



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17001 S 34th Way, Phoenix, AZ 85048

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	Highly Performing

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

School Overview

Principal/Administrator : Mr. Jim Stroger
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 552
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1400
 Fax Number : (480) 759-5560
 E-mail : jstrog@kyrene.org

Mission

The Kyrene de los Lagos Community believes all students can learn and achieve. Our school's purpose is to educate each student to high levels of performance, while fostering self-esteem, risk taking, independence and responsibility.

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 / Academic Goals

- ü Student Achievement: All students excel in math.
- ü Student Achievement: All students excel in reading.
- ü Student achievement : All students excel in writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 548
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 106

Instructional Programs

- Ü Gifted Education (Grades 3-5)
- Ü On-site Special Education
- Ü Full-day Kinder/Alternate Day Kinder
- Ü K-3 Instructional Reading Program
- Ü K-3 Math Intervention Program
- Ü Literacy Specialist
- Ü Academic Intervention
- 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

Lagos is committed to meeting the individual needs of each child. We are committed to creating a supportive and challenging learning environment in which academic excellence is achieved. We establish and maintain effective communication with parents.

Parents

Communicate frequently with their child's teacher. Support their child's learning by helping with homework. Support and participate in school-sponsored events. Ensure school attendance and support school policies including dress and behavior codes.

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 National Board Certified Candidates (3)	2002
Ü National Board Certified Teachers (2)	2003
Ü Kodaly Certification & Level III Orff Schulwerk Teacher	2003
Ü Wal-Mart Teacher of the Year	2004

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	106	2058	79306	100	99	99	467	480	445	1	3	10	12	8	18	54	44	51	33	44	20
All Students (Prior Year)	98	2007	75509	100	98	100	534	550	521	5	5	13	17	14	23	40	31	33	37	50	31
Female	52	981	38691	100	98	99	468	478	446	2	3	10	11	9	18	54	45	52	33	43	20
Male	54	1075	40583	100	99	99	466	482	445	0	3	11	14	8	18	53	43	50	33	45	21
African American	10	177	4041	100	97	99	434	436	426	0	13	17	44	26	23	44	41	50	11	20	10
Hispanic	15	316	32869	100	98	99	439	460	429	0	6	15	29	12	25	36	55	51	36	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	69	1321	36197	100	99	99	477	489	463	2	1	5	5	6	11	59	43	53	35	50	31
Students with Disabilities	14	186	10321	100	100	100	416	404	389	0	23	30	31	27	27	62	34	34	8	16	9
Students without Disabilities	92	1872	69060	99	98	98	475	488	454	1	1	7	10	7	17	52	45	54	37	47	22
Limited English Proficient Students	NC	66	15509	NC	100	100	NC	405	406	NC	10	20	NC	16	30	NC	48	45	NC	25	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	340	39415	86	83	96	434	449	431	0	9	15	17	18	25	83	56	50	0	17	10
Non-Economically Disadvantaged	94	1718	39966	100	100	100	472	486	459	1	2	6	12	7	12	49	42	52	38	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	106	2060	79395	100	0	99	469	474	446	1	2	9	15	13	25	65	65	55	19	20	11
All Students (Prior Year)	98	2005	75492	100	98	100	523	533	519	5	5	12	13	10	16	62	49	47	20	36	24
Female	52	981	38743	100	0	100	475	477	451	0	2	7	13	11	24	67	65	57	20	22	12
Male	54	1077	40618	100	0	99	463	471	440	2	3	11	18	14	27	63	64	53	18	19	9
African American	10	176	4052	100	0	100	447	444	434	0	7	11	33	22	29	56	60	54	11	11	6
Hispanic	15	317	32915	100	0	99	432	456	426	7	5	15	21	23	35	43	62	47	29	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	69	1324	36221	100	0	99	479	481	465	0	1	4	10	9	15	71	66	63	19	24	17
Students with Disabilities	14	187	10331	100	0	100	421	402	388	8	16	25	8	35	37	85	44	34	0	5	4
Students without Disabilities	92	1873	69139	99	0	99	476	481	454	0	1	7	17	10	24	62	67	58	21	22	11
Limited English Proficient Students	NC	66	15545	NC	0	100	NC	393	399	NC	5	21	NC	32	42	NC	57	35	NC	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	341	39484	86	0	96	454	447	429	0	6	14	17	28	35	83	62	47	0	4	4
Non-Economically Disadvantaged	94	1719	39986	100	0	100	471	479	461	1	2	4	15	10	16	62	65	63	21	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	106	2056	78869	100	98	99	465	470	442	0	4	6	16	10	21	67	68	63	16	18	10
All Students (Prior Year)	98	1993	75053	100	98	99	609	650	597	10	4	7	6	7	12	72	71	72	12	18	9
Female	52	980	38536	100	98	99	491	485	458	0	2	4	9	6	15	63	67	67	28	24	14
Male	54	1074	40302	100	99	99	442	457	428	0	5	8	24	13	26	71	70	60	6	12	7
African American	10	177	4015	100	97	99	443	440	430	0	7	8	33	17	24	56	66	61	11	10	7
Hispanic	15	315	32606	100	98	98	440	456	426	0	4	8	14	15	27	79	71	60	7	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	69	1322	36078	100	99	99	473	476	459	0	3	4	14	9	16	68	69	66	17	20	14
Students with Disabilities	14	186	10246	100	100	100	406	381	367	0	14	18	23	32	39	69	48	40	8	5	4
Students without Disabilities	92	1870	68697	99	98	98	475	479	454	0	3	4	15	8	18	67	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	12	340	39106	86	83	95	462	437	427	0	9	8	17	20	28	67	64	59	17	7	5
Non-Economically Disadvantaged	94	1716	39837	100	100	100	466	476	457	0	3	4	16	8	14	67	69	67	16	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	133	2056	78906	100	99	99	535	544	498	2	5	13	11	7	19	53	37	48	34	51	20
All Students (Prior Year)	98	2065	76019	99	98	100	539	534	499	5	4	14	27	25	39	5	13	14	63	58	33
Female	66	1019	38644	100	98	99	535	548	500	0	3	12	16	7	19	52	38	49	33	52	19
Male	67	1036	40236	100	100	99	534	541	497	4	6	15	7	7	19	54	36	46	36	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	16	287	31938	84	97	99	517	523	481	0	8	19	21	9	25	64	47	46	14	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	96	1403	36483	100	99	99	542	550	517	1	3	7	8	6	13	51	35	51	39	56	30
Students with Disabilities	15	224	10664	100	100	100	485	446	430	17	34	42	33	24	27	42	31	26	8	11	5
Students without Disabilities	118	1833	68310	100	98	98	541	556	509	0	1	9	9	5	18	54	38	51	37	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	24	291	38679	86	82	96	494	510	483	10	13	20	24	14	25	57	46	45	10	27	10
Non-Economically Disadvantaged	109	1766	40295	100	100	100	544	549	513	0	3	7	9	6	13	52	36	50	40	55	30

