

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1122 E Liberty Lane, 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mrs. Elizabeth A. Northup
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 687
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1100
 Fax Number : (480) 460-1203
 E-mail : bnorth@kyrene.org

Mission

Located in Ahwatukee Foothills, Phoenix, AZ, Sierra opened in 8/92 and serves 686 students. Our mission is to foster and facilitate an environment where every child is respected and valued, quality and excellence are pursued and learning is a lifelong journey.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Sierra teachers will work collaboratively to track progress with regard to students becoming proficient in the area of math. Strategies and support will be targeted for our at-risk students to assist in their growth.
- ü Sierra teachers will work collaboratively to continue to learn strategies to challenge and support each student through differentiated content, products and instruction.
- ü Sierra teachers and staff will work collaboratively to track progress in literacy skills for all students K-5. Strategies and support will be targeted for our at-risk students to assist in their growth.

Enrollment

October 1, 2004 School Year Student Enrollment : 688
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 19

Instructional Programs

- Ü On-site Special Education
- Ü All Day Kindergarten
- Ü Gifted Resource Classes
- Ü English Language Learner
- Ü Technology Based Learning
- Ü Art, Music, PE
- Ü Academic Intervention Program/K-3
- Ü Literacy Specialist

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

Our staff recognizes parents as partners and works to meet the students' individual needs. We provide a learning experience that promotes excellence & high academic standards for students. Teachers provide timely communication about student progress.

Parents

Opportunities to recognize & celebrate learning; communicate with teachers; support learning through homework; monitor progress; work as volunteer to improve school; serve on committees so community is represented in policy & program implementation.

