



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5000 West Whitten, 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)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Dr. Gina Taylor
Schedule : 7:15 AM to 3:45 PM
Grades : K-5
2004 Enrollment : 602
Web Address : www.kyrene.org
Phone Number : (480) 783-2700
Fax Number : (480) 961-1745
E-mail : gtaylo@kyrene.org

Mission

It is the mission of Kyrene de la Paloma to create an environment that inspires a commitment to learning and high academic achievement, while fostering a community of caring, responsible individuals.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- U Increase student achievement in reading, as measured by gains on school-level, district, and state assessments.
U Increase student achievement in mathematics, as measured by gains on school-level, district, and state assessments.
U Increase student achievement in writing as measured by gains on school-level, district and state assessments.
U Provide a school environment where all students, staff and parents feel safe at all times.

Enrollment

October 1, 2003 School Year Student Enrollment : 622
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 76

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Technology-Based Learning
- Ü Gifted Program
- Ü On-site and Regional Special Education
- Ü All Day Kindergarten
- Ü Art, Music, PE
- Ü At-Risk Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We are committed to creating a supportive and challenging learning environment in which academic excellence is achieved. Teachers and administrators communicate regularly with parents and work in partnership with them to meet each child's needs.

Parents

Parents are to see that their children attend school regularly and on time. We ask that they monitor their children's progress and communicate with teachers. Parents are invited to attend school events and share their time and talents at school.

Transportation Policy

Transportation is provided for students residing within the school attendance area who live farther than one mile from school, and for students with disabilities whose Individual Education Plans indicate that transportation is required.

School Honors

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

Award/Honor	Year
Ü Largest PTA in Southeast Maricopa Region	2004
Ü CEC Outstanding Special Education Team Award	2002
Ü District Poetry Contest Winners: K, 2nd & 4th Grades	2002

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	86	2007	75509	97	98	100	554	550	521	3	5	13	11	14	23	30	31	33	56	50	31
All Students (Prior Year)	105	1945	75372	98	98	100	557	545	523	1	3	9	15	15	25	28	37	36	56	45	30
Female	40	980	37013	100	98	100	560	552	522	0	4	12	16	14	24	24	31	33	59	51	31
Male	46	1027	38430	92	98	99	549	548	521	5	5	14	7	15	22	36	31	33	52	49	31
African American	--	123	3660	--	98	99	--	516	496	--	11	24	--	27	31	--	33	28	--	29	18
Hispanic	18	288	30486	100	97	99	557	532	505	0	8	18	19	21	29	13	30	32	69	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	57	1375	35192	93	98	99	552	555	534	4	3	8	7	12	19	33	32	35	56	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	77	1814	65801	95	98	98	558	554	525	1	3	11	11	13	23	29	32	34	59	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	14	256	36411				541	516	503	0	10	19	0	25	29	70	36	32	30	28	20
Non-Economically Disadvantaged	72	1751	39040				556	554	534	3	4	8	13	13	19	25	31	34	59	53	39

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	89	2005	75492	100	98	100	534	533	519	4	5	12	11	10	16	52	49	47	33	36	24
All Students (Prior Year)	103	1951	75221	96	99	100	540	536	523	1	2	8	9	9	16	58	59	56	32	29	21
Female	39	979	37014	100	98	100	537	536	523	3	4	10	8	8	15	53	48	48	36	40	27
Male	50	1026	38400	100	98	99	531	530	516	4	6	14	13	12	17	52	50	47	30	33	21
African American	--	124	3665	--	99	99	--	515	505	--	13	20	--	18	22	--	49	43	--	19	14
Hispanic	17	291	30438	94	98	99	535	523	508	0	6	17	20	14	21	40	55	47	40	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	61	1374	35177	100	98	99	534	536	528	3	4	8	10	8	13	57	49	49	29	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	80	1811	65785	99	98	98	534	536	522	4	3	10	9	9	16	55	50	49	32	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	15	258	36302				521	515	507	9	12	18	18	16	21	45	54	46	27	18	14
Non-Economically Disadvantaged	74	1747	39164				536	536	528	3	4	8	10	9	13	54	48	48	34	39	31

