

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

777 N. Desert Breeze Blvd. E. #1, 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 LEARNS¹

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.

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 Overview

Principal/Administrator : Mrs. Christie Winkelmann
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 2005 Enrollment : 660
 Web Address : www.kyrene.org/
 Phone Number : (480) 783-2300
 Fax Number : (480) 940-5796
 E-mail : cwinke@kyrene.org

Mission

We are committed to developing academic excellence, pride, ownership, belonging, enthusiasm, a spirit of diversity, harmony/joy/respect, a learner-centered environment, meaningful learning, and collaboration/empowerment for all members of our community. As a community, we are committed to fostering an environment that supports the following standards for communication and working together: respect, risk taking, integrity and collegiality.

School / Academic Goals

- ü Students will increase their reading achievement/proficiency in the area of reading fluency and comprehension.
- ü Students will increase proficiency in the area of math, specifically in computational fluency.
- ü Students will increase achievement/proficiency in writing, utilizing the 6-Trait writing rubric.

Enrollment

October 1, 2004 School Year Student Enrollment : 670
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 73

Instructional Programs

- Ü On-site Special Education
- Ü Structured English Immersion
- Ü Special Education Preschool
- Ü Gifted Education
- Ü All Day Kindergarten
- Ü Technology Based Learning
- Ü Academic Intervention
- 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 builds collaborative partnerships with parents. Staff and parents work as partners to meet various students' needs. We communicate regularly to our parents about learning progress and student goals. We hold a Curriculum Night to express our expectations. to parents. Portfolio conferences and other conferences are held twice throughout the year.

Parents

Parents are encouraged to attend the various school functions we have throughout the year. We ask that they communicate frequently with our teachers and assist their children with homework when needed. They may also volunteer their time and expertise in the classroom to help support our school goals. There are also a variety of opportunities for them to volunteer with our PTSO.

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 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 ABITIBI Recycling 1st Place Award	2004
Ü ABITIBI Recycling 2nd Place Award	2003
Ü ABITIBI Recycling 1st Place Award	2002
Ü Web Page Design Award: Century in Review	2000

