

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5500 W Galveston Street, Chandler, AZ 85226

Kyrene Elementary District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Donna Gallaher  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : K-5  
 2005 Enrollment : 582  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-2900  
 Fax Number : (480) 940-3560  
 E-mail : dgalla@kyrene.org

### Mission

We are committed to the achievement of academic excellence through high-quality teaching, learning, and community involvement which results in students being well-prepared to meet future educational challenges and to contribute to society.

We strive to create an learning environment that encourages and promotes high academic achievement while fostering respect, personal responsibility and individual success. We work in partnership with parents and students to achieve our goals.

### 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 To inncrease student achievement in reading so that we experience a 10% increase in the number of students performing in the Proficient range in reading.
- ü In increase student achievement in mathematics, to move students from lower levels of performance to the Proficient and/ or Meets and Exceeds Levels.
- ü To increase the number of students achieving the "Meets" or "Exceeds"level of performance in Writing

### Enrollment

October 1, 2004 School Year Student Enrollment : 630  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 81

Instructional Programs

- Ü K-3 Early Literacy Program
- Ü Special Education Program
- Ü Gifted Education Program
- Ü All Day Kindergarten
- Ü English Language Learner
- Ü Art, Music and PE
- Ü Technology Based Learning
- Ü Academic Intervention Programs

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

Staff is committed to creating a safe, supportive, and challenging learning environment in which academic excellence is achieved. Communication with parents is critical and all staff members are committed to forging positive cooperating relationships with parents. It is our responsibility to keep parent informed and connected to Mirada. The safety and well being of students is everyone's concern and duty.

Parents

Parents support their child's learning by working as a team with teachers and students, by attending school functions, by staying abreast of school news, issues and policies, by helping with homework, monitoring progress, volunteering their time and expertise in classrooms and after-school activities, and by serving on school and district committees. Parents support school discipline policies and interact respectfully with teachers and staff.

Transportation Policy

Transportation is provided for students who reside more than one mile 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 paren/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
Ü Intel's Innovations in Education Award	1999
Ü Teach to the Future Award	2000
Ü Community Service Award - Arizona FoodBank	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	109	2058	79306	99	99	99	488	480	445	1	3	10	8	8	18	42	44	51	50	44	20
All Students (Prior Year)	103	2007	75509	100	98	100	540	550	521	11	5	13	13	14	23	25	31	33	51	50	31
Female	56	981	38691	98	98	99	486	478	446	0	3	10	8	9	18	48	45	52	44	43	20
Male	53	1075	40583	100	99	99	490	482	445	2	3	11	8	8	18	35	43	50	55	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	16	316	32869	100	98	99	471	460	429	0	6	15	6	12	25	63	55	51	31	27	10
Asian/Pacific Islander	11	176	1935	100	99	99	503	510	474	0	0	3	10	3	9	20	34	48	70	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	75	1321	36197	100	99	99	493	489	463	0	1	5	7	6	11	39	43	53	54	50	31
Students with Disabilities	12	186	10321	100	100	100	416	404	389	13	23	30	50	27	27	38	34	34	0	16	9
Students without Disabilities	97	1872	69060	98	98	98	494	488	454	0	1	7	4	7	17	42	45	54	54	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	18	340	39415	82	83	96	469	449	431	6	9	15	12	18	25	53	56	50	29	17	10
Non-Economically Disadvantaged	91	1718	39966	100	100	100	492	486	459	0	2	6	7	7	12	39	42	52	54	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	110	2060	79395	100	0	99	475	474	446	1	2	9	17	13	25	59	65	55	24	20	11
All Students (Prior Year)	99	2005	75492	100	98	100	532	533	519	10	5	12	7	10	16	46	49	47	37	36	24
Female	56	981	38743	98	0	100	484	477	451	0	2	7	10	11	24	63	65	57	27	22	12
Male	54	1077	40618	100	0	99	466	471	440	2	3	11	24	14	27	54	64	53	20	19	9
African American	NC	176	4052	NC	0	100	NC	444	434	NC	7	11	NC	22	29	NC	60	54	NC	11	6
Hispanic	16	317	32915	100	0	99	459	456	426	0	5	15	19	23	35	75	62	47	6	10	4
Asian/Pacific Islander	11	176	1936	100	0	99	500	492	468	0	0	3	10	8	14	40	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	76	1324	36221	100	0	99	479	481	465	0	1	4	16	9	15	59	66	63	26	24	17
Students with Disabilities	12	187	10331	100	0	100	408	402	388	13	16	25	50	35	37	38	44	34	0	5	4
Students without Disabilities	98	1873	69139	99	0	99	481	481	454	0	1	7	14	10	24	61	67	58	26	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	19	341	39484	86	0	96	446	447	429	6	6	14	33	28	35	56	62	47	6	4	4
Non-Economically Disadvantaged	91	1719	39986	100	0	100	482	479	461	0	2	4	13	10	16	60	65	63	27	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	110	2056	78869	100	98	99	472	470	442	1	4	6	14	10	21	71	68	63	15	18	10
All Students (Prior Year)	98	1993	75053	100	98	99	636	650	597	7	4	7	10	7	12	64	71	72	19	18	9
Female	56	980	38536	98	98	99	490	485	458	0	2	4	12	6	15	65	67	67	23	24	14
Male	54	1074	40302	100	99	99	453	457	428	2	5	8	16	13	26	76	70	60	6	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	16	315	32606	100	98	98	454	456	426	0	4	8	25	15	27	63	71	60	13	9	5
Asian/Pacific Islander	11	175	1925	100	98	99	493	495	471	0	3	3	10	3	11	60	63	64	30	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	76	1322	36078	100	99	99	479	476	459	0	3	4	13	9	16	73	69	66	14	20	14
Students with Disabilities	12	186	10246	100	100	100	391	381	367	13	14	18	63	32	39	13	48	40	13	5	4
Students without Disabilities	98	1870	68697	99	98	98	479	479	454	0	3	4	10	8	18	76	70	67	15	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	19	340	39106	86	83	95	432	437	427	6	9	8	17	20	28	78	64	59	0	7	5
Non-Economically Disadvantaged	91	1716	39837	100	100	100	481	476	457	0	3	4	13	8	14	69	69	67	18	20	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2056	78906	100	99	99	570	544	498	1	5	13	6	7	19	26	37	48	67	51	20
All Students (Prior Year)	117	2065	76019	98	98	100	543	534	499	2	4	14	25	25	39	8	13	14	65	58	33
Female	57	1019	38644	100	98	99	573	548	500	0	3	12	0	7	19	30	38	49	70	52	19
Male	51	1036	40236	100	100	99	566	541	497	2	6	15	13	7	19	21	36	46	65	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	100	97	99	557	523	481	7	8	19	7	9	25	33	47	46	53	36	10
Asian/Pacific Islander	11	154	1805	100	100	98	601	576	536	0	1	5	10	2	8	10	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	71	1403	36483	100	99	99	575	550	517	0	3	7	3	6	13	22	35	51	75	56	30
Students with Disabilities	13	224	10664	100	100	100	499	446	430	8	34	42	31	24	27	46	31	26	15	11	5
Students without Disabilities	95	1833	68310	99	98	98	580	556	509	0	1	9	2	5	18	23	38	51	75	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	13	291	38679	100	82	96	527	510	483	0	13	20	17	14	25	50	46	45	33	27	10
Non-Economically Disadvantaged	95	1766	40295	100	100	100	575	549	513	1	3	7	4	6	13	22	36	50	72	55	30

