

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3375 W. Galveston Rd., 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	Highly Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Rita Rebecca Martinez Ph.D.
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 445
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3000
 Fax Number : (480) 786-0848
 E-mail : rmartinez@kyrene.org

Mission

Kyrene del Sureno School community is committed to providing a caring, supportive, safe and cooperative atmosphere which fosters a learning partnership that contributes to the well-being of all individuals.

Sureno has a rich cultural diversity which is reflected in its student population. Students and staff are committed to providing students with the best possible educational environment.

School / Academic Goals

- ü Improve achievement in mathematics, reading, and writing.
- ü Integrate technology into the daily work and learning lives of students and staff.
- ü Provide students who are struggling with appropriate interventions to help them be successful in school.

Enrollment

October 1, 2004 School Year Student Enrollment : 486
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 66

Instructional Programs

- Ü Full-Day Kindergarten
- Ü Gifted
- Ü SEI
- Ü Title I
- Ü Art, Music, and PE
- Ü Special Education
- Ü K-3 Literacy Programs
- Ü Art, Music, PE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents are regularly notified regarding school and classroom events through weekly classroom newsletters, PTO meetings, phone calls, and twice a year parent conferences. Classrooms are open for observations and parent volunteers. Parents receive a monthly reading newsletter The Reading Connection to help parents with reading activities to do at home with their children.

Parents

To deliver students motivated, ready for the daily routine of school; to support study skills and reinforce academic learning; to work as a team with school personnel to provide a positive home/school connection for students. We have a parent agreement that is signed by student, teacher, parent and principal of responsibilities that each of us will abide by for the school year. The emphasis of this agreement is on academic success for each child.

Transportation Policy

Kyrene District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with significant disabilities when specified on their Individualized Educational Plan.

School Honors

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

Award/Honor	Year
Ü Intel Volunteer Award	2001
Ü Abitibi Recycling Award	2003
Ü Staff Development Award from US Dept of Education	2000
Ü Fulbright Exchange to Argentina	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	107	2058	79306	100	99	99	463	480	445	1	3	10	12	8	18	65	44	51	23	44	20
All Students (Prior Year)	87	2007	75509	100	98	100	530	550	521	9	5	13	21	14	23	33	31	33	38	50	31
Female	45	981	38691	100	98	99	457	478	446	0	3	10	14	9	18	67	45	52	19	43	20
Male	60	1075	40583	97	99	99	468	482	445	2	3	11	10	8	18	63	43	50	25	45	21
African American	11	177	4041	100	97	99	437	436	426	13	13	17	63	26	23	0	41	50	25	20	10
Hispanic	21	316	32869	100	98	99	456	460	429	0	6	15	12	12	25	76	55	51	12	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	61	1321	36197	100	99	99	471	489	463	0	1	5	7	6	11	67	43	53	25	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	99	98	98	463	488	454	1	1	7	12	7	17	66	45	54	21	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	34	340	39415	83	83	96	445	449	431	4	9	15	21	18	25	68	56	50	7	17	10
Non-Economically Disadvantaged	73	1718	39966	100	100	100	471	486	459	0	2	6	8	7	12	63	42	52	29	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	107	2060	79395	100	0	99	462	474	446	2	2	9	22	13	25	66	65	55	11	20	11
All Students (Prior Year)	87	2005	75492	100	98	100	521	533	519	8	5	12	14	10	16	55	49	47	24	36	24
Female	45	981	38743	100	0	100	465	477	451	0	2	7	19	11	24	71	65	57	10	22	12
Male	60	1077	40618	97	0	99	459	471	440	4	3	11	24	14	27	61	64	53	12	19	9
African American	11	176	4052	100	0	100	461	444	434	0	7	11	38	22	29	50	60	54	13	11	6
Hispanic	21	317	32915	100	0	99	459	456	426	0	5	15	24	23	35	65	62	47	12	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	61	1324	36221	100	0	99	462	481	465	4	1	4	18	9	15	67	66	63	11	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	99	0	99	462	481	454	2	1	7	22	10	24	66	67	58	10	22	11
Limited English Proficient Students	NC	66	15545	NC	0	100	NC	393	399	NC	5	21	NC	32	42	NC	57	35	NC	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	341	39484	83	0	96	444	447	429	4	6	14	39	28	35	54	62	47	4	4	4
Non-Economically Disadvantaged	73	1719	39986	100	0	100	470	479	461	2	2	4	14	10	16	71	65	63	14	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	107	2056	78869	100	98	99	476	470	442	0	4	6	8	10	21	75	68	63	17	18	10
All Students (Prior Year)	87	1993	75053	100	98	99	607	650	597	4	4	7	5	7	12	88	71	72	4	18	9
Female	45	980	38536	100	98	99	487	485	458	0	2	4	2	6	15	76	67	67	21	24	14
Male	60	1074	40302	97	99	99	467	457	428	0	5	8	12	13	26	75	70	60	14	12	7
African American	11	177	4015	100	97	99	472	440	430	0	7	8	25	17	24	50	66	61	25	10	7
Hispanic	21	315	32606	100	98	98	475	456	426	0	4	8	12	15	27	65	71	60	24	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	61	1322	36078	100	99	99	476	476	459	0	3	4	5	9	16	82	69	66	13	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	99	98	98	478	479	454	0	3	4	7	8	18	76	70	67	18	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	34	340	39106	83	83	95	460	437	427	0	9	8	25	20	28	61	64	59	14	7	5
Non-Economically Disadvantaged	73	1716	39837	100	100	100	483	476	457	0	3	4	0	8	14	82	69	67	18	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	77	2056	78906	100	99	99	522	544	498	4	5	13	13	7	19	49	37	48	34	51	20
All Students (Prior Year)	98	2065	76019	100	98	100	531	534	499	3	4	14	23	25	39	13	13	14	61	58	33
Female	40	1019	38644	100	98	99	528	548	500	5	3	12	14	7	19	38	38	49	43	52	19
Male	37	1036	40236	100	100	99	515	541	497	3	6	15	12	7	19	61	36	46	24	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	495	523	481	0	8	19	33	9	25	67	47	46	0	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	47	1403	36483	100	99	99	532	550	517	2	3	7	6	6	13	45	35	51	47	56	30
Students with Disabilities	12	224	10664	100	100	100	481	446	430	30	34	42	10	24	27	40	31	26	20	11	5
Students without Disabilities	65	1833	68310	100	98	98	529	556	509	0	1	9	13	5	18	50	38	51	37	56	22
Limited English Proficient Students	NC	32	12573	NC	100	100	NC	443	454	NC	3	27	NC	23	30	NC	46	38	NC	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	291	38679	81	82	96	501	510	483	13	13	20	17	14	25	43	46	45	26	27	10
Non-Economically Disadvantaged	51	1766	40295	100	100	100	532	549	513	0	3	7	11	6	13	51	36	50	38	55	30

