

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

50 E. Knox Road, Tempe, AZ 85284

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	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. Marianne Lucas Lescher  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : K-5  
 2005 Enrollment : 552  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-3200  
 Fax Number : (480) 491-1386  
 E-mail : mlesch@kyrene.org

### Mission

Mariposa School is committed to our mission of providing educational opportunities that meet each student's individual learning needs. We nurture curiosity and build on experiences to help students acquire the knowledge, skills, attitude and responsibility for them to be successful lifelong learners. We encourage respectful and responsible behavior and set expectations for positive behavior throughout our school. Mariposa students and teachers are engaged and excited about learning.

### School / Academic Goals

- ü We will increase student achievement in reading, writing and mathematics while providing differentiated, smaller learning communities and environments to provide enhanced opportunities for individualized attention.
- ü We will integrate curriculum, instructional resources and assessments across content areas to provide opportunities for real-world applications and integration of knowledge.
- ü We will continue to encourage and support the acquisition of character and life long skills in areas such as respect, responsibility, perseverance, problem solving and cooperation.
- ü We will continue to broaden the opportunities for community service and involvement as students develop leadership skills through their participation in a wide range of community and diversity awareness programs.

### Enrollment

October 1, 2004 School Year Student Enrollment : 549  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 53

Instructional Programs

- ü ESL/SEI (English Second Lang Support)
- ü Full-day Kindergarten
- ü Gifted (Language Arts and Math)
- ü On-site Special Education
- ü Literacy Support and Fluency Lab
- ü Native American Support
- ü Technology Based Learning
- ü Peer Tutoring

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

We are committed to providing an academically challenging learning environment for all students, and a safe and caring community. We take seriously our responsibility to provide the best possible learning experiences for all of our students and we have a variety of supportive programs that meet individual student needs. We value our partnership with parents and guardians in meeting students' needs and we encourage parent participation.

Parents

Learning is a partnership of parents, students and staff. Parents are encouraged to attend school events, communicate frequently with teachers, support learning by helping with homework, and to volunteer their expertise to help improve our school. Parents volunteer in record numbers in our school and we know that their presence in our classrooms has a positive effect on student learning. Our Parent-Teacher Organization is very active, providing many opportunities for involvement.

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 Arizona Educational Foundation - A+ School Award	2004
ü City of Tempe Diversity Award	2004
ü Intel GIVE Technology Grant for Arizona	1999
ü CRYSTAL Award Arizona Safe Kids Coalition	1999

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	96	2058	79306	99	99	99	498	480	445	0	3	10	6	8	18	40	44	51	54	44	20
All Students (Prior Year)	95	2007	75509	100	98	100	549	550	521	3	5	13	21	14	23	30	31	33	46	50	31
Female	51	981	38691	100	98	99	496	478	446	0	3	10	2	9	18	49	45	52	49	43	20
Male	45	1075	40583	98	99	99	499	482	445	0	3	11	10	8	18	31	43	50	60	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	10	316	32869	91	98	99	472	460	429	0	6	15	10	12	25	50	55	51	40	27	10
Asian/Pacific Islander	14	176	1935	93	99	99	516	510	474	0	0	3	0	3	9	43	34	48	57	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	60	1321	36197	100	99	99	504	489	463	0	1	5	2	6	11	37	43	53	61	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	90	1872	69060	98	98	98	500	488	454	0	1	7	5	7	17	39	45	54	56	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	13	340	39415	87	83	96	475	449	431	0	9	15	9	18	25	55	56	50	36	17	10
Non-Economically Disadvantaged	83	1718	39966	100	100	100	501	486	459	0	2	6	5	7	12	38	42	52	56	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	96	2060	79395	99	0	99	492	474	446	1	2	9	4	13	25	63	65	55	31	20	11
All Students (Prior Year)	95	2005	75492	100	98	100	533	533	519	2	5	12	12	10	16	57	49	47	29	36	24
Female	51	981	38743	100	0	100	491	477	451	0	2	7	2	11	24	70	65	57	28	22	12
Male	45	1077	40618	98	0	99	494	471	440	2	3	11	7	14	27	55	64	53	36	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	10	317	32915	91	0	99	473	456	426	0	5	15	10	23	35	80	62	47	10	10	4
Asian/Pacific Islander	14	176	1936	93	0	99	504	492	468	0	0	3	0	8	14	50	65	63	50	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	60	1324	36221	100	0	99	499	481	465	0	1	4	4	9	15	61	66	63	35	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	90	1873	69139	98	0	99	494	481	454	1	1	7	4	10	24	62	67	58	33	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	13	341	39484	87	0	96	466	447	429	9	6	14	0	28	35	82	62	47	9	4	4
Non-Economically Disadvantaged	83	1719	39986	100	0	100	496	479	461	0	2	4	5	10	16	60	65	63	35	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	97	2056	78869	100	98	99	499	470	442	0	4	6	7	10	21	72	68	63	21	18	10
All Students (Prior Year)	92	1993	75053	98	98	99	663	650	597	3	4	7	2	7	12	74	71	72	21	18	9
Female	51	980	38536	100	98	99	511	485	458	0	2	4	2	6	15	72	67	67	26	24	14
Male	46	1074	40302	100	99	99	485	457	428	0	5	8	12	13	26	71	70	60	17	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	11	315	32606	100	98	98	477	456	426	0	4	8	20	15	27	80	71	60	0	9	5
Asian/Pacific Islander	14	175	1925	93	98	99	533	495	471	0	3	3	0	3	11	50	63	64	50	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	60	1322	36078	100	99	99	498	476	459	0	3	4	4	9	16	74	69	66	22	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	91	1870	68697	99	98	98	501	479	454	0	3	4	6	8	18	71	70	67	23	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	13	340	39106	87	83	95	482	437	427	0	9	8	18	20	28	73	64	59	9	7	5
Non-Economically Disadvantaged	84	1716	39837	100	100	100	501	476	457	0	3	4	5	8	14	72	69	67	23	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	78	2056	78906	100	99	99	548	544	498	1	5	13	8	7	19	41	37	48	49	51	20
All Students (Prior Year)	113	2065	76019	100	98	100	539	534	499	5	4	14	22	25	39	14	13	14	58	58	33
Female	44	1019	38644	100	98	99	549	548	500	3	3	12	10	7	19	36	38	49	51	52	19
Male	34	1036	40236	100	100	99	546	541	497	0	6	15	6	7	19	47	36	46	47	51	20
African American	11	167	4087	92	99	99	544	508	481	0	14	20	20	15	24	30	44	45	50	27	11
Hispanic	12	287	31938	100	97	99	525	523	481	0	8	19	9	9	25	55	47	46	36	36	10
Asian/Pacific Islander	10	154	1805	100	100	98	571	576	536	0	1	5	0	2	8	50	28	45	50	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	43	1403	36483	100	99	99	553	550	517	3	3	7	5	6	13	38	35	51	55	56	30
Students with Disabilities	10	224	10664	100	100	100	492	446	430	11	34	42	22	24	27	56	31	26	11	11	5
Students without Disabilities	68	1833	68310	97	98	98	556	556	509	0	1	9	6	5	18	39	38	51	55	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	15	291	38679	94	82	96	516	510	483	0	13	20	18	14	25	64	46	45	18	27	10
Non-Economically Disadvantaged	63	1766	40295	100	100	100	554	549	513	2	3	7	7	6	13	37	36	50	55	55	30