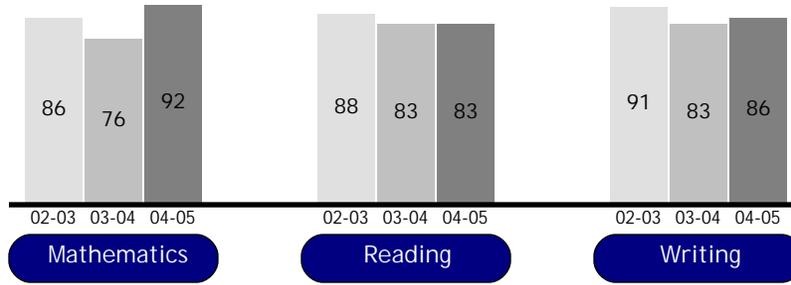
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2053	78908	100	0	99	520	514	484	2	2	10	9	10	23	63	67	58	26	21	9
All Students (Prior Year)	119	2069	76020	100	98	100	518	516	503	11	10	25	17	18	23	52	51	40	20	21	12
Female	57	1018	38648	100	0	99	524	520	489	0	1	8	8	10	22	68	66	61	25	23	10
Male	51	1034	40233	100	0	99	516	508	479	4	3	12	10	11	25	58	68	55	27	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	100	0	99	504	499	465	0	3	16	27	15	32	60	69	49	13	12	3
Asian/Pacific Islander	11	153	1805	100	0	98	518	524	507	10	1	4	10	6	13	30	64	65	50	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	71	1401	36502	100	0	99	527	519	502	0	2	4	4	8	14	70	67	67	25	23	15
Students with Disabilities	13	222	10665	100	0	100	467	436	423	15	18	30	46	40	36	31	40	31	8	1	2
Students without Disabilities	95	1832	68312	99	0	98	528	523	493	0	0	7	3	7	21	68	70	62	28	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	13	291	38662	100	0	96	501	487	468	8	7	16	17	24	32	67	64	49	8	5	3
Non-Economically Disadvantaged	95	1763	40315	100	0	100	523	518	498	1	2	5	8	8	15	63	67	66	28	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2052	78750	100	99	99	550	532	500	1	2	6	9	14	29	84	79	63	6	5	2
All Students (Prior Year)	118	2061	75673	99	98	100	589	581	530	7	5	12	13	16	25	67	69	58	13	10	4
Female	57	1016	38586	100	98	99	567	548	515	0	1	4	2	7	22	89	85	71	9	7	3
Male	51	1035	40135	100	99	99	532	517	486	2	2	8	17	21	35	79	73	56	2	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	100	97	99	547	523	483	0	2	8	7	18	36	87	77	55	7	2	1
Asian/Pacific Islander	11	153	1802	100	99	98	564	558	533	10	1	2	0	6	16	70	77	75	20	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	71	1399	36440	100	99	99	551	534	516	0	1	3	9	13	22	87	81	71	4	5	4
Students with Disabilities	13	222	10622	100	100	100	484	444	415	8	10	21	31	49	50	62	41	28	0	0	1
Students without Disabilities	95	1831	68196	99	98	98	560	543	513	0	1	3	6	10	25	88	84	69	7	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	13	291	38558	100	82	96	535	506	485	0	3	8	17	30	37	75	65	54	8	2	1
Non-Economically Disadvantaged	95	1762	40260	100	100	100	552	536	514	1	1	3	8	12	21	85	81	72	6	6	4