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 Technology Teacher of the Year for Arizona	2000
Ü 3rd Grade Student, AZ Dept. of Education Essay Winner	2001
Ü 4th Gr Student National Winner Poetry Contest	2004
Ü Awarded Best Buy @ Schools Te@chnology Grant	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2058	79306	99	99	99	496	480	445	1	3	10	4	8	18	47	44	51	49	44	20
All Students (Prior Year)	142	2007	75509	99	98	100	556	550	521	4	5	13	8	14	23	32	31	33	57	50	31
Female	54	981	38691	98	98	99	493	478	446	2	3	10	4	9	18	52	45	52	42	43	20
Male	62	1075	40583	100	99	99	499	482	445	0	3	11	4	8	18	42	43	50	54	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	12	316	32869	100	98	99	494	460	429	0	6	15	0	12	25	58	55	51	42	27	10
Asian/Pacific Islander	11	176	1935	100	99	99	516	510	474	0	0	3	0	3	9	30	34	48	70	63	40
American Indian/Alaskan Native	--	68	4264	--	100	100	--	438	419	--	14	19	--	15	30	--	61	45	--	11	6
White	86	1321	36197	99	99	99	497	489	463	1	1	5	4	6	11	46	43	53	49	50	31
Students with Disabilities	13	186	10321	100	100	100	457	404	389	9	23	30	27	27	27	36	34	34	27	16	9
Students without Disabilities	103	1872	69060	99	98	98	500	488	454	0	1	7	1	7	17	48	45	54	51	47	22
Limited English Proficient Students	--	66	15509	--	100	100	--	405	406	--	10	20	--	16	30	--	48	45	--	25	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	340	39415	--	83	96	--	449	431	--	9	15	--	18	25	--	56	50	--	17	10
Non-Economically Disadvantaged	115	1718	39966	100	100	100	496	486	459	1	2	6	4	7	12	47	42	52	49	49	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2060	79395	99	0	99	480	474	446	1	2	9	11	13	25	66	65	55	21	20	11
All Students (Prior Year)	141	2005	75492	98	98	100	537	533	519	4	5	12	6	10	16	47	49	47	43	36	24
Female	54	981	38743	98	0	100	485	477	451	2	2	7	10	11	24	56	65	57	32	22	12
Male	62	1077	40618	100	0	99	475	471	440	0	3	11	12	14	27	75	64	53	12	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	12	317	32915	100	0	99	481	456	426	0	5	15	8	23	35	67	62	47	25	10	4
Asian/Pacific Islander	11	176	1936	100	0	99	486	492	468	0	0	3	10	8	14	70	65	63	20	27	19
American Indian/Alaskan Native	--	67	4271	--	0	100	--	446	420	--	6	15	--	32	42	--	55	41	--	6	2
White	86	1324	36221	99	0	99	482	481	465	0	1	4	10	9	15	68	66	63	22	24	17
Students with Disabilities	13	187	10331	100	0	100	421	402	388	9	16	25	55	35	37	36	44	34	0	5	4
Students without Disabilities	103	1873	69139	99	0	99	487	481	454	0	1	7	6	10	24	70	67	58	24	22	11
Limited English Proficient Students	--	66	15545	--	0	100	--	393	399	--	5	21	--	32	42	--	57	35	--	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	341	39484	--	0	96	--	447	429	--	6	14	--	28	35	--	62	47	--	4	4
Non-Economically Disadvantaged	115	1719	39986	100	0	100	480	479	461	1	2	4	11	10	16	66	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	116	2056	78869	99	98	99	496	470	442	0	4	6	8	10	21	64	68	63	27	18	10
All Students (Prior Year)	139	1993	75053	97	98	99	665	650	597	1	4	7	5	7	12	75	71	72	19	18	9
Female	54	980	38536	98	98	99	506	485	458	0	2	4	4	6	15	58	67	67	38	24	14
Male	62	1074	40302	100	99	99	488	457	428	0	5	8	12	13	26	70	70	60	18	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	12	315	32606	100	98	98	494	456	426	0	4	8	0	15	27	92	71	60	8	9	5
Asian/Pacific Islander	11	175	1925	100	98	99	491	495	471	0	3	3	0	3	11	80	63	64	20	31	22
American Indian/Alaskan Native	--	67	4245	--	100	100	--	425	423	--	17	9	--	9	26	--	63	61	--	11	4
White	86	1322	36078	99	99	99	501	476	459	0	3	4	9	9	16	59	69	66	32	20	14
Students with Disabilities	13	186	10246	100	100	100	428	381	367	0	14	18	36	32	39	64	48	40	0	5	4
Students without Disabilities	103	1870	68697	99	98	98	504	479	454	0	3	4	5	8	18	65	70	67	30	19	11
Limited English Proficient Students	--	67	15339	--	100	100	--	390	399	--	10	11	--	15	31	--	64	54	--	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	340	39106	--	83	95	--	437	427	--	9	8	--	20	28	--	64	59	--	7	5
Non-Economically Disadvantaged	115	1716	39837	100	100	100	496	476	457	0	3	4	8	8	14	64	69	67	27	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	107	2056	78906	100	99	99	558	544	498	0	5	13	4	7	19	42	37	48	54	51	20
All Students (Prior Year)	120	2065	76019	99	98	100	532	534	499	2	4	14	23	25	39	16	13	14	59	58	33
Female	43	1019	38644	98	98	99	562	548	500	0	3	12	5	7	19	37	38	49	59	52	19
Male	63	1036	40236	100	100	99	555	541	497	0	6	15	3	7	19	45	36	46	52	51	20
African American	--	167	4087	--	99	99	--	508	481	--	14	20	--	15	24	--	44	45	--	27	11
Hispanic	NC	287	31938	NC	97	99	NC	523	481	NC	8	19	NC	9	25	NC	47	46	NC	36	10
Asian/Pacific Islander	15	154	1805	100	100	98	613	576	536	0	1	5	0	2	8	20	28	45	80	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	88	1403	36483	100	99	99	551	550	517	0	3	7	2	6	13	46	35	51	51	56	30
Students with Disabilities	NC	224	10664	NC	100	100	NC	446	430	NC	34	42	NC	24	27	NC	31	26	NC	11	5
Students without Disabilities	100	1833	68310	99	98	98	562	556	509	0	1	9	3	5	18	38	38	51	59	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	NC	291	38679	NC	82	96	NC	510	483	NC	13	20	NC	14	25	NC	46	45	NC	27	10
Non-Economically Disadvantaged	106	1766	40295	100	100	100	558	549	513	0	3	7	4	6	13	41	36	50	55	55	30

