

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14841 S. 41st Place, Phoenix, AZ 85044

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)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School Overview

Principal/Administrator : Dr. Cheryl S. Greene  
 Schedule : 7:45 AM to 3:45 PM  
 Grades : K-5  
 2004 Enrollment : 593  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1700  
 Fax Number : (480) 759-6656  
 E-mail : cgreen@kyrene.org

### Mission

We are dedicated to providing a safe, collaborative learning environment, which celebrates diversity and adapts to meet the needs of the community. We will model and foster respect and responsibility in a nurturing atmosphere of trust, friendship, and open communication.

### School / Academic Goals

- ü All students excel academically, with a primary focus on reading, writing, and mathematics. We will enhance the curriculum in ways that best support differentiation and which provide focus, depth, clarity, and connections across subjects and grades.
- ü We will group students in smaller learning communities.

### Enrollment

October 1, 2003 School Year Student Enrollment : 641  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 108

Instructional Programs

- Ü On-site Special Education
- Ü Gifted Resource
- Ü K-3 Academic Assistance
- Ü SEI
- Ü After-school Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Staff is committed to meeting the unique and individual needs of each child and recognizes parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Parents are responsible for providing support for their students' academic requirements and efforts toward learning. It is expected that parents will support conduct desired by the larger community, society and the laws of the state of Arizona.

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 Teachers (2)	2000
Ü Kyrene Teachers with Technology Project (KTP)	2003
Ü Arizona A+ Model School Recognition Program	1999
Ü Intel Teach to the Future Awards (Technology)	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2007	75509	100	98	100	547	550	521	6	5	13	19	14	23	27	31	33	48	50	31
All Students (Prior Year)	97	1945	75372	99	98	100	531	545	523	6	3	9	19	15	25	40	37	36	35	45	30
Female	63	980	37013	100	98	100	550	552	522	6	4	12	19	14	24	27	31	33	47	51	31
Male	62	1027	38430	100	98	99	544	548	521	6	5	14	18	15	22	26	31	33	50	49	31
African American	12	123	3660	100	98	99	505	516	496	8	11	24	50	27	31	17	33	28	25	29	18
Hispanic	12	288	30486	100	97	99	533	532	505	9	8	18	27	21	29	18	30	32	45	41	21
Asian/Pacific Islander	11	170	1780	92	98	98	525	573	549	9	1	5	27	9	13	18	27	33	45	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	87	1375	35192	100	98	99	559	555	534	5	3	8	13	12	19	30	32	35	53	52	39
Students with Disabilities	11	193	9708	100	99	100	501	497	489	27	24	32	36	33	27	9	23	24	27	20	17
Students without Disabilities	114	1814	65801	99	98	98	552	554	525	4	3	11	17	13	23	28	32	34	50	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	12	256	36411				519	516	503	9	10	19	27	25	29	36	36	32	27	28	20
Non-Economically Disadvantaged	113	1751	39040				550	554	534	6	4	8	18	13	19	26	31	34	50	53	39

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	123	2005	75492	98	98	100	532	533	519	3	5	12	14	10	16	44	49	47	39	36	24
All Students (Prior Year)	95	1951	75221	97	99	100	533	536	523	2	2	8	14	9	16	64	59	56	20	29	21
Female	62	979	37014	98	98	100	535	536	523	3	4	10	13	8	15	41	48	48	43	40	27
Male	61	1026	38400	98	98	99	528	530	516	3	6	14	15	12	17	48	50	47	34	33	21
African American	12	124	3665	100	99	99	506	515	505	17	13	20	25	18	22	50	49	43	8	19	14
Hispanic	12	291	30438	100	98	99	523	523	508	9	6	17	9	14	21	45	55	47	36	25	15
Asian/Pacific Islander	10	167	1773	83	96	98	537	546	534	0	2	4	30	6	10	10	38	50	60	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	87	1374	35177	100	98	99	536	536	528	1	4	8	11	8	13	47	49	49	40	38	31
Students with Disabilities	11	194	9707	100	100	100	505	501	495	9	26	33	36	21	21	36	36	33	18	17	13
Students without Disabilities	112	1811	65785	97	98	98	535	536	522	3	3	10	12	9	16	45	50	49	41	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	12	258	36302				508	515	507	18	12	18	18	16	21	55	54	46	9	18	14
Non-Economically Disadvantaged	111	1747	39164				534	536	528	2	4	8	14	9	13	43	48	48	41	39	31