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	100	99	99	478	480	445	6	3	10	6	8	18	39	44	51	48	44	20
All Students (Prior Year)	106	2007	75509	99	98	100	540	550	521	7	5	13	18	14	23	30	31	33	45	50	31
Female	57	981	38691	100	98	99	469	478	446	9	3	10	5	9	18	40	45	52	45	43	20
Male	59	1075	40583	100	99	99	486	482	445	4	3	11	7	8	18	38	43	50	51	45	21
African American	11	177	4041	100	97	99	447	436	426	10	13	17	20	26	23	40	41	50	30	20	10
Hispanic	18	316	32869	100	98	99	462	460	429	13	6	15	13	12	25	44	55	51	31	27	10
Asian/Pacific Islander	21	176	1935	100	99	99	511	510	474	0	0	3	0	3	9	25	34	48	75	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	61	1321	36197	100	99	99	480	489	463	3	1	5	5	6	11	42	43	53	49	50	31
Students with Disabilities	10	186	10321	100	100	100	378	404	389	40	23	30	20	27	27	10	34	34	30	16	9
Students without Disabilities	106	1872	69060	99	98	98	488	488	454	3	1	7	5	7	17	42	45	54	50	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	23	340	39415	92	83	96	455	449	431	13	9	15	9	18	25	52	56	50	26	17	10
Non-Economically Disadvantaged	93	1718	39966	100	100	100	484	486	459	5	2	6	6	7	12	36	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	116	2060	79395	100	0	99	466	474	446	5	2	9	14	13	25	65	65	55	16	20	11
All Students (Prior Year)	106	2005	75492	99	98	100	526	533	519	6	5	12	17	10	16	46	49	47	30	36	24
Female	57	981	38743	100	0	100	461	477	451	4	2	7	13	11	24	67	65	57	16	22	12
Male	59	1077	40618	100	0	99	471	471	440	5	3	11	15	14	27	64	64	53	16	19	9
African American	11	176	4052	100	0	100	437	444	434	10	7	11	20	22	29	70	60	54	0	11	6
Hispanic	18	317	32915	100	0	99	462	456	426	6	5	15	19	23	35	63	62	47	13	10	4
Asian/Pacific Islander	21	176	1936	100	0	99	491	492	468	0	0	3	0	8	14	75	65	63	25	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	61	1324	36221	100	0	99	468	481	465	3	1	4	12	9	15	66	66	63	19	24	17
Students with Disabilities	10	187	10331	100	0	100	373	402	388	40	16	25	20	35	37	30	44	34	10	5	4
Students without Disabilities	106	1873	69139	99	0	99	476	481	454	1	1	7	13	10	24	69	67	58	17	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	23	341	39484	92	0	96	458	447	429	4	6	14	17	28	35	74	62	47	4	4	4
Non-Economically Disadvantaged	93	1719	39986	100	0	100	468	479	461	5	2	4	13	10	16	63	65	63	20	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	100	98	99	458	470	442	9	4	6	9	10	21	61	68	63	21	18	10
All Students (Prior Year)	105	1993	75053	98	98	99	633	650	597	8	4	7	8	7	12	65	71	72	19	18	9
Female	57	980	38536	100	98	99	469	485	458	7	2	4	4	6	15	64	67	67	25	24	14
Male	59	1074	40302	100	99	99	447	457	428	11	5	8	15	13	26	58	70	60	16	12	7
African American	11	177	4015	100	97	99	478	440	430	0	7	8	10	17	24	90	66	61	0	10	7
Hispanic	18	315	32606	100	98	98	449	456	426	13	4	8	6	15	27	69	71	60	13	9	5
Asian/Pacific Islander	21	175	1925	100	98	99	481	495	471	10	3	3	5	3	11	45	63	64	40	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	61	1322	36078	100	99	99	461	476	459	5	3	4	12	9	16	61	69	66	22	20	14
Students with Disabilities	10	186	10246	100	100	100	300	381	367	50	14	18	10	32	39	40	48	40	0	5	4
Students without Disabilities	106	1870	68697	99	98	98	474	479	454	5	3	4	9	8	18	63	70	67	23	19	11
Limited English Proficient Students	NC	67	15339	NC	100	100	NC	390	399	NC	10	11	NC	15	31	NC	64	54	NC	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	340	39106	92	83	95	429	437	427	17	9	8	13	20	28	57	64	59	13	7	5
Non-Economically Disadvantaged	93	1716	39837	100	100	100	466	476	457	7	3	4	8	8	14	62	69	67	23	20	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2056	78906	98	99	99	552	544	498	3	5	13	3	7	19	36	37	48	58	51	20
All Students (Prior Year)	130	2065	76019	100	98	100	527	534	499	3	4	14	27	25	39	18	13	14	52	58	33
Female	60	1019	38644	100	98	99	555	548	500	0	3	12	2	7	19	37	38	49	61	52	19
Male	56	1036	40236	97	100	99	548	541	497	6	6	15	4	7	19	35	36	46	55	51	20
African American	10	167	4087	100	99	99	513	508	481	11	14	20	0	15	24	67	44	45	22	27	11
Hispanic	14	287	31938	100	97	99	536	523	481	8	8	19	0	9	25	50	47	46	42	36	10
Asian/Pacific Islander	18	154	1805	100	100	98	583	576	536	0	1	5	0	2	8	25	28	45	75	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	72	1403	36483	97	99	99	553	550	517	2	3	7	5	6	13	31	35	51	63	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	107	1833	68310	97	98	98	561	556	509	0	1	9	1	5	18	39	38	51	60	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	72	82	96	532	510	483	0	13	20	9	14	25	45	46	45	45	27	10
Non-Economically Disadvantaged	103	1766	40295	100	100	100	554	549	513	3	3	7	2	6	13	35	36	50	60	55	30

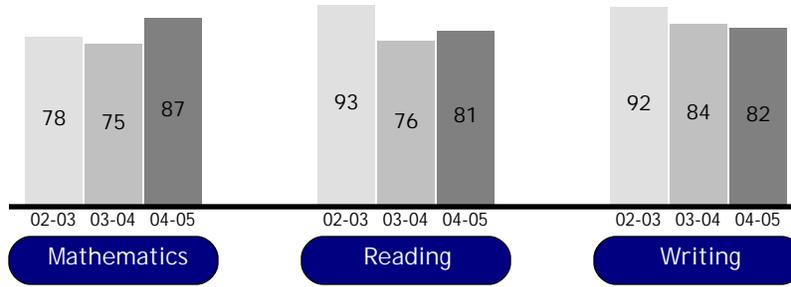
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2053	78908	99	0	99	513	514	484	3	2	10	7	10	23	70	67	58	20	21	9
All Students (Prior Year)	130	2069	76020	100	98	100	510	516	503	14	10	25	23	18	23	46	51	40	17	21	12
Female	60	1018	38648	100	0	99	515	520	489	0	1	8	6	10	22	74	66	61	20	23	10
Male	57	1034	40233	98	0	99	511	508	479	6	3	12	8	11	25	66	68	55	20	18	8
African American	10	168	4092	100	0	99	500	493	473	0	5	12	11	23	28	78	62	54	11	10	5
Hispanic	14	286	31940	100	0	99	494	499	465	8	3	16	8	15	32	75	69	49	8	12	3
Asian/Pacific Islander	18	153	1805	100	0	98	525	524	507	0	1	4	6	6	13	75	64	65	19	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	73	1401	36502	99	0	99	515	519	502	3	2	4	6	8	14	67	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	108	1832	68312	98	0	98	522	523	493	0	0	7	6	7	21	73	70	62	21	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	72	0	96	495	487	468	9	7	16	9	24	32	82	64	49	0	5	3
Non-Economically Disadvantaged	104	1763	40315	100	0	100	515	518	498	2	2	5	6	8	15	69	67	66	23	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2052	78750	99	99	99	537	532	500	1	2	6	13	14	29	80	79	63	6	5	2
All Students (Prior Year)	130	2061	75673	100	98	100	579	581	530	5	5	12	15	16	25	71	69	58	9	10	4
Female	60	1016	38586	100	98	99	549	548	515	0	1	4	4	7	22	91	85	71	6	7	3
Male	57	1035	40135	98	99	99	525	517	486	2	2	8	24	21	35	68	73	56	6	3	1
African American	10	168	4081	100	100	99	521	512	488	0	4	8	11	22	32	89	72	59	0	2	2
Hispanic	14	287	31841	100	97	99	534	523	483	8	2	8	8	18	36	75	77	55	8	2	1
Asian/Pacific Islander	18	153	1802	100	99	98	574	558	533	0	1	2	0	6	16	88	77	75	13	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	73	1399	36440	99	99	99	531	534	516	0	1	3	18	13	22	77	81	71	5	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	108	1831	68196	98	98	98	546	543	513	1	1	3	8	10	25	84	84	69	6	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	72	82	96	517	506	485	0	3	8	18	30	37	82	65	54	0	2	1
Non-Economically Disadvantaged	104	1762	40260	100	100	100	540	536	514	1	1	3	13	12	21	80	81	72	6	6	4