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	89	1993	75053	100	98	99	641	650	597	4	4	7	7	7	12	76	71	72	13	18	9
All Students (Prior Year)	102	1913	73654	95	97	99	550	544	530	2	4	9	7	9	13	76	76	70	15	11	7
Female	39	973	36872	100	97	99	684	682	621	3	3	5	3	3	9	75	70	74	19	24	12
Male	50	1020	38109	100	98	99	607	618	573	4	6	10	11	10	14	76	72	69	9	12	6
African American	--	124	3636	--	99	99	--	606	568	--	8	12	--	13	16	--	69	67	--	9	6
Hispanic	17	284	30235	94	95	98	667	634	575	0	5	9	13	8	14	73	75	70	13	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	61	1373	35028	100	98	99	624	651	613	5	4	6	7	6	10	78	72	73	10	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	80	1801	65428	99	97	98	645	659	604	3	3	6	6	6	11	77	72	73	14	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	15	257	36077				548	597	566	18	10	10	18	13	16	64	71	69	0	7	5
Non-Economically Disadvantaged	74	1736	38950				656	657	618	1	4	5	6	6	9	77	71	73	15	19	12

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	118	2065	76019	99	98	100	555	534	499	1	4	14	14	25	39	13	13	14	72	58	33
All Students (Prior Year)	90	2076	76230	88	97	100	545	528	498	0	3	12	17	25	38	11	13	12	72	60	37
Female	58	989	37207	100	98	100	555	534	499	0	2	12	18	25	41	11	14	14	72	58	33
Male	60	1073	38677	98	98	100	555	535	498	2	5	15	10	25	38	15	12	13	73	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	16	294	29458	100	97	100	530	513	480	0	5	20	21	39	48	29	14	12	50	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	84	1403	35880	99	97	100	563	541	515	1	3	7	10	21	32	10	13	16	78	63	45
Students with Disabilities	12	185	9786	100	99	100	506	471	457	25	25	39	0	52	40	25	7	7	50	16	13
Students without Disabilities	106	1880	66233	98	98	99	557	539	503	0	2	11	14	23	39	12	13	14	73	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	13	278	35714				515	497	480	0	8	20	40	48	47	10	15	12	50	29	20
Non-Economically Disadvantaged	105	1787	40266				559	540	513	1	3	9	11	22	33	13	12	15	75	62	43

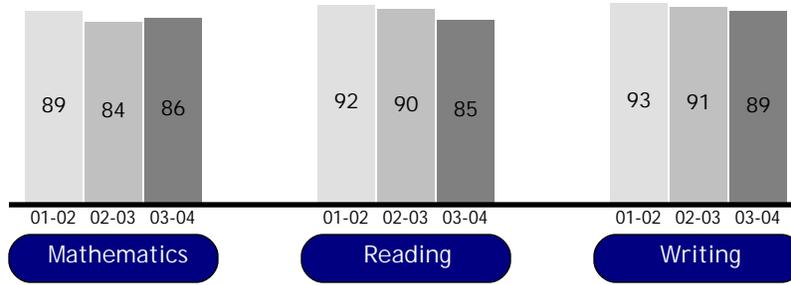
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	2069	76020	99	98	100	525	516	503	5	10	25	17	18	23	55	51	40	24	21	12
All Students (Prior Year)	91	2074	76202	89	97	100	518	519	505	1	6	19	15	16	24	59	56	46	25	23	11
Female	58	992	37213	100	98	100	529	519	504	5	9	22	16	18	23	53	51	42	26	22	13
Male	60	1074	38666	98	98	100	521	513	501	4	12	29	17	18	22	58	50	38	21	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	16	294	29442	100	97	99	502	506	494	14	17	37	36	27	26	50	42	31	0	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	84	1405	35890	99	97	100	526	518	511	3	7	15	14	16	20	55	53	48	28	23	18
Students with Disabilities	12	185	9784	100	99	100	501	488	485	0	48	58	50	22	19	50	27	19	0	2	4
Students without Disabilities	106	1884	66236	98	98	99	526	518	504	5	8	23	15	18	23	55	52	42	25	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	13	278	35703				497	499	494	30	23	37	20	28	26	50	41	31	0	7	6
Non-Economically Disadvantaged	105	1791	40274				528	518	509	2	9	17	16	16	20	56	52	47	26	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	118	2061	75673	99	98	100	586	581	530	3	5	12	15	16	25	72	69	58	10	10	4
All Students (Prior Year)	95	2048	74692	93	96	99	533	528	502	7	6	18	19	19	27	56	60	47	19	15	8
Female	58	990	37099	100	98	100	603	603	548	2	2	8	9	11	22	77	74	64	12	13	6
Male	60	1069	38441	98	97	99	567	561	513	4	6	16	21	21	29	67	66	52	8	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	16	293	29305	100	96	99	565	561	507	0	4	16	21	20	31	79	70	51	0	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	84	1403	35760	99	97	99	595	586	550	1	3	9	13	15	21	74	71	64	12	10	6
Students with Disabilities	12	185	9706	100	99	100	527	486	462	0	24	36	50	31	32	50	44	31	0	2	1
Students without Disabilities	106	1876	65967	98	98	99	588	588	536	3	3	10	13	15	25	73	71	60	10	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	13	277	35541				543	531	504	0	12	17	30	24	31	70	60	50	0	4	2
Non-Economically Disadvantaged	105	1784	40091				590	588	550	3	4	9	13	15	21	73	71	64	11	11	6

