

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1350 N. Lakeshore Dr., Chandler, AZ 85226

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	Excelling
2003-04	Excelling
2002-03	Excelling

(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 : Mrs. M. Beth Hill
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 756
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2100
 Fax Number : (480) 897-2986
 E-mail : bhill@kyrene.org

Mission

Our purpose is to provide a safe, secure, informative, and creative environment for students, staff, and the community, while promoting a positive self-concept and acceptance of others. We inspire a lifelong quest for knowledge and strive for maximum potential as independent thinkers. Everyone is encouraged to participate in the decision making process. High academic expectations drive high student achievement.

School / Academic Goals

- ü Student Achievement: all students will excel academically, with a primary focus on reading, writing, and mathematics.
- ü Safe Schools: students, staff, and community members will feel welcome and will be safe in school at all times.
- ü Technology: students will continue to increase their skills and knowledge of technology to communicate and maintain global fluency.
- ü Character Education: the School Council will plan ongoing activities to reinforce character education for students in grades K through 5.

Enrollment

October 1, 2004 School Year Student Enrollment : 730
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 111

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Academic Intervention/Literacy Spec.
- ü Hearing Impaired Preschool
- ü Computer Labs
- ü Reading Fluency Lab
- ü After School Tutoring
- ü On-Site Pre-School

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

The staff at Kyrene del Cielo is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff is committed to a supportive, challenging learning environment in which academic excellence is achieved. We promote individual responsibility along with a strong emphasis on student achievement in a traditional and diverse learning community.

Parents

Learning is a partnership of parents, students and school staff. Parents are encouraged to attend school functions, help with homework, monitor learning progress, volunteer their expertise at school, and to serve on school/district committees. We encourage parents and grandparents to be an active part of their child's education.

