

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13612 S. 36th Street, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Carrie Furedy
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 619
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2600
 Fax Number : (480) 496-9036
 E-mail : cfured@kyrene.org

Mission

Our mission at Kyrene de la Colina is to foster an innovative, motivating and nurturing environment where a community of staff, parents and students work respectfully and collaboratively to support a strong educational foundation for all children.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Colina students will increase their understanding of mathematical concepts and applications as measured by the AIMS/DPA.
- ü Colina students increase their reading fluency and reading comprehension as measured by the AIMS/DPA.
- ü Colina students will improve in the area of writing as measured by the AIMS/DPA.

Enrollment

October 1, 2004 School Year Student Enrollment : 689
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- ü Gifted Education
- ü All Day Kindergarten
- ü Special Education
- ü K-3 Academic Intervention
- ü Literacy Specialist
- ü Art, Music, PE
- ü Technology Based Learning
- ü Native American Support

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 Colina staff recognizes that a strong parent-school relationship is critical in creating a productive and positive teaching and learning community. Our responsibility is to be proactive when communicating with parents regarding school issues and concerns to improve relations and parental involvement in the educational process. We strive to maintain a safe and orderly environment to maximize student achievement.

Parents

Parents are encouraged to communicate with the teacher, support their child's learning and contact the school if their child is absent. Parents are an intricate part of the decision-making and are active in providing support through PTO membership. Essential to the education of our students is the shared responsibility between parents and teachers in their student's academic, disciplinary, and homework efforts.

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 ASU Martin Luther King Jr. Essay Contest Winner	2004
ü Special Student of the Year from CEC	2005
ü Red Cross Student Certifications for CPR, First Aid	2005
ü Sunwise Helios Leadership Award (School Sun Safety)	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	116	2058	79306	100	99	99	488	480	445	4	3	10	6	8	18	45	44	51	45	44	20
All Students (Prior Year)	122	2007	75509	100	98	100	560	550	521	3	5	13	13	14	23	29	31	33	56	50	31
Female	61	981	38691	100	98	99	493	478	446	4	3	10	4	9	18	45	45	52	47	43	20
Male	55	1075	40583	100	99	99	483	482	445	4	3	11	8	8	18	45	43	50	43	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	19	316	32869	100	98	99	463	460	429	15	6	15	0	12	25	62	55	51	23	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	74	1321	36197	100	99	99	494	489	463	0	1	5	6	6	11	44	43	53	50	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	114	1872	69060	100	98	98	491	488	454	2	1	7	6	7	17	46	45	54	46	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	20	340	39415	80	83	96	440	449	431	25	9	15	6	18	25	56	56	50	13	17	10
Non-Economically Disadvantaged	96	1718	39966	100	100	100	497	486	459	0	2	6	6	7	12	43	42	52	51	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	116	2060	79395	100	0	99	486	474	446	2	2	9	11	13	25	61	65	55	27	20	11
All Students (Prior Year)	122	2005	75492	100	98	100	540	533	519	5	5	12	7	10	16	43	49	47	45	36	24
Female	61	981	38743	100	0	100	495	477	451	0	2	7	9	11	24	57	65	57	34	22	12
Male	55	1077	40618	100	0	99	477	471	440	4	3	11	12	14	27	65	64	53	20	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	19	317	32915	100	0	99	459	456	426	8	5	15	23	23	35	62	62	47	8	10	4
Asian/Pacific Islander	NC	176	1936	NC	0	99	NC	492	468	NC	0	3	NC	8	14	NC	65	63	NC	27	19
American Indian/Alaskan Native	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	74	1324	36221	100	0	99	492	481	465	0	1	4	6	9	15	63	66	63	31	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	114	1873	69139	100	0	99	489	481	454	0	1	7	11	10	24	62	67	58	27	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	20	341	39484	80	0	96	450	447	429	13	6	14	19	28	35	63	62	47	6	4	4
Non-Economically Disadvantaged	96	1719	39986	100	0	100	493	479	461	0	2	4	9	10	16	60	65	63	31	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	116	2056	78869	100	98	99	473	470	442	7	4	6	5	10	21	63	68	63	26	18	10
All Students (Prior Year)	122	1993	75053	100	98	99	667	650	597	5	4	7	8	7	12	60	71	72	26	18	9
Female	61	980	38536	100	98	99	493	485	458	4	2	4	4	6	15	57	67	67	36	24	14
Male	55	1074	40302	100	99	99	452	457	428	10	5	8	6	13	26	69	70	60	16	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	19	315	32606	100	98	98	445	456	426	8	4	8	15	15	27	69	71	60	8	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	74	1322	36078	100	99	99	488	476	459	4	3	4	3	9	16	63	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	114	1870	68697	100	98	98	477	479	454	6	3	4	4	8	18	64	70	67	26	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	20	340	39106	80	83	95	410	437	427	19	9	8	13	20	28	63	64	59	6	7	5
Non-Economically Disadvantaged	96	1716	39837	100	100	100	485	476	457	5	3	4	3	8	14	63	69	67	30	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	157	2056	78906	99	99	99	546	544	498	3	5	13	8	7	19	36	37	48	53	51	20
All Students (Prior Year)	135	2065	76019	99	98	100	528	534	499	2	4	14	27	25	39	15	13	14	56	58	33
Female	66	1019	38644	99	98	99	548	548	500	0	3	12	8	7	19	42	38	49	49	52	19
Male	91	1036	40236	100	100	99	545	541	497	6	6	15	7	7	19	32	36	46	55	51	20
African American	13	167	4087	93	99	99	500	508	481	17	14	20	17	15	24	50	44	45	17	27	11
Hispanic	17	287	31938	100	97	99	514	523	481	8	8	19	15	9	25	46	47	46	31	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	122	1403	36483	100	99	99	555	550	517	2	3	7	5	6	13	34	35	51	59	56	30
Students with Disabilities	12	224	10664	100	100	100	473	446	430	36	34	42	18	24	27	27	31	26	18	11	5
Students without Disabilities	145	1833	68310	99	98	98	552	556	509	1	1	9	7	5	18	37	38	51	56	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	16	291	38679	64	82	96	518	510	483	14	13	20	14	14	25	43	46	45	29	27	10
Non-Economically Disadvantaged	141	1766	40295	100	100	100	549	549	513	2	3	7	7	6	13	36	36	50	55	55	30

