	99	464	481	465	0	1	4	28	9	15	59	66	63	14	24	17
Students with Disabilities	15	187	10331	100	0	100	423	402	388	14	16	25	50	35	37	36	44	34	0	5	4
Students without Disabilities	62	1873	69139	98	0	99	460	481	454	2	1	7	22	10	24	64	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	37	341	39484	90	0	96	437	447	429	9	6	14	38	28	35	44	62	47	9	4	4
Non-Economically Disadvantaged	40	1719	39986	100	0	100	466	479	461	0	2	4	19	10	16	70	65	63	11	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	76	2056	78869	99	98	99	455	470	442	4	4	6	18	10	21	65	68	63	13	18	10
All Students (Prior Year)	81	1993	75053	99	98	99	637	650	597	4	4	7	14	7	12	61	71	72	21	18	9
Female	35	980	38536	100	98	99	471	485	458	0	2	4	16	6	15	61	67	67	23	24	14
Male	41	1074	40302	98	99	99	441	457	428	8	5	8	19	13	26	68	70	60	5	12	7
African American	12	177	4015	100	97	99	466	440	430	0	7	8	18	17	24	82	66	61	0	10	7
Hispanic	22	315	32606	92	98	98	442	456	426	0	4	8	21	15	27	68	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	NC	67	4245	NC	100	100	NC	425	423	NC	17	9	NC	9	26	NC	63	61	NC	11	4
White	31	1322	36078	100	99	99	469	476	459	3	3	4	17	9	16	59	69	66	21	20	14
Students with Disabilities	15	186	10246	100	100	100	433	381	367	0	14	18	43	32	39	50	48	40	7	5	4
Students without Disabilities	61	1870	68697	97	98	98	461	479	454	6	3	4	11	8	18	69	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	36	340	39106	88	83	95	446	437	427	3	9	8	26	20	28	65	64	59	6	7	5
Non-Economically Disadvantaged	40	1716	39837	100	100	100	463	476	457	5	3	4	11	8	14	65	69	67	19	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	70	2056	78906	100	99	99	530	544	498	10	5	13	8	7	19	43	37	48	40	51	20
All Students (Prior Year)	73	2065	76019	99	98	100	537	534	499	2	4	14	30	25	39	7	13	14	62	58	33
Female	40	1019	38644	100	98	99	530	548	500	8	3	12	8	7	19	46	38	49	38	52	19
Male	30	1036	40236	100	100	99	529	541	497	12	6	15	8	7	19	38	36	46	42	51	20
African American	16	167	4087	100	99	99	515	508	481	7	14	20	14	15	24	50	44	45	29	27	11
Hispanic	25	287	31938	100	97	99	516	523	481	18	8	19	5	9	25	45	47	46	32	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	20	1403	36483	100	99	99	565	550	517	6	3	7	0	6	13	33	35	51	61	56	30
Students with Disabilities	10	224	10664	100	100	100	456	446	430	56	34	42	11	24	27	33	31	26	0	11	5
Students without Disabilities	60	1833	68310	98	98	98	542	556	509	2	1	9	7	5	18	44	38	51	46	56	22
Limited English Proficient Students	--	32	12573	--	100	100	--	443	454	--	3	27	--	23	30	--	46	38	--	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	291	38679	85	82	96	506	510	483	10	13	20	17	14	25	50	46	45	23	27	10
Non-Economically Disadvantaged	36	1766	40295	100	100	100	551	549	513	9	3	7	0	6	13	36	36	50	55	55	30

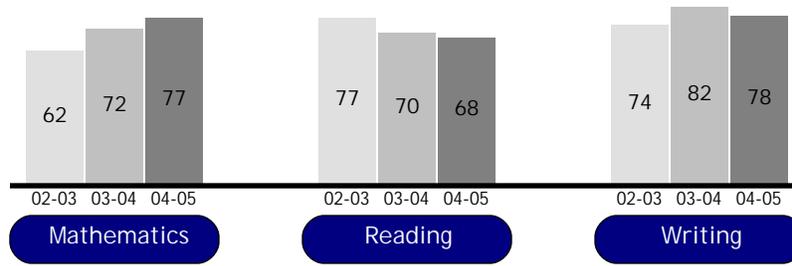
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2053	78908	100	0	99	504	514	484	6	2	10	14	10	23	65	67	58	14	21	9
All Students (Prior Year)	73	2069	76020	99	98	100	518	516	503	8	10	25	22	18	23	47	51	40	23	21	12
Female	40	1018	38648	100	0	99	509	520	489	5	1	8	8	10	22	70	66	61	16	23	10
Male	30	1034	40233	100	0	99	495	508	479	8	3	12	23	11	25	58	68	55	12	18	8
African American	16	168	4092	100	0	99	493	493	473	7	5	12	14	23	28	71	62	54	7	10	5
Hispanic	25	286	31940	100	0	99	489	499	465	14	3	16	14	15	32	68	69	49	5	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	20	1401	36502	100	0	99	534	519	502	0	2	4	11	8	14	61	67	67	28	23	15
Students with Disabilities	10	222	10665	100	0	100	432	436	423	44	18	30	44	40	36	11	40	31	0	1	2
Students without Disabilities	60	1832	68312	98	0	98	515	523	493	0	0	7	9	7	21	74	70	62	17	23	10
Limited English Proficient Students	--	31	12556	--	0	100	--	402	436	--	5	24	--	31	40	--	57	35	--	8	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	291	38662	85	0	96	481	487	468	10	7	16	23	24	32	67	64	49	0	5	3
Non-Economically Disadvantaged	36	1763	40315	100	0	100	524	518	498	3	2	5	6	8	15	64	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	70	2052	78750	100	99	99	535	532	500	2	2	6	8	14	29	87	79	63	3	5	2
All Students (Prior Year)	73	2061	75673	99	98	100	574	581	530	3	5	12	18	16	25	70	69	58	8	10	4
Female	40	1016	38586	100	98	99	539	548	515	3	1	4	5	7	22	86	85	71	5	7	3
Male	30	1035	40135	100	99	99	528	517	486	0	2	8	12	21	35	88	73	56	0	3	1
African American	16	168	4081	100	100	99	532	512	488	7	4	8	0	22	32	93	72	59	0	2	2
Hispanic	25	287	31841	100	97	99	525	523	483	0	2	8	14	18	36	86	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	20	1399	36440	100	99	99	552	534	516	0	1	3	0	13	22	89	81	71	11	5	4
Students with Disabilities	10	222	10622	100	100	100	466	444	415	11	10	21	44	49	50	44	41	28	0	0	1
Students without Disabilities	60	1831	68196	98	98	98	546	543	513	0	1	3	2	10	25	94	84	69	4	6	3
Limited English Proficient Students	--	30	12504	--	100	100	--	419	451	--	8	12	--	25	44	--	66	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	291	38558	85	82	96	519	506	485	3	3	8	13	30	37	83	65	54	0	2	1
Non-Economically Disadvantaged	36	1762	40260	100	100	100	549	536	514	0	1	3	3	12	21	91	81	72	6	6	4