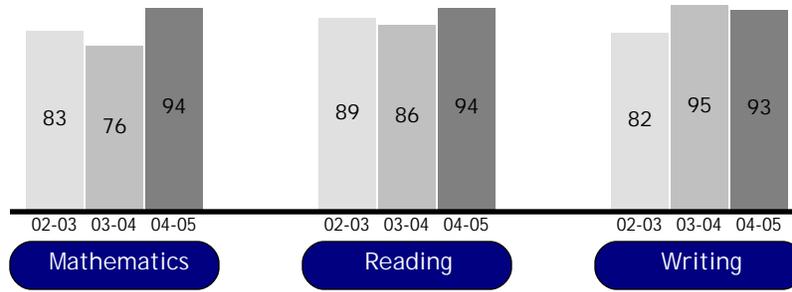
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2053	78908	99	0	99	520	514	484	1	2	10	9	10	23	63	67	58	27	21	9
All Students (Prior Year)	113	2069	76020	100	98	100	516	516	503	14	10	25	15	18	23	47	51	40	23	21	12
Female	43	1018	38648	98	0	99	528	520	489	0	1	8	8	10	22	58	66	61	34	23	10
Male	34	1034	40233	100	0	99	510	508	479	3	3	12	9	11	25	69	68	55	19	18	8
African American	11	168	4092	92	0	99	497	493	473	10	5	12	10	23	28	70	62	54	10	10	5
Hispanic	12	286	31940	100	0	99	507	499	465	0	3	16	9	15	32	82	69	49	9	12	3
Asian/Pacific Islander	10	153	1805	100	0	98	534	524	507	0	1	4	13	6	13	25	64	65	63	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	42	1401	36502	100	0	99	529	519	502	0	2	4	8	8	14	62	67	67	31	23	15
Students with Disabilities	10	222	10665	100	0	100	486	436	423	11	18	30	11	40	36	67	40	31	11	1	2
Students without Disabilities	67	1832	68312	96	0	98	525	523	493	0	0	7	8	7	21	62	70	62	30	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	15	291	38662	94	0	96	493	487	468	9	7	16	0	24	32	91	64	49	0	5	3
Non-Economically Disadvantaged	62	1763	40315	100	0	100	525	518	498	0	2	5	10	8	15	58	67	66	32	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	78	2052	78750	100	99	99	550	532	500	0	2	6	10	14	29	77	79	63	13	5	2
All Students (Prior Year)	113	2061	75673	100	98	100	599	581	530	4	5	12	13	16	25	70	69	58	13	10	4
Female	44	1016	38586	100	98	99	564	548	515	0	1	4	8	7	22	72	85	71	21	7	3
Male	34	1035	40135	100	99	99	533	517	486	0	2	8	13	21	35	84	73	56	3	3	1
African American	11	168	4081	92	100	99	548	512	488	0	4	8	20	22	32	70	72	59	10	2	2
Hispanic	12	287	31841	100	97	99	547	523	483	0	2	8	0	18	36	100	77	55	0	2	1
Asian/Pacific Islander	10	153	1802	100	99	98	570	558	533	0	1	2	0	6	16	75	77	75	25	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	43	1399	36440	100	99	99	549	534	516	0	1	3	13	13	22	73	81	71	15	5	4
Students with Disabilities	10	222	10622	100	100	100	492	444	415	0	10	21	56	49	50	44	41	28	0	0	1
Students without Disabilities	68	1831	68196	97	98	98	559	543	513	0	1	3	3	10	25	82	84	69	15	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	15	291	38558	94	82	96	531	506	485	0	3	8	18	30	37	82	65	54	0	2	1
Non-Economically Disadvantaged	63	1762	40260	100	100	100	554	536	514	0	1	3	8	12	21	77	81	72	15	6	4