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 Outstanding Princ./School Downs Syndrome of Arizona	2003
ü President's Award for Educational Excellence	2004
ü President's Award for Academic Achievement	2005
ü President's Award for Academic Excellence	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	113	2058	79306	99	99	99	510	480	445	1	3	10	2	8	18	32	44	51	65	44	20
All Students (Prior Year)	131	2007	75509	100	98	100	563	550	521	5	5	13	13	14	23	24	31	33	58	50	31
Female	53	981	38691	100	98	99	509	478	446	0	3	10	2	9	18	29	45	52	69	43	20
Male	60	1075	40583	98	99	99	512	482	445	2	3	11	2	8	18	35	43	50	62	45	21
African American	NC	177	4041	NC	97	99	NC	436	426	NC	13	17	NC	26	23	NC	41	50	NC	20	10
Hispanic	12	316	32869	100	98	99	493	460	429	0	6	15	0	12	25	45	55	51	55	27	10
Asian/Pacific Islander	13	176	1935	100	99	99	514	510	474	0	0	3	0	3	9	38	34	48	62	63	40
American Indian/Alaskan Native	--	68	4264	--	100	100	--	438	419	--	14	19	--	15	30	--	61	45	--	11	6
White	81	1321	36197	99	99	99	515	489	463	0	1	5	1	6	11	31	43	53	68	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	104	1872	69060	100	98	98	513	488	454	1	1	7	0	7	17	30	45	54	69	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	12	340	39415	67	83	96	479	449	431	0	9	15	8	18	25	67	56	50	25	17	10
Non-Economically Disadvantaged	101	1718	39966	100	100	100	514	486	459	1	2	6	1	7	12	28	42	52	70	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	113	2060	79395	99	0	99	490	474	446	0	2	9	12	13	25	61	65	55	27	20	11
All Students (Prior Year)	131	2005	75492	100	98	100	539	533	519	6	5	12	9	10	16	39	49	47	46	36	24
Female	53	981	38743	100	0	100	497	477	451	0	2	7	10	11	24	61	65	57	29	22	12
Male	60	1077	40618	98	0	99	484	471	440	0	3	11	13	14	27	62	64	53	25	19	9
African American	NC	176	4052	NC	0	100	NC	444	434	NC	7	11	NC	22	29	NC	60	54	NC	11	6
Hispanic	12	317	32915	100	0	99	471	456	426	0	5	15	36	23	35	45	62	47	18	10	4
Asian/Pacific Islander	13	176	1936	100	0	99	475	492	468	0	0	3	15	8	14	77	65	63	8	27	19
American Indian/Alaskan Native	--	67	4271	--	0	100	--	446	420	--	6	15	--	32	42	--	55	41	--	6	2
White	81	1324	36221	99	0	99	496	481	465	0	1	4	8	9	15	60	66	63	33	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	104	1873	69139	100	0	99	493	481	454	0	1	7	8	10	24	64	67	58	28	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	12	341	39484	67	0	96	451	447	429	0	6	14	42	28	35	50	62	47	8	4	4
Non-Economically Disadvantaged	101	1719	39986	100	0	100	495	479	461	0	2	4	8	10	16	63	65	63	29	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	113	2056	78869	99	98	99	495	470	442	2	4	6	1	10	21	73	68	63	24	18	10
All Students (Prior Year)	131	1993	75053	100	98	99	682	650	597	4	4	7	4	7	12	69	71	72	24	18	9
Female	53	980	38536	100	98	99	507	485	458	0	2	4	0	6	15	73	67	67	27	24	14
Male	60	1074	40302	98	99	99	484	457	428	3	5	8	2	13	26	73	70	60	22	12	7
African American	NC	177	4015	NC	97	99	NC	440	430	NC	7	8	NC	17	24	NC	66	61	NC	10	7
Hispanic	12	315	32606	100	98	98	475	456	426	0	4	8	9	15	27	82	71	60	9	9	5
Asian/Pacific Islander	13	175	1925	100	98	99	509	495	471	0	3	3	0	3	11	85	63	64	15	31	22
American Indian/Alaskan Native	--	67	4245	--	100	100	--	425	423	--	17	9	--	9	26	--	63	61	--	11	4
White	81	1322	36078	99	99	99	495	476	459	3	3	4	0	9	16	68	69	66	30	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	104	1870	68697	100	98	98	497	479	454	1	3	4	1	8	18	74	70	67	25	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	12	340	39106	67	83	95	458	437	427	8	9	8	0	20	28	83	64	59	8	7	5
Non-Economically Disadvantaged	101	1716	39837	100	100	100	499	476	457	1	3	4	1	8	14	72	69	67	26	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	117	2056	78906	100	99	99	543	544	498	4	5	13	5	7	19	43	37	48	48	51	20
All Students (Prior Year)	117	2065	76019	99	98	100	529	534	499	5	4	14	27	25	39	16	13	14	52	58	33
Female	55	1019	38644	100	98	99	542	548	500	2	3	12	8	7	19	49	38	49	42	52	19
Male	62	1036	40236	100	100	99	543	541	497	5	6	15	3	7	19	38	36	46	53	51	20
African American	NC	167	4087	NC	99	99	NC	508	481	NC	14	20	NC	15	24	NC	44	45	NC	27	11
Hispanic	15	287	31938	100	97	99	534	523	481	0	8	19	0	9	25	57	47	46	43	36	10
Asian/Pacific Islander	12	154	1805	100	100	98	563	576	536	0	1	5	0	2	8	42	28	45	58	69	42
American Indian/Alaskan Native	--	45	4593	--	100	100	--	510	467	--	7	26	--	17	29	--	60	39	--	17	6
White	87	1403	36483	100	99	99	543	550	517	4	3	7	7	6	13	41	35	51	48	56	30
Students with Disabilities	10	224	10664	100	100	100	467	446	430	30	34	42	30	24	27	40	31	26	0	11	5
Students without Disabilities	107	1833	68310	99	98	98	550	556	509	1	1	9	3	5	18	44	38	51	52	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	11	291	38679	79	82	96	522	510	483	9	13	20	0	14	25	55	46	45	36	27	10
Non-Economically Disadvantaged	106	1766	40295	100	100	100	545	549	513	3	3	7	6	6	13	42	36	50	49	55	30