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	123	1993	75053	98	98	99	647	650	597	6	4	7	6	7	12	70	71	72	18	18	9
All Students (Prior Year)	94	1913	73654	96	97	99	532	544	530	8	4	9	9	9	13	77	76	70	6	11	7
Female	62	973	36872	98	97	99	687	682	621	2	3	5	3	3	9	69	70	74	26	24	12
Male	61	1020	38109	98	98	99	607	618	573	10	6	10	8	10	14	72	72	69	10	12	6
African American	12	124	3636	100	99	99	530	606	568	17	8	12	25	13	16	58	69	67	0	9	6
Hispanic	12	284	30235	100	95	98	645	634	575	0	5	9	0	8	14	100	75	70	0	13	6
Asian/Pacific Islander	10	166	1768	83	95	98	695	711	651	10	3	3	0	3	5	50	57	72	40	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	87	1373	35028	100	98	99	659	651	613	5	4	6	5	6	10	70	72	73	21	18	11
Students with Disabilities	11	192	9625	100	99	100	504	531	530	45	19	21	0	20	21	55	58	55	0	2	4
Students without Disabilities	112	1801	65428	97	97	98	661	659	604	2	3	6	6	6	11	72	72	73	20	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	12	257	36077				599	597	566	9	10	10	18	13	16	55	71	69	18	7	5
Non-Economically Disadvantaged	111	1736	38950				652	657	618	5	4	5	5	6	9	72	71	73	18	19	12

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	121	2065	76019	98	98	100	524	534	499	7	4	14	28	25	39	12	13	14	53	58	33
All Students (Prior Year)	101	2076	76230	93	97	100	529	528	498	3	3	12	19	25	38	13	13	12	65	60	37
Female	59	989	37207	98	98	100	526	534	499	5	2	12	31	25	41	12	14	14	53	58	33
Male	62	1073	38677	97	98	100	523	535	498	10	5	15	26	25	38	11	12	13	53	59	34
African American	12	145	3817	100	97	100	455	496	475	17	11	23	75	43	47	8	14	11	0	32	18
Hispanic	NC	294	29458	NC	97	100	NC	513	480	NC	5	20	NC	39	48	NC	14	12	NC	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	92	1403	35880	97	97	100	531	541	515	5	3	7	25	21	32	11	13	16	59	63	45
Students with Disabilities	11	185	9786	100	99	100	472	471	457	18	25	39	45	52	40	18	7	7	18	16	13
Students without Disabilities	110	1880	66233	97	98	99	529	539	503	6	2	11	26	23	39	11	13	14	56	61	35
Limited English Proficient Students	--	44	15206	--	100	100	--	471	459	--	22	31	--	56	53	--	0	7	--	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	15	278	35714				469	497	480	13	8	20	67	48	47	13	15	12	7	29	20
Non-Economically Disadvantaged	106	1787	40266				532	540	513	7	3	9	23	22	33	11	12	15	59	62	43

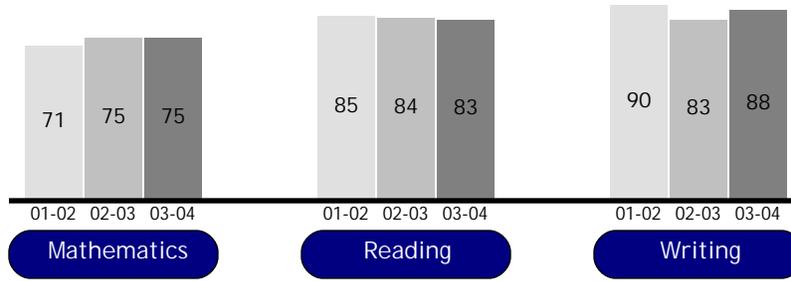
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2069	76020	99	98	100	515	516	503	14	10	25	15	18	23	46	51	40	25	21	12
All Students (Prior Year)	104	2074	76202	95	97	100	518	519	505	5	6	19	15	16	24	61	56	46	19	23	11
Female	60	992	37213	100	98	100	518	519	504	13	9	22	15	18	23	43	51	42	28	22	13
Male	63	1074	38666	98	98	100	512	513	501	14	12	29	14	18	22	49	50	38	22	20	12
African American	12	146	3819	100	97	100	489	501	494	42	23	37	33	26	26	25	46	31	0	6	6
Hispanic	NC	294	29442	NC	97	99	NC	506	494	NC	17	37	NC	27	26	NC	42	31	NC	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	94	1405	35890	99	97	100	518	518	511	10	7	15	15	16	20	47	53	48	29	23	18
Students with Disabilities	11	185	9784	100	99	100	494	488	485	36	48	58	27	22	19	27	27	19	9	2	4
Students without Disabilities	112	1884	66236	99	98	99	517	518	504	12	8	23	13	18	23	48	52	42	27	22	13
Limited English Proficient Students	--	44	15198	--	100	100	--	480	483	--	80	59	--	10	25	--	10	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	15	278	35703				493	499	494	33	23	37	20	28	26	47	41	31	0	7	6
Non-Economically Disadvantaged	108	1791	40274				518	518	509	11	9	17	14	16	20	46	52	47	29	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	123	2061	75673	99	98	100	578	581	530	8	5	12	15	16	25	64	69	58	12	10	4
All Students (Prior Year)	102	2048	74692	94	96	99	537	528	502	3	6	18	14	19	27	65	60	47	18	15	8
Female	60	990	37099	100	98	100	595	603	548	5	2	8	13	11	22	65	74	64	17	13	6
Male	63	1069	38441	98	97	99	562	561	513	11	6	16	17	21	29	63	66	52	8	7	3
African American	12	144	3791	100	96	99	462	544	506	33	14	18	33	20	29	33	60	50	0	5	3
Hispanic	NC	293	29305	NC	96	99	NC	561	507	NC	4	16	NC	20	31	NC	70	51	NC	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	94	1403	35760	99	97	99	589	586	550	4	3	9	16	15	21	68	71	64	12	10	6
Students with Disabilities	11	185	9706	100	99	100	441	486	462	55	24	36	18	31	32	27	44	31	0	2	1
Students without Disabilities	112	1876	65967	99	98	99	591	588	536	4	3	10	15	15	25	68	71	60	13	11	5
Limited English Proficient Students	--	43	15115	--	98	100	--	478	471	--	22	26	--	33	38	--	44	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	15	277	35541				465	531	504	40	12	17	27	24	31	27	60	50	7	4	2
Non-Economically Disadvantaged	108	1784	40091				594	588	550	4	4	9	14	15	21	69	71	64	13	11	6