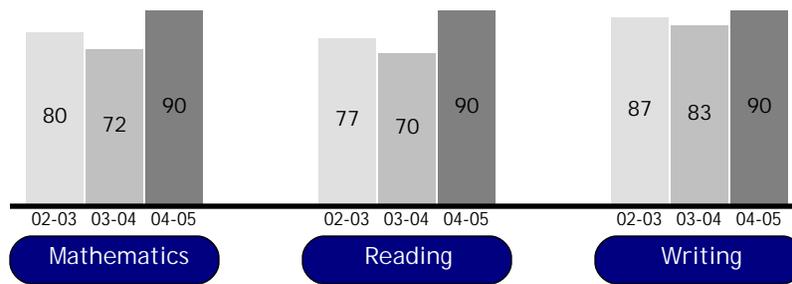
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	96	73	67	50	96	72	NA	58	100	67	60	47
	Language	99	61	60	43	100	68	60	50	100	61	58	47
	Mathematics	99	75	75	57	100	77	76	64	100	65	66	50
3	Reading	100	62	70	47	99	72	NA	55	99	65	59	44
	Language	100	66	72	54	100	73	72	61	99	62	57	44
	Mathematics	98	76	76	54	99	76	78	61	99	72	67	51
4	Reading	99	73	73	52	93	75	NA	56	100	64	63	48
	Language	99	66	65	48	97	62	66	52	100	64	63	49
	Mathematics	99	86	77	57	97	79	78	61	100	74	70	53
5	Reading	98	72	71	50	99	73	NA	55	99	67	65	50
	Language	99	67	65	46	98	67	65	49	99	63	65	50
	Mathematics	99	89	82	57	98	87	83	63	100	68	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/](http://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)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Improvement Planning
- Ü Program Evaluation
- Ü Parent Education and Outreach
- Ü Enhanced School Programming
- Ü Community Outreach and Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	42.00
Other Professional Staff	.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	2	0	0
10 or more years	16	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs & Networked Classrooms
- Ü Comprehensive Library/Media Center
- Ü Dedicated Art & Music Rooms
- Ü Indoor gymnasium and multipurpose stage

Extracurricular Activities

- Ü Student Council
- Ü Safety Patrol
- Ü Media Specialist
- Ü After School Spanish
- Ü Chess Club
- Ü Lunchtime Intramurals
- Ü Tutoring
- Ü Spelling Bee and Geography Bee

Social Services

- Ü Life Skills/Character Education
- Ü Social Skill Development Groups
- Ü Lunch Program
- Ü Native American Services
- Ü Counseling Services
- Ü Afterschool Program
- Ü Prevention Services
- Ü Community Service Projects

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mariposa School received statewide recognition as one of Arizona's A+ Schools in 2004. Mariposa is the only Kyrene school to hold this competitive honor. Staff, students and parents collaborated in the two-year application process.
  
- ü Mariposa students consistently score well above state and national averages in standardized tests and state assessments in math, reading, writing and science. Students score extremely high when compared with age- and grade-level peers.
  
- ü Mariposa School received the Tempe Diversity Award, presented to educational organizations that work towards recognizing and celebrating diversity. Students and staff celebrate our linguistic and cultural diversity.
  
- ü Mariposa consistently receives recognition for integration of technology into students' daily classes. Mariposa teachers who have been honored as leaders through the Intel Project Venture program have received advanced hardware and software.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Our schoolwide 'Life Skills' program develops skills in respect and responsibility. Students at all grade levels learn and practice their lifeskills each day and are recognized for positive choices and positive behavior through student recognition programs of 'Challenger Cheers' and 'Principal's Lunch'. School safety and climate committees work to improve the school. Our school regularly practices safety procedures and has a district-approved Emergency Plan.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Dr. Marianne Lescher	(480) 783-3200
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Jo Ann Maybach	(480) 783-3296
Parent Organization	Angela Loper	(480) 525-2447
Student Health/Nurse	Rhonda Verbanic	(480) 783-3284

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](http://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](http://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](http://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.