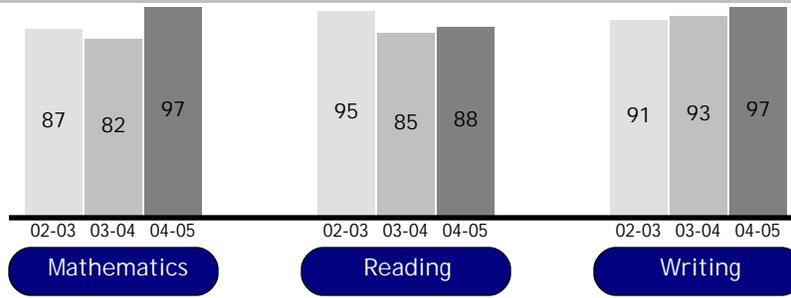
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2053	78908	100	0	99	524	514	484	1	2	10	9	10	23	67	67	58	23	21	9
All Students (Prior Year)	116	2069	76020	98	98	100	514	516	503	10	10	25	12	18	23	61	51	40	16	21	12
Female	55	1018	38648	100	0	99	527	520	489	2	1	8	9	10	22	68	66	61	21	23	10
Male	62	1034	40233	100	0	99	522	508	479	0	3	12	8	11	25	67	68	55	25	18	8
African American	NC	168	4092	NC	0	99	NC	493	473	NC	5	12	NC	23	28	NC	62	54	NC	10	5
Hispanic	15	286	31940	100	0	99	523	499	465	0	3	16	7	15	32	64	69	49	29	12	3
Asian/Pacific Islander	12	153	1805	100	0	98	521	524	507	0	1	4	8	6	13	83	64	65	8	29	18
American Indian/Alaskan Native	--	45	4569	--	0	100	--	484	457	--	5	18	--	19	39	--	74	41	--	2	2
White	87	1401	36502	100	0	99	527	519	502	1	2	4	7	8	14	67	67	67	25	23	15
Students with Disabilities	10	222	10665	100	0	100	460	436	423	10	18	30	60	40	36	30	40	31	0	1	2
Students without Disabilities	107	1832	68312	99	0	98	531	523	493	0	0	7	4	7	21	71	70	62	25	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	11	291	38662	79	0	96	491	487	468	0	7	16	36	24	32	55	64	49	9	5	3
Non-Economically Disadvantaged	106	1763	40315	100	0	100	528	518	498	1	2	5	6	8	15	69	67	66	25	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	117	2052	78750	100	99	99	545	532	500	0	2	6	13	14	29	80	79	63	7	5	2
All Students (Prior Year)	117	2061	75673	99	98	100	556	581	530	9	5	12	22	16	25	62	69	58	8	10	4
Female	55	1016	38586	100	98	99	562	548	515	0	1	4	4	7	22	85	85	71	11	7	3
Male	62	1035	40135	100	99	99	531	517	486	0	2	8	22	21	35	75	73	56	3	3	1
African American	NC	168	4081	NC	100	99	NC	512	488	NC	4	8	NC	22	32	NC	72	59	NC	2	2
Hispanic	15	287	31841	100	97	99	551	523	483	0	2	8	7	18	36	86	77	55	7	2	1
Asian/Pacific Islander	12	153	1802	100	99	98	563	558	533	0	1	2	8	6	16	83	77	75	8	16	7
American Indian/Alaskan Native	--	45	4586	--	100	100	--	490	481	--	7	8	--	33	37	--	60	54	--	0	1
White	87	1399	36440	100	99	99	543	534	516	0	1	3	15	13	22	78	81	71	7	5	4
Students with Disabilities	10	222	10622	100	100	100	525	444	415	0	10	21	20	49	50	80	41	28	0	0	1
Students without Disabilities	107	1831	68196	99	98	98	547	543	513	0	1	3	13	10	25	80	84	69	8	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	11	291	38558	79	82	96	514	506	485	0	3	8	36	30	37	55	65	54	9	2	1
Non-Economically Disadvantaged	106	1762	40260	100	100	100	549	536	514	0	1	3	11	12	21	82	81	72	7	6	4

