

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1201 W Courtney Lane, Tempe, AZ 85284

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)

2003-04	Performing
2002-03	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	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. Mark Knight
 Schedule : 7:45 AM to 4:00 PM
 Grades : Pre-K-5
 2004 Enrollment : 644
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2000
 Fax Number : (520) 592-0761
 E-mail : mknigh@kyrene.org

Mission

To create an atmosphere that encourages and promotes maximum learning. Academics and life skills are taught by staff dedicated to achieving district/state standards where students achieve in a safe environment that is characterized by the Character Traits of trustworthiness, responsibility, respect, fairness, caring and citizenship.

School / Academic Goals

- ü Students will move out of the 'novice' and 'falls far below' categories in reading and into the 'proficient' and 'meets and exceeds' categories on AIMS.
- ü Students will continue to move out of the 'novice' and 'falls far below' categories in math, and into the 'proficient' and 'meets and exceeds' categories on AIMS.
- ü Students will continue to move out of the 'novice' and 'falls far below' categories in writing, and into the 'proficient' and 'meets and exceeds' categories on AIMS.
- ü The percentage of 'novice' students on District Curriculum Assessments in Communication Arts will decline across grade level cohort groups.

Enrollment

October 1, 2003 School Year Student Enrollment : 594
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 109

Instructional Programs

- Ü All-day Kindergarten
- Ü Differentiated Instruction/Learning Exp.
- Ü Special Education for Students
- Ü Cooperative Learning
- Ü Multi-age Classrooms
- Ü Looping

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

At Manitas, we have a safe and orderly environment. Instruction is based on on-going assessments and maximum student time is spent on meaningful tasks. Maximum learning for all students is a school goal. We value positive home/school relations and communication and parent involvement in the educational process.

Parents

Education of children is a shared responsibility between teachers and parents. To build and maintain an effective school, parent support of mutual academic, disciplinary and homework efforts is essential. Communication between parents and school officials in a respectful manner is essential.

Transportation Policy

Transportation is provided for all students who live within the school attendance area and live more than one mile from school, or if they live within a one-mile radius of the school where hazardous routes exist.

School Honors

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

Award/Honor	Year
Ü President's Award for Emerging Leadership, from AAEEA	2001
Ü Special Educator of the Year from CEC	2003
Ü Outstanding Faculty for the Native American Award	2004
Ü Regular Teacher of the Year, CEC	2003