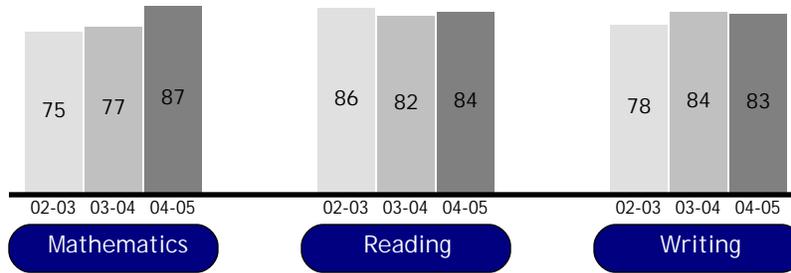
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2053	78908	99	0	99	512	514	484	2	2	10	15	10	23	65	67	58	18	21	9
All Students (Prior Year)	98	2069	76020	99	98	100	513	516	503	14	10	25	20	18	23	48	51	40	19	21	12
Female	66	1018	38648	100	0	99	520	520	489	2	1	8	14	10	22	64	66	61	21	23	10
Male	66	1034	40233	99	0	99	504	508	479	2	3	12	16	11	25	66	68	55	16	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	16	286	31940	84	0	99	489	499	465	0	3	16	29	15	32	64	69	49	7	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	95	1401	36502	100	0	99	519	519	502	2	2	4	10	8	14	65	67	67	23	23	15
Students with Disabilities	14	222	10665	93	0	100	472	436	423	8	18	30	42	40	36	50	40	31	0	1	2
Students without Disabilities	118	1832	68312	100	0	98	517	523	493	1	0	7	12	7	21	67	70	62	21	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	24	291	38662	86	0	96	473	487	468	10	7	16	33	24	32	57	64	49	0	5	3
Non-Economically Disadvantaged	108	1763	40315	100	0	100	521	518	498	0	2	5	11	8	15	67	67	66	23	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	133	2052	78750	100	99	99	520	532	500	2	2	6	19	14	29	77	79	63	2	5	2
All Students (Prior Year)	98	2061	75673	99	98	100	549	581	530	6	5	12	23	16	25	67	69	58	3	10	4
Female	66	1016	38586	100	98	99	532	548	515	2	1	4	14	7	22	81	85	71	3	7	3
Male	67	1035	40135	100	99	99	507	517	486	2	2	8	25	21	35	73	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	16	287	31841	84	97	99	527	523	483	0	2	8	14	18	36	86	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	96	1399	36440	100	99	99	524	534	516	1	1	3	19	13	22	77	81	71	2	5	4
Students with Disabilities	15	222	10622	100	100	100	474	444	415	0	10	21	75	49	50	25	41	28	0	0	1
Students without Disabilities	118	1831	68196	100	98	98	525	543	513	2	1	3	13	10	25	83	84	69	2	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	24	291	38558	86	82	96	503	506	485	5	3	8	19	30	37	76	65	54	0	2	1
Non-Economically Disadvantaged	109	1762	40260	100	100	100	524	536	514	1	1	3	19	12	21	77	81	72	2	6	4