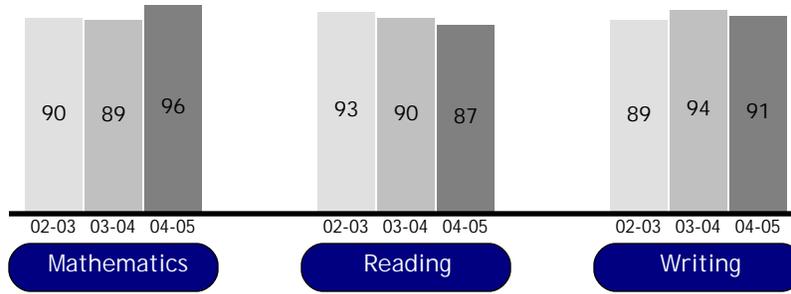
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2053	78908	100	0	99	534	514	484	0	2	10	2	10	23	71	67	58	27	21	9
All Students (Prior Year)	120	2069	76020	99	98	100	518	516	503	9	10	25	8	18	23	53	51	40	30	21	12
Female	43	1018	38648	98	0	99	533	520	489	0	1	8	5	10	22	66	66	61	29	23	10
Male	63	1034	40233	100	0	99	535	508	479	0	3	12	0	11	25	75	68	55	25	18	8
African American	--	168	4092	--	0	99	--	493	473	--	5	12	--	23	28	--	62	54	--	10	5
Hispanic	NC	286	31940	NC	0	99	NC	499	465	NC	3	16	NC	15	32	NC	69	49	NC	12	3
Asian/Pacific Islander	15	153	1805	100	0	98	557	524	507	0	1	4	0	6	13	53	64	65	47	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	88	1401	36502	100	0	99	531	519	502	0	2	4	2	8	14	73	67	67	24	23	15
Students with Disabilities	NC	222	10665	NC	0	100	NC	436	423	NC	18	30	NC	40	36	NC	40	31	NC	1	2
Students without Disabilities	100	1832	68312	99	0	98	536	523	493	0	0	7	2	7	21	69	70	62	29	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	NC	291	38662	NC	0	96	NC	487	468	NC	7	16	NC	24	32	NC	64	49	NC	5	3
Non-Economically Disadvantaged	106	1763	40315	100	0	100	535	518	498	0	2	5	2	8	15	71	67	66	27	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	107	2052	78750	100	99	99	555	532	500	0	2	6	5	14	29	84	79	63	11	5	2
All Students (Prior Year)	120	2061	75673	99	98	100	589	581	530	4	5	12	17	16	25	70	69	58	9	10	4
Female	43	1016	38586	98	98	99	569	548	515	0	1	4	0	7	22	85	85	71	15	7	3
Male	63	1035	40135	100	99	99	546	517	486	0	2	8	8	21	35	83	73	56	8	3	1
African American	--	168	4081	--	100	99	--	512	488	--	4	8	--	22	32	--	72	59	--	2	2
Hispanic	NC	287	31841	NC	97	99	NC	523	483	NC	2	8	NC	18	36	NC	77	55	NC	2	1
Asian/Pacific Islander	15	153	1802	100	99	98	594	558	533	0	1	2	0	6	16	60	77	75	40	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	88	1399	36440	100	99	99	550	534	516	0	1	3	4	13	22	90	81	71	6	5	4
Students with Disabilities	NC	222	10622	NC	100	100	NC	444	415	NC	10	21	NC	49	50	NC	41	28	NC	0	1
Students without Disabilities	100	1831	68196	99	98	98	558	543	513	0	1	3	3	10	25	85	84	69	12	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	NC	291	38558	NC	82	96	NC	506	485	NC	3	8	NC	30	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	106	1762	40260	100	100	100	555	536	514	0	1	3	5	12	21	84	81	72	11	6	4

