



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Mark V. Knight
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-5
2005 Enrollment : 693
Web Address : www.kyrene.org
Phone Number : (480) 783-2000
Fax Number : (480) 592-0761
E-mail : mknigh@kyrene.org

Mission

To create an atmosphere that encourages and promotes engaged learning. Academics and special area 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Students will continue to move out of the 'falls far below' and 'approaching' categories, and into the 'meets and exceeds' categories on AIMS reading.
Students will continue to move out of the 'novice' and 'falls far below' categories, and into the 'meets and exceeds' categories on AIMS math.
Students will continue to move out of the 'novice' and 'falls far below' categories, and into the 'meets and exceeds' categories on AIMS writing.
Grade level performance will exceed 3