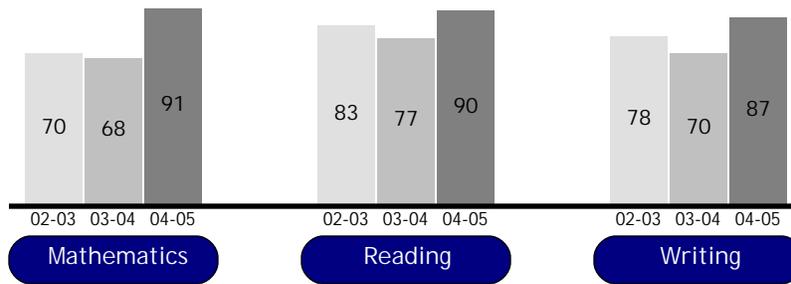
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	71	67	50	87	70	NA	58	97	65	60	47
	Language	99	62	60	43	91	61	60	50	97	71	58	47
	Mathematics	96	82	75	57	92	78	76	64	98	72	66	50
3	Reading	98	76	70	47	98	75	NA	55	99	66	59	44
	Language	97	79	72	54	99	76	72	61	99	66	57	44
	Mathematics	100	84	76	54	99	84	78	61	99	76	67	51
4	Reading	99	78	73	52	98	79	NA	56	99	69	63	48
	Language	98	70	65	48	99	72	66	52	99	69	63	49
	Mathematics	98	81	77	57	99	82	78	61	99	78	70	53
5	Reading	95	75	71	50	97	75	NA	55	100	68	65	50
	Language	97	69	65	46	97	65	65	49	100	67	65	50
	Mathematics	96	81	82	57	97	82	83	63	100	69	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Continuous School Improvement Plan
- Ü Report Progress on Targeted Goals
- Ü Parent Satisfaction Survey
- Ü Character Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.31
Other Professional Staff	1.00	Teacher Aide	12.55

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	2	5	0	0
7 to 9 years	3	2	0	0
10 or more years	0	26	6	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Classroom Computers on Internet
- Ü On-line Library
- Ü Televised Morning Announcements

Extracurricular Activities

- Ü Student Council
- Ü Lunchtime Sports/Homework Helpers
- Ü After School Enrichment
- Ü Seaquest
- Ü After School Tutoring
- Ü Reading Fluency Lab
- Ü DARE
- Ü Evening Music Performances Grades 1-5

Social Services

- Ü Crisis Prevention Counselors
- Ü Life Skills
- Ü Health Assistants
- Ü Adopt -A -Family/Food Drives
- Ü Access to District Family Resource Cente
- Ü Prevention Services
- Ü National Free/Reduced Lunch Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students increased their performance on District Assessments in the areas of Reading/Language and Math. Scores on State and National assessments are consistently higher than state averages.
- ü Cielo's Safety committee met monthly during the school year. All safety drills were practiced and feedback provided to staff/stds. The annual Parent Satisfaction Survey indicated that 92% of the parent community felt that Cielo was a Safe school.
- ü Increased use of SmartBoards in classrooms. Increased use of computer labs. The Parent survey indicated 89% feel that students' academic needs are being met in the areas of Computers/Technology.
- ü A revised Character Education program was successfully implemented. Students were reinforced for exhibiting specific character traits throughout the school year. A monthly Character Cafe was established (lunch with the Principal & Asst Principal).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	97	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

Cielo has a Safety Committee that updates the safety plan yearly. They arrange the practice of all safety drills. Visitors must sign-in at the front office and get a visitor's badge. The majority of the school doors are kept locked throughout the school day. "Safety" is an ongoing topic at all staff meetings where "best practices" are discussed with faculty members.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Beth Hill	(480) 783-2100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	April Farrell	(480) 783-2100
Student Health/Nurse	C. Klepper	(480) 783-2100

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.