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	107	2007	75509	100	98	100	555	550	521	0	5	13	11	14	23	39	31	33	51	50	31
All Students (Prior Year)	82	1945	75372	100	98	100	556	545	523	1	3	9	14	15	25	33	37	36	51	45	30
Female	52	980	37013	100	98	100	551	552	522	0	4	12	15	14	24	32	31	33	53	51	31
Male	55	1027	38430	100	98	99	560	548	521	0	5	14	7	15	22	46	31	33	48	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	14	288	30486	100	97	99	530	532	505	0	8	18	17	21	29	58	30	32	25	41	21
Asian/Pacific Islander	14	170	1780	100	98	98	576	573	549	0	1	5	17	9	13	33	27	33	50	63	50
American Indian/Alaskan Native	--	40	4075	--	100	100	--	506	486	--	19	28	--	33	34	--	25	26	--	22	12
White	69	1375	35192	95	98	99	561	555	534	0	3	8	8	12	19	31	32	35	61	52	39
Students with Disabilities	12	193	9708	100	99	100	554	497	489	0	24	32	33	33	27	0	23	24	67	20	17
Students without Disabilities	95	1814	65801	99	98	98	555	554	525	0	3	11	10	13	23	40	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	--	--	--	539	516	503	0	10	19	9	25	29	45	36	32	45	28	20
Non-Economically Disadvantaged	95	1751	39040	--	--	--	557	554	534	0	4	8	11	13	19	38	31	34	51	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	107	2005	75492	100	98	100	532	533	519	3	5	12	12	10	16	54	49	47	31	36	24
All Students (Prior Year)	83	1951	75221	100	99	100	531	536	523	4	2	8	7	9	16	65	59	56	24	29	21
Female	52	979	37014	100	98	100	528	536	523	6	4	10	11	8	15	49	48	48	34	40	27
Male	55	1026	38400	100	98	99	535	530	516	0	6	14	13	12	17	59	50	47	28	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	14	291	30438	100	98	99	516	523	508	8	6	17	25	14	21	42	55	47	25	25	15
Asian/Pacific Islander	14	167	1773	100	96	98	531	546	534	0	2	4	8	6	10	75	38	50	17	53	36
American Indian/Alaskan Native	--	40	4081	--	100	100	--	504	498	--	14	25	--	31	26	--	42	40	--	14	8
White	69	1374	35177	95	98	99	535	536	528	3	4	8	10	8	13	51	49	49	36	38	31
Students with Disabilities	12	194	9707	100	100	100	519	501	495	0	26	33	33	21	21	67	36	33	0	17	13
Students without Disabilities	95	1811	65785	99	98	98	532	536	522	3	3	10	11	9	16	53	50	49	32	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	--	--	--	529	515	507	9	12	18	0	16	21	73	54	46	18	18	14
Non-Economically Disadvantaged	95	1747	39164	--	--	--	532	536	528	2	4	8	13	9	13	51	48	48	33	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	106	1993	75053	99	98	99	659	650	597	1	4	7	7	7	12	77	71	72	15	18	9
All Students (Prior Year)	81	1913	73654	100	97	99	541	544	530	4	4	9	7	9	13	82	76	70	7	11	7
Female	51	973	36872	98	97	99	698	682	621	0	3	5	2	3	9	76	70	74	22	24	12
Male	55	1020	38109	100	98	99	619	618	573	2	6	10	11	10	14	78	72	69	9	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	13	284	30235	93	95	98	686	634	575	0	5	9	0	8	14	73	75	70	27	13	6
Asian/Pacific Islander	14	166	1768	100	95	98	709	711	651	0	3	3	0	3	5	75	57	72	25	37	19
American Indian/Alaskan Native	--	39	4044	--	98	99	--	590	550	--	9	13	--	9	17	--	71	66	--	11	4
White	69	1373	35028	95	98	99	645	651	613	2	4	6	10	6	10	77	72	73	11	18	11
Students with Disabilities	12	192	9625	100	99	100	603	531	530	0	19	21	0	20	21	100	58	55	0	2	4
Students without Disabilities	94	1801	65428	98	97	98	661	659	604	1	3	6	7	6	11	76	72	73	16	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	--	--	--	690	597	566	0	10	10	0	13	16	82	71	69	18	7	5
Non-Economically Disadvantaged	94	1736	38950	--	--	--	654	657	618	1	4	5	7	6	9	77	71	73	15	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	102	2065	76019	98	98	100	533	534	499	3	4	14	25	25	39	14	13	14	58	58	33
All Students (Prior Year)	80	2076	76230	98	97	100	533	528	498	1	3	12	18	25	38	10	13	12	70	60	37
Female	59	989	37207	97	98	100	533	534	499	2	2	12	26	25	41	18	14	14	54	58	33
Male	43	1073	38677	100	98	100	533	535	498	5	5	15	23	25	38	10	12	13	63	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	23	294	29458	96	97	100	519	513	480	0	5	20	37	39	48	21	14	12	42	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	63	1403	35880	97	97	100	540	541	515	3	3	7	19	21	32	14	13	16	63	63	45
Students with Disabilities	NC	185	9786	NC	99	100	NC	471	457	NC	25	39	NC	52	40	NC	7	7	NC	16	13
Students without Disabilities	93	1880	66233	100	98	99	535	539	503	3	2	11	23	23	39	14	13	14	59	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	15	278	35714				530	497	480	8	8	20	23	48	47	15	15	12	54	29	20
Non-Economically Disadvantaged	87	1787	40266				534	540	513	2	3	9	25	22	33	14	12	15	58	62	43

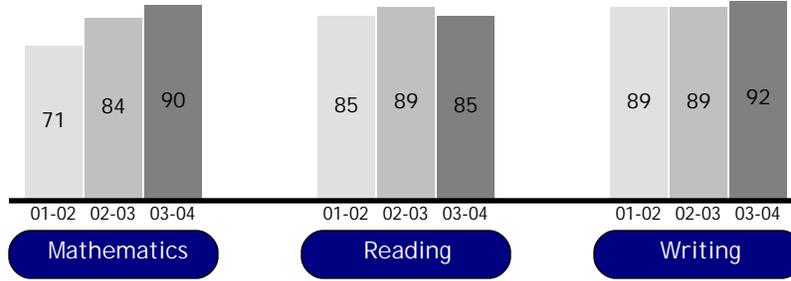
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2069	76020	98	98	100	512	516	503	14	10	25	25	18	23	43	51	40	18	21	12
All Students (Prior Year)	82	2074	76202	100	97	100	516	519	505	1	6	19	26	16	24	55	56	46	18	23	11
Female	59	992	37213	97	98	100	513	519	504	14	9	22	23	18	23	42	51	42	21	22	13
Male	43	1074	38666	100	98	100	512	513	501	15	12	29	28	18	22	45	50	38	13	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	23	294	29442	96	97	99	507	506	494	32	17	37	21	27	26	37	42	31	11	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	63	1405	35890	97	97	100	511	518	511	8	7	15	24	16	20	49	53	48	19	23	18
Students with Disabilities	NC	185	9784	NC	99	100	NC	488	485	NC	48	58	NC	22	19	NC	27	19	NC	2	4
Students without Disabilities	93	1884	66236	100	98	99	514	518	504	13	8	23	24	18	23	44	52	42	19	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	15	278	35703				502	499	494	23	23	37	15	28	26	38	41	31	23	7	6
Non-Economically Disadvantaged	87	1791	40274				514	518	509	13	9	17	26	16	20	44	52	47	17	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	102	2061	75673	98	98	100	587	581	530	0	5	12	13	16	25	76	69	58	10	10	4
All Students (Prior Year)	78	2048	74692	95	96	99	535	528	502	6	6	18	11	19	27	69	60	47	14	15	8
Female	59	990	37099	97	98	100	597	603	548	0	2	8	14	11	22	72	74	64	14	13	6
Male	43	1069	38441	100	97	99	574	561	513	0	6	16	13	21	29	83	66	52	5	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	23	293	29305	96	96	99	556	561	507	0	4	16	16	20	31	79	70	51	5	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	63	1403	35760	97	97	99	594	586	550	0	3	9	13	15	21	76	71	64	11	10	6
Students with Disabilities	NC	185	9706	NC	99	100	NC	486	462	NC	24	36	NC	31	32	NC	44	31	NC	2	1
Students without Disabilities	93	1876	65967	100	98	99	588	588	536	0	3	10	14	15	25	75	71	60	11	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	15	277	35541				598	531	504	0	12	17	8	24	31	77	60	50	15	4	2
Non-Economically Disadvantaged	87	1784	40091				586	588	550	0	4	9	14	15	21	76	71	64	10	11	6