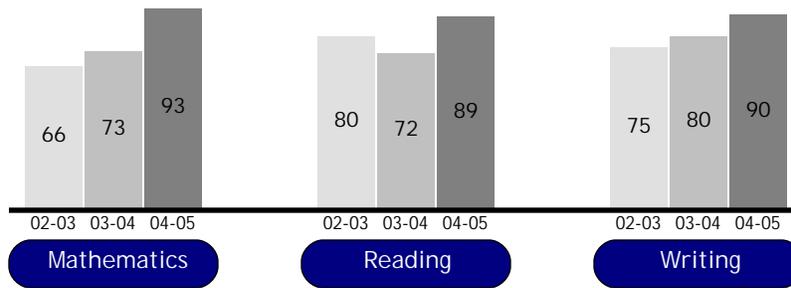
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	86	65	67	50	96	60	NA	58	100	58	60	47
	Language	95	58	60	43	98	57	60	50	100	58	58	47
	Mathematics	94	69	75	57	99	72	76	64	100	64	66	50
3	Reading	92	70	70	47	99	69	NA	55	100	58	59	44
	Language	98	71	72	54	100	66	72	61	100	53	57	44
	Mathematics	99	71	76	54	99	66	78	61	99	66	67	51
4	Reading	95	73	73	52	100	65	NA	56	100	64	63	48
	Language	97	64	65	48	100	63	66	52	100	63	63	49
	Mathematics	96	76	77	57	100	74	78	61	100	67	70	53
5	Reading	95	66	71	50	100	71	NA	55	100	64	65	50
	Language	95	62	65	46	100	64	65	49	100	67	65	50
	Mathematics	95	78	82	57	100	87	83	63	100	72	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

- 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 Climate/School Safety
- Ü Parent involvement
- Ü Parent /Teacher Relations
- Ü Tax Credit Donations and distribution

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	37.50
Other Professional Staff	1.00	Teacher Aide	8.16

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü TV Studio and Computer Labs
- Ü State of the Art Technology Labs
- Ü Covered Playgrounds

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü After School Enrichment Classes
- Ü PTA Family Events
- Ü Track Club
- Ü After school child care
- Ü Drama Club
- Ü TV News Crew

Social Services

- Ü Scholarship Opportunities for ADK
- Ü Free & Reduced Lunch Program
- Ü Prevention Services
- Ü District Family Resource Center
- Ü Health Services
- Ü School Psychologist
- Ü Safe Schools Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mirada students scored well above state averages on AIMS (Arizona's Instrument to Measure Standards) in reading, writing, and math.
  
- ü In May of 2005, according to our annual community survey, 97% of parents responding report satisfaction with their child's school experience at Mirada.
  
- ü In reading, Grades 3,4,5 met their annual goal of increasing the percent of students at the proficiency level in reading.  
 Grade 3 =3%  
 Grade 4 =15%  
 Grade 5 =12%
  
- ü In math Grades 1, 3, 4, 5 made progress on thier goals of increasing the percent of students performing at the proficient level.  
 Grade 1=6%  
 Grade 3=3%  
 Grade 4=2%  
 Grade 5=4%

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>	4	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	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

School/District follow a zero-tolerance policy of enforcement regarding tobacco, alcohol and drugs.  
 School/District follow a zero-tolerance policy of enforcement regarding violence. School/District has a Multi-hazard Safety Plan (Safe School 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	Donna Gallaher	(480) 783-2980
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karen Crider	(480) 783-4177
School Nutrition Programs	Sandra Messer	(480) 783-2996
Parent Organization	Christy Murphy	(480) 783-2900
Student Health/Nurse	Kacy Suarez/Barb Grace	(480) 783-2984

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.