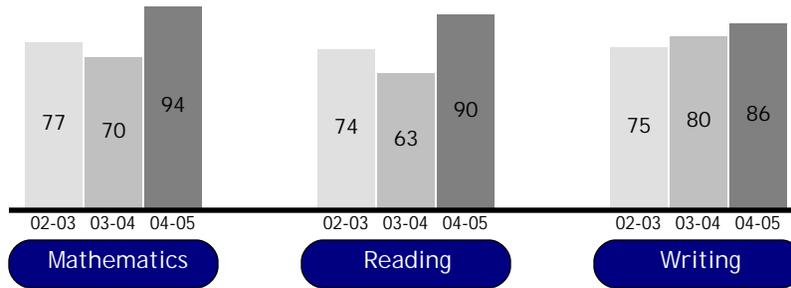
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	92	57	67	50	86	58	NA	58	99	55	60	47
	Language	98	45	60	43	95	44	60	50	99	47	58	47
	Mathematics	97	59	75	57	95	57	76	64	99	62	66	50
3	Reading	95	70	70	47	99	70	NA	55	99	57	59	44
	Language	97	72	72	54	100	68	72	61	99	53	57	44
	Mathematics	95	76	76	54	100	73	78	61	99	68	67	51
4	Reading	97	72	73	52	97	76	NA	56	99	55	63	48
	Language	99	67	65	48	96	67	66	52	99	57	63	49
	Mathematics	99	78	77	57	95	78	78	61	98	63	70	53
5	Reading	96	69	71	50	98	63	NA	55	98	66	65	50
	Language	98	65	65	46	100	58	65	49	98	66	65	50
	Mathematics	98	87	82	57	100	82	83	63	97	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/

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)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Goals
- Ü School/Community Communication
- Ü Parent/Educator Relations
- Ü School Safety
- Ü School Survey
- Ü Strategic Planning--School Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.05
Other Professional Staff	.40	Teacher Aide	12.71

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	0	3	0	0
7 to 9 years	0	4	0	0
10 or more years	3	23	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	29%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Multimedia Lab/Computer Lab
- Ü Classrooms Networked to Internet
- Ü Library/Media Center
- Ü Read Naturally Lab

Extracurricular Activities

- Ü Chess Club
- Ü Drama Club
- Ü Junior Achievement
- Ü Art Masterpiece
- Ü Before School Child Care Program
- Ü After School Child Care Program
- Ü After School Enrichment Clubs
- Ü Summer Reading Program

Social Services

- Ü Access to Dist. Family Resource Center
- Ü Health Services
- Ü School Psychologist
- Ü Recreational Activities
- Ü Counseling Services
- Ü Prevention services
- Ü National Free/Reduced lunch program
- Ü Character education programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Strategies implemented to increase reading achievement: Phonemic Awareness instruction, Read Naturally Lab, Summer Reading Program, as well as staff development in reading fluency, phonemic awareness and word walls. Continue focusing on reading fluency.
- ü Schoolwide problem solving strategies were implemented. Overall School increase in number of proficient students: 23%
Overall School decrease in number of novice students: 31%.
All grade levels mastered school goal of math problem solving.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	91	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

Our staff and students utilize a common language in dealing with discipline at our school. We focus on Lifeskills along with our Second Step program to educate our staff, students and parents in the area of acceptance and tolerance. The district handbook guides us in handling infractions in our system with appropriate consequences.

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) :

5

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	Christie Winkelmann	(480) 783-2300
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Sam Zoubi	(480) 783-2396
Parent Organization	Ronnie Stifel	(480) 783-2300
Student Health/Nurse	Gennifer Guzman	(480) 783-2384

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.