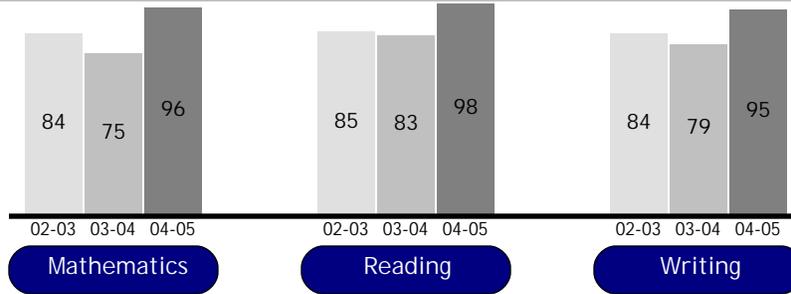
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	76	67	50	95	73	NA	58	97	67	60	47
	Language	95	78	60	43	98	72	60	50	97	74	58	47
	Mathematics	95	87	75	57	98	82	76	64	97	81	66	50
3	Reading	95	78	70	47	100	75	NA	55	99	59	59	44
	Language	100	78	72	54	100	79	72	61	99	59	57	44
	Mathematics	99	85	76	54	100	84	78	61	99	73	67	51
4	Reading	97	79	73	52	98	82	NA	56	99	72	63	48
	Language	99	69	65	48	99	74	66	52	99	72	63	49
	Mathematics	97	84	77	57	100	88	78	61	99	83	70	53
5	Reading	95	77	71	50	97	76	NA	55	100	77	65	50
	Language	97	70	65	46	97	65	65	49	100	74	65	50
	Mathematics	98	87	82	57	97	84	83	63	100	77	67	49

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Continuous Improvement Plan
- Ü Assist with Assessment Interpretation
- Ü School Safety
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Community Service/PTO

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	1.00	Teacher Aide	6.31

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	6	0	0
10 or more years	4	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	13
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Hightly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- Ü State of the art Technology Labs
- Ü Covered Playgrounds
- Ü Multimedia Center/Library
- Ü Athletic Fields

Extracurricular Activities

- Ü Student Council
- Ü After School Enrichment Classes
- Ü Musical Programs
- Ü After School Childcare
- Ü Artist in Residence Program
- Ü Before School Childcare
- Ü Academic Assistance Programs
- Ü Intramural Sports

Social Services

- Ü After School Program
- Ü Health Services
- Ü National Free/Reduced Lunch Program
- Ü Access to Dist. Family Resource Center
- Ü YMCA - Sierra Suns Club
- Ü Prevention Services
- Ü Recreational Activities
- Ü Character Education Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our 1st, 2nd and 5th grade teams of five teachers each implemented a new technology integration project whereby a multitude of technology tools were infused in the classroom.

- ü Sierra continues to be one of the top schools in our district and state in the areas of reading and math. Our district, state, and national scores indicate our academic success.

- ü Our school improvement plan focused on increasing overall achievement in the areas of math, reading, and writing. Overall, all grade levels contributed to the achievement of the school improvement goals.

- ü School rules focus around the 6 Pillars of Character. We have been awarded 2 grants that will support character development for all students. The grants will be funded through AZ K-12 Center & Title IV funding.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	95	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

A Safety Committee implemented an emergency plan detailing steps to be taken in the event of an emergency situation. Sierra also utilizes the Character Counts Program to assist students in learning the basic principles of character development. The US Dept. of Education awarded our district a 3 year grant; Safe School/Healthy Students Initiative. Services include class presentations, focus groups, parent and teacher training.

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	Elizabeth A. Northup	(480) 783-1100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Lili Chong	(480) 783-1196
Parent Organization	Debbie Fedasiuk	(480) 460-5342
Student Health/Nurse	Melissa Dardis	(480) 783-1136

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.

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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.