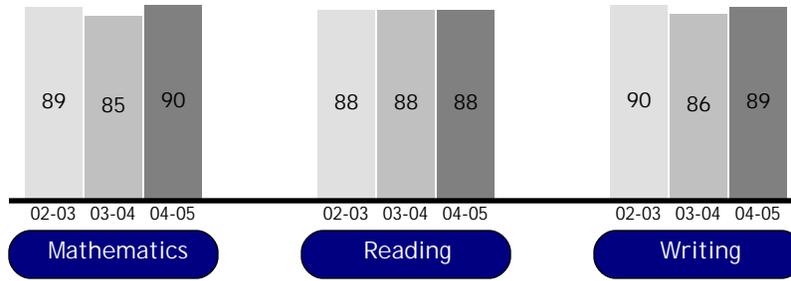
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2053	78908	100	0	99	526	514	484	1	2	10	7	10	23	66	67	58	26	21	9
All Students (Prior Year)	135	2069	76020	99	98	100	513	516	503	12	10	25	22	18	23	45	51	40	21	21	12
Female	67	1018	38648	100	0	99	532	520	489	0	1	8	5	10	22	63	66	61	32	23	10
Male	91	1034	40233	100	0	99	522	508	479	1	3	12	9	11	25	68	68	55	22	18	8
African American	14	168	4092	100	0	99	511	493	473	0	5	12	15	23	28	69	62	54	15	10	5
Hispanic	17	286	31940	100	0	99	507	499	465	8	3	16	8	15	32	77	69	49	8	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	122	1401	36502	100	0	99	530	519	502	0	2	4	7	8	14	63	67	67	30	23	15
Students with Disabilities	12	222	10665	100	0	100	476	436	423	9	18	30	36	40	36	55	40	31	0	1	2
Students without Disabilities	146	1832	68312	100	0	98	531	523	493	0	0	7	5	7	21	67	70	62	28	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	17	291	38662	68	0	96	505	487	468	7	7	16	13	24	32	73	64	49	7	5	3
Non-Economically Disadvantaged	141	1763	40315	100	0	100	529	518	498	0	2	5	7	8	15	65	67	66	28	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	158	2052	78750	100	99	99	535	532	500	1	2	6	13	14	29	82	79	63	4	5	2
All Students (Prior Year)	132	2061	75673	97	98	100	602	581	530	4	5	12	14	16	25	69	69	58	13	10	4
Female	67	1016	38586	100	98	99	556	548	515	0	1	4	0	7	22	97	85	71	3	7	3
Male	91	1035	40135	100	99	99	521	517	486	2	2	8	22	21	35	71	73	56	5	3	1
African American	14	168	4081	100	100	99	520	512	488	0	4	8	15	22	32	85	72	59	0	2	2
Hispanic	17	287	31841	100	97	99	523	523	483	0	2	8	15	18	36	85	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	122	1399	36440	100	99	99	539	534	516	2	1	3	10	13	22	83	81	71	5	5	4
Students with Disabilities	12	222	10622	100	100	100	480	444	415	0	10	21	64	49	50	36	41	28	0	0	1
Students without Disabilities	146	1831	68196	100	98	98	540	543	513	1	1	3	9	10	25	85	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	17	291	38558	68	82	96	526	506	485	0	3	8	13	30	37	87	65	54	0	2	1
Non-Economically Disadvantaged	141	1762	40260	100	100	100	536	536	514	2	1	3	13	12	21	81	81	72	5	6	4