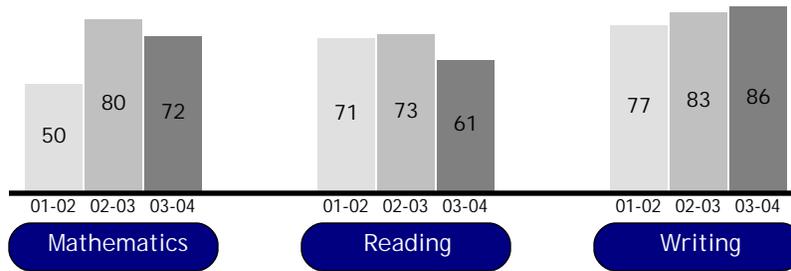
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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 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 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	100	50	58	44	87	68	67	50	90	74	NA	58
	Language	100	42	56	39	96	59	60	43	94	66	60	50
	Mathematics	100	63	68	52	95	76	75	57	94	81	76	64
3	Reading	98	61	64	43	100	63	70	47	100	68	NA	55
	Language	98	70	70	50	100	67	72	54	100	74	72	61
	Mathematics	98	63	71	50	100	77	76	54	99	80	78	61
4	Reading	97	63	69	47	94	66	73	52	100	68	NA	56
	Language	97	62	63	45	96	62	65	48	100	64	66	52
	Mathematics	97	68	74	52	94	69	77	57	100	80	78	61
5	Reading	99	61	67	46	96	74	71	50	97	66	NA	55
	Language	99	52	61	43	100	66	65	46	97	61	65	49
	Mathematics	99	70	78	54	100	84	82	57	95	78	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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü Academic Achievement
- Ü Student Safety
- Ü Character Education

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	43.50
Other Professional Staff	1.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	1	0
4 to 6 years	4	4	0	0
7 to 9 years	3	13	0	0
10 or more years	4	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 23
 Core academic classes taught by Highly Qualified (NCLB) teachers. 69
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Two District Technology Training Labs
- Ü Computer School Lab
- Ü Multi Media Center / Library
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Learning Fairs
- Ü Music and Choir Performances
- Ü Math Tutoring
- Ü Chess Club
- Ü Adult Community Enrichment Classes
- Ü Homework Tutoring Club

Social Services

- Ü Before/After School Program
- Ü Early Childhood/Programs
- Ü Crisis Intervention
- Ü Life Skills Classes
- Ü Health Services
- Ü DES Services for Child Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü On 2004 AIMS writing at Grade 5, 0% of students 'Fell Far Below' state standards, and 86% 'Met or Exceeded' state standards.
- ü On 2004 AIMS reading at Grade 3, 85% of students met or exceeded state standards, and 3% 'Fell Far Below' state standards.
- ü On 2004 AIMS math at Grade 3, 0% of students 'Fell Far Below' state standards, and 90% 'Met or Exceeded' state standards.
- ü On 2004 AIMS writing at Grade 3, 1% of students 'Fell Far Below' state standards, and 92% 'Met or Exceeded' state standards.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	68	70
Grades 3-4	68	78
Grades 4-5	66	88

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

Learning time is conducted in an emotionally and physically safe learning environment. An Emergency and Safety Team oversees evacuation drills and additional practice drills that focus on specific and generalized emergency situations.

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) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mark V. Knight	(480) 783-2000
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Ginger Wilson	(480) 783-2095
Parent Organization	Colleen Crosby	(480) 551-1344
Student Health/Nurse	Susan Wolfe	(480) 783-2084

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.

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.

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

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.

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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.