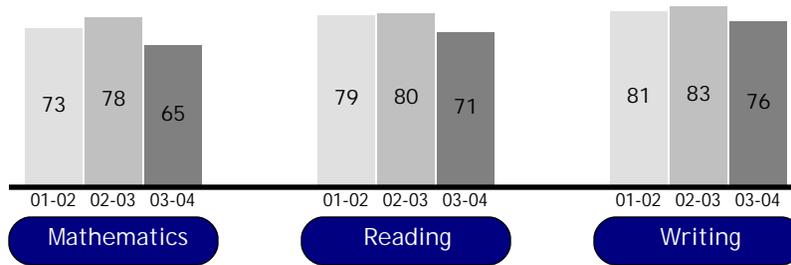
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04**

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

<b>AYP Determination</b>	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	52	58	44	96	68	67	50	96	62	NA	58
	Language	96	49	56	39	98	58	60	43	97	50	60	50
	Mathematics	96	59	68	52	100	79	75	57	98	66	76	64
3	Reading	97	63	64	43	96	67	70	47	100	67	NA	55
	Language	97	65	70	50	98	63	72	54	99	74	72	61
	Mathematics	97	65	71	50	95	73	76	54	99	81	78	61
4	Reading	97	74	69	47	97	76	73	52	99	68	NA	56
	Language	97	66	63	45	99	67	65	48	98	57	66	52
	Mathematics	97	73	74	52	97	76	77	57	100	64	78	61
5	Reading	96	67	67	46	96	75	71	50	96	69	NA	55
	Language	96	60	61	43	99	63	65	46	98	59	65	49
	Mathematics	96	78	78	54	99	86	82	57	98	79	83	63

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)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan Development
- Ü School Improvement Plan Monitoring
- Ü Home-School Communication
- Ü Parent/School/Community Relations
- Ü Tax Credit Monies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	37.50
Other Professional Staff	.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	6	0	0
7 to 9 years	3	8	0	0
10 or more years	1	16	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 29
- Core academic classes taught by Highly Qualified (NCLB) teachers. 29
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab (2)
- Ü Media Center/Library
- Ü Dedicated Fine Arts Areas (Music, Art)
- Ü Physical Education

Extracurricular Activities

- Ü Student Council
- Ü Intramural Activities and Games
- Ü After School Enrichment Classes
- Ü Boy Scouts/Girl Scouts

Social Services

- Ü Health Services
- Ü Skill/Support Groups
- Ü Before School Program
- Ü After School Program
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü As measured by the 2004 AIMS, 83% of third graders met (44%) or exceeded (39%) standards in reading; 88% of third graders met (70%) or exceeded (18%) standards in writing; and 75% of third graders met (27%) or exceeded (48%) standards in math.
- ü As measured by the 2003 AIMS, 71% of 5th graders met (46%) or exceeded (25%) standards in reading; 76% of 5th graders met (64%) or exceeded (12%) standards in writing; and 65% of 5th graders met (12%) or exceeded (53%) standards in math.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	66	77
Grades 3-4	80	76
Grades 4-5	65	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Esperanza utilizes the comprehensive Second Step Violence Prevention Curriculum. Our behavioral expectations ensure a positive and safe learning/work environment. Our Emergency Response Plan has been enhanced; staff and students have training.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Cheryl S. Greene	(480) 783-1700
Transportation Policy	Chuck Lee	(480) 783-4057
Community Resources	Karin Crider	(480) 783-4053
School Nutrition Programs	Linda Mitchell	(480) 783-1796
Parent Organization	Jackie Van Tress	(480) 783-1700
Student Health/Nurse	Jennifer Fish	(480) 783-1700

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.