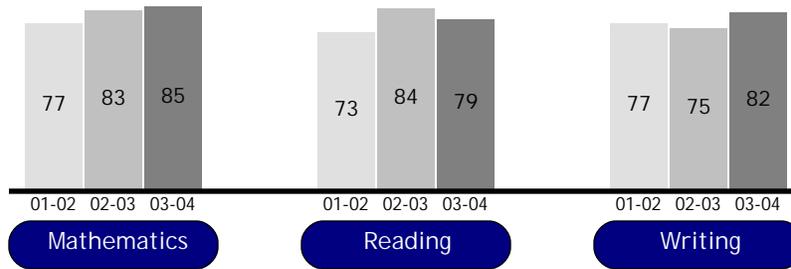
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	57	58	44	83	53	67	50	97	66	NA	58
	Language	93	54	56	39	97	48	60	43	99	66	60	50
	Mathematics	93	64	68	52	97	62	75	57	97	76	76	64
3	Reading	95	70	64	43	98	74	70	47	94	66	NA	55
	Language	95	73	70	50	100	74	72	54	92	66	72	61
	Mathematics	95	76	71	50	96	86	76	54	92	73	78	61
4	Reading	93	79	69	47	94	77	73	52	99	79	NA	56
	Language	93	71	63	45	96	67	65	48	100	71	66	52
	Mathematics	93	81	74	52	93	79	77	57	99	85	78	61
5	Reading	94	54	67	46	94	76	71	50	98	77	NA	55
	Language	93	55	61	43	99	74	65	46	98	66	65	49
	Mathematics	94	77	78	54	98	91	82	57	99	87	83	63

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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Program Funding/Use of Tax Credit Funds

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	0	0	0
10 or more years	2	25	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library/Multimedia Center
- Ü Math and Science Lab
- Ü Computer Labs and Networked Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Yearbook and Other After School Clubs
- Ü Choir
- Ü Community Education Classes

Social Services

- Ü Before/After School Child Care Program
- Ü Lunch Program
- Ü Student Social Skills Classes
- Ü On Site Prevention Supervisor

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Paloma staff met its Career Ladder School-wide Student Achievement Goal of increasing student achievement in reading for the 2003-2004 school year.
- ü Paloma teachers and staff successfully executed a Title IV Prevention and Resiliency Program Grant for the 2003-2004 school year. School survey results show that 97% of parents said their children feel safe at Paloma (2% indicated no opinion).
- ü The Paloma staff met its Student Achievement Goal of increasing student achievement in mathematics for the 2003-2004 school year.
- ü The Paloma staff met its Student Achievement Goal of increasing student achievement in language arts at targeted grade levels for the 2003-2004 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	6	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	76	66
Grades 3-4	70	64
Grades 4-5	55	88

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Paloma has emergency procedures and a school-wide discipline plan to provide for a safe learning environment. We regularly practice emergency drills, teach students school rules, procedures, and the use of LifeSkills and other pro-social behaviors. Paloma has established a school-wide goal to teach and promote respectful problem solving in our school community.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Gina Taylor	(480) 783-2700
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Bonnie Johansen	(480) 783-2796
Parent Organization	Beth Doney	(480) 783-2700
Student Health/Nurse	Donita Pokatello	(480) 783-2784

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.