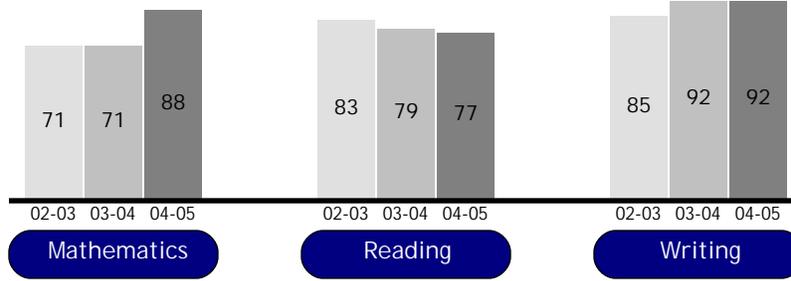
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2053	78908	100	0	99	506	514	484	0	2	10	19	10	23	71	67	58	10	21	9
All Students (Prior Year)	98	2069	76020	100	98	100	517	516	503	10	10	25	14	18	23	57	51	40	18	21	12
Female	40	1018	38648	100	0	99	517	520	489	0	1	8	14	10	22	70	66	61	16	23	10
Male	37	1034	40233	100	0	99	493	508	479	0	3	12	24	11	25	73	68	55	3	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	480	499	465	0	3	16	33	15	32	67	69	49	0	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	47	1401	36502	100	0	99	517	519	502	0	2	4	13	8	14	72	67	67	15	23	15
Students with Disabilities	12	222	10665	100	0	100	481	436	423	0	18	30	30	40	36	70	40	31	0	1	2
Students without Disabilities	65	1832	68312	100	0	98	510	523	493	0	0	7	17	7	21	72	70	62	12	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	26	291	38662	81	0	96	492	487	468	0	7	16	30	24	32	65	64	49	4	5	3
Non-Economically Disadvantaged	51	1763	40315	100	0	100	513	518	498	0	2	5	13	8	15	74	67	66	13	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	77	2052	78750	100	99	99	510	532	500	6	2	6	21	14	29	70	79	63	3	5	2
All Students (Prior Year)	98	2061	75673	100	98	100	577	581	530	5	5	12	18	16	25	69	69	58	8	10	4
Female	40	1016	38586	100	98	99	523	548	515	8	1	4	11	7	22	76	85	71	5	7	3
Male	37	1035	40135	100	99	99	497	517	486	3	2	8	33	21	35	64	73	56	0	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	487	523	483	8	2	8	25	18	36	67	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	47	1399	36440	100	99	99	527	534	516	2	1	3	19	13	22	74	81	71	4	5	4
Students with Disabilities	12	222	10622	100	100	100	471	444	415	10	10	21	60	49	50	30	41	28	0	0	1
Students without Disabilities	65	1831	68196	100	98	98	517	543	513	5	1	3	15	10	25	77	84	69	3	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	26	291	38558	81	82	96	501	506	485	9	3	8	26	30	37	57	65	54	9	2	1
Non-Economically Disadvantaged	51	1762	40260	100	100	100	515	536	514	4	1	3	19	12	21	77	81	72	0	6	4