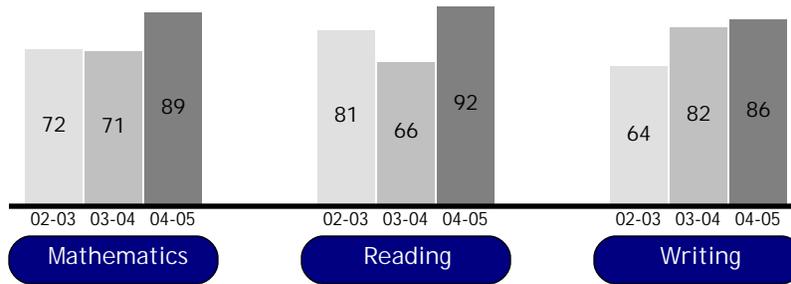
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	74	67	50	95	71	NA	58	99	66	60	47
	Language	97	74	60	43	98	69	60	50	99	62	58	47
	Mathematics	97	81	75	57	99	82	76	64	100	70	66	50
3	Reading	97	77	70	47	100	69	NA	55	100	64	59	44
	Language	99	77	72	54	98	69	72	61	100	62	57	44
	Mathematics	97	83	76	54	99	82	78	61	100	69	67	51
4	Reading	96	74	73	52	99	81	NA	56	100	64	63	48
	Language	98	66	65	48	99	73	66	52	100	66	63	49
	Mathematics	98	81	77	57	99	83	78	61	100	70	70	53
5	Reading	98	73	71	50	100	71	NA	55	100	73	65	50
	Language	99	62	65	46	99	65	65	49	100	70	65	50
	Mathematics	98	79	82	57	99	78	83	63	99	70	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 School Improvement Plan
- Ü Academic Achievement
- Ü Parent/Educator Relations
- Ü Student Safety
- Ü Character Education
- Ü Tax Credit Dollars Expenditure Approval

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	2	0	0
10 or more years	7	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Covered playgrounds
- Ü State-of-the-art Technology Labs
- Ü Multimedia Center/Library
- Ü Well-maintained athletic fields

Extracurricular Activities

- Ü Student Council
- Ü Learning Fairs
- Ü Chess Club
- Ü Music Performances
- Ü Intramural Sports
- Ü After School Enrichment
- Ü After School Child Care Program
- Ü Science and Art Clubs

Social Services

- Ü Health Services
- Ü District Family Resource Center Access
- Ü National Free/Reduced lunch program
- Ü Prevention Services
- Ü National Free breakfast program
- Ü Character Education Program
- Ü After School Child Care Program
- Ü Second Step Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Goal 1: Colina students will increase their understanding of mathematical concepts and applications. Successes: Colina's spring 2005 AIMS/DPA and spring 2005 TerraNova scores indicate above average student achievement in all mathematical strands.
- ü Goal 2: Colina students will have varied opportunities to read and write across the curriculum. Successes: more circulation of library books; school daily silent reading time; book buddies; active participation in literature studies; journal writing.

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	9	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Colina is dedicated in providing a safe school environment. A Safety Team has developed a comprehensive plan to address emergency procedures, environmental safety, student education, and community partnerships. Visitors must sign in and wear a badge. Colina will continue to implement the Character Counts and Second Steps programs this year. Counseling and support groups are offered to children through our Safe Schools/Healthy Students grant.

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	Carrie Furedy	(480) 783-2600
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Robin Boyd	(480) 783-2696
Parent Organization	Christine Hartland & Susan Sheahan	(480) 783-2600
Student Health/Nurse	Gaylon Johnson	(480) 783-2684

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."

ACHIEVEMENT PROFILES

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.