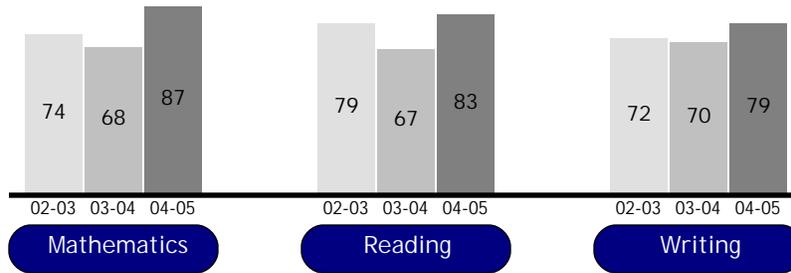
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	91	60	67	50	95	67	NA	58	100	56	60	47
	Language	99	52	60	43	97	63	60	50	100	52	58	47
	Mathematics	97	73	75	57	96	76	76	64	100	62	66	50
3	Reading	95	66	70	47	100	65	NA	55	99	58	59	44
	Language	96	69	72	54	100	64	72	61	99	57	57	44
	Mathematics	96	71	76	54	100	70	78	61	99	62	67	51
4	Reading	94	69	73	52	100	70	NA	56	100	57	63	48
	Language	98	56	65	48	100	61	66	52	100	56	63	49
	Mathematics	97	67	77	57	100	74	78	61	100	61	70	53
5	Reading	91	70	71	50	99	68	NA	55	99	60	65	50
	Language	95	59	65	46	100	63	65	49	99	61	65	50
	Mathematics	93	79	82	57	98	81	83	63	100	62	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

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

Council Duties

- Ü School Improvement Plan
- Ü School Goals
- Ü School Safety Issues
- Ü Establish Task Forces/Committees
- Ü Parent/Educator Relations
- Ü Annual Parent Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	34.33
Other Professional Staff	.50	Teacher Aide	3.20

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	3	0	0
10 or more years	6	19	1	5

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Robotics Club
- Ü Native American Club
- Ü Student Council
- Ü After School Enrichment Clubs
- Ü News Club (Video/TV)
- Ü Kyrene Kids Club After School Program
- Ü After School AR Reading Club

Social Services

- Ü Prevention Services
- Ü Access to District Family Resource Ctr.
- Ü Phx Parks & Rec After School Program
- Ü Health Services
- Ü Character education programs
- Ü School Psychologist
- Ü National Free/Reduced lunch programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Parent Satisfaction: High percentage of overall satisfaction with the school on parent survey. High level of parent participation.

- ü Improved student achievement in areas of reading, writing, and mathematics.

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	5	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	94	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

Formal Emergency Plan and regular drills. Visitor sign-in and badges required. Closed campus maintained at all times. Teachers provide instruction on safety and character education. Ongoing communication with parents and children about school safety.

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	Jim Stroger	(480) 783-1400
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Sangeeta Modi	(480) 783-1496
Parent Organization	Mary Hodder	(480) 783-1400
Student Health/Nurse	Anmarie Ferrell	(480) 783-1484

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 552 Copies = \$211.00

** 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.