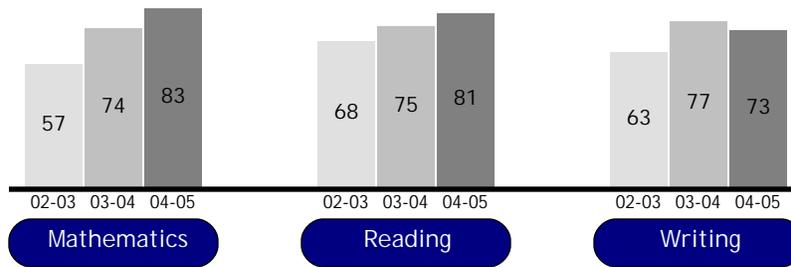
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	82	60	67	50	97	63	NA	58	99	60	60	47
	Language	93	53	60	43	100	56	60	50	99	65	58	47
	Mathematics	89	70	75	57	99	71	76	64	99	65	66	50
3	Reading	99	61	70	47	100	61	NA	55	100	50	59	44
	Language	100	65	72	54	100	64	72	61	100	53	57	44
	Mathematics	100	61	76	54	100	64	78	61	100	61	67	51
4	Reading	93	66	73	52	98	70	NA	56	99	58	63	48
	Language	94	57	65	48	99	60	66	52	99	59	63	49
	Mathematics	91	70	77	57	100	73	78	61	100	66	70	53
5	Reading	98	65	71	50	95	70	NA	55	100	60	65	50
	Language	99	57	65	46	96	64	65	49	100	60	65	50
	Mathematics	99	75	82	57	95	78	83	63	100	56	67	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Budget
- Ü School Climate
- Ü School Improvement
- Ü Advice for Leadership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.00
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	4	0	0
7 to 9 years	0	4	0	0
10 or more years	4	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Two Computer Labs
- Ü Waterford Computer Lab
- Ü Read Naturally Lab

Extracurricular Activities

- Ü Kyrene Kids Club - 80 Participants
- Ü Community Enrichment Programs
- Ü Community Facilities Use
- Ü Kyrene Chess Club
- Ü After School Tutoring
- Ü Student Council
- Ü Mileage Club
- Ü Art activites after school

Social Services

- Ü Social Skills Programs
- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program
- Ü Second Step Program
- Ü Social Worker Family Assistance
- Ü Prevention Program
- Ü Health Room

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü AIMS data in Reading indicates that 74% of 3rd grade students met or exceeded state reading standards, 82% of 4th graders and 84% of 5th graders met or exceeded state standards.

- ü As measured by our Site Council Community Survey, the school efforts are rated at or above the satisfactory level.

- ü Approximately 84% of grade 3 students Meet or Exceeds Math Proficiency on the AIMS for 2005. Approximately 88% of grade 4 students and approximately 87% of grade 5 students Meet or Exceeds Math Proficiency on the AIMS for 2005.

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	12	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	99	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

The key to our safe climate is a total community commitment to work together to ensure a safe environment for all. A School Safety Plan has been developed which includes provisions for emergency evacuations.

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) :

1

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	Dr. Rita Martinez	(480) 783-3000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Linda Dokken	(480) 783-3096
Parent Organization	Vicky DiForte	(480) 783-3000
Student Health/Nurse	Karen Tuttle	(480) 783-3084

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 445 Copies = \$170.00

** 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.