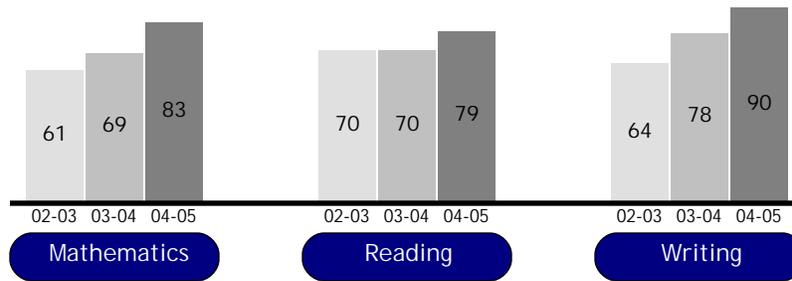
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	47	67	50	97	51	NA	58	100	55	60	47
	Language	100	35	60	43	100	40	60	50	100	52	58	47
	Mathematics	100	60	75	57	100	62	76	64	100	63	66	50
3	Reading	99	54	70	47	99	57	NA	55	100	45	59	44
	Language	99	56	72	54	99	62	72	61	100	43	57	44
	Mathematics	100	59	76	54	99	71	78	61	99	51	67	51
4	Reading	97	63	73	52	93	70	NA	56	100	54	63	48
	Language	100	50	65	48	100	56	66	52	100	54	63	49
	Mathematics	99	69	77	57	100	67	78	61	100	62	70	53
5	Reading	95	60	71	50	97	73	NA	55	100	57	65	50
	Language	97	53	65	46	100	65	65	49	100	56	65	50
	Mathematics	97	68	82	57	100	82	83	63	100	56	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)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent and Community Involvement
- Ü Tax Credit Donations
- Ü School Safety Issues
- Ü Review Student Assessment Data
- Ü After School Clubs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	1.50	Teacher Aide	5.38

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	1	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Internet Linked Classrooms
- Ü State of the art Technology Labs
- Ü Multimedia Center/Library
- Ü Wireless School Wide Environment

Extracurricular Activities

- Ü Adult Community Enrichment Classes
- Ü Student Council
- Ü After School Child Care Programs
- Ü Title 1 Summer Intervention
- Ü After School Enrichment Clubs
- Ü After School Tutoring

Social Services

- Ü Access to Family Resource Center
- Ü National Free/Reduced Breakfast Program
- Ü Character Education Programs
- Ü National Free/Reduced Lunch Program
- Ü Health Services
- Ü Prevention Services
- Ü Healthy Kids Dental Program
- Ü Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implementation of Beaumont Foundation technology grant (\$96,200), which provided wireless laptops, projection systems and cameras for instructional use in 1st and 2nd grade classrooms.

- ü Title IV mini grant in the amount of \$10,000 that funded a Solution Center during students' lunch period.

- ü Recipient of Arizona K-12 Character Counts! grant in the amount of \$1,500, which funded counseling follow-up for students.

- ü Niños Kids Club received National Association for the Education of Young Children (NAEYC) accreditation. Our site is the first Kyrene Kids Club site to receive this highly-sought after and prestigious distinction.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	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

Our school's safety committee works closely with the administration to ensure the safety of our students and staff. Lock-down drills, monthly fire drills, and emergency evacuation drills are conducted throughout the year. A parent phone tree is available in the event of an emergency or crisis situation. A Safe Schools Healthy Students Grant awarded to the Kyrene School District in 2003 provides prevention services to our students.

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

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	Ana Celia Gomez del Castillo	(480) 783-3100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Maxine Boyd	(480) 783-3196
Parent Organization	Stacey Powers	(480) 783-3100
Student Health/Nurse	Deana Contreras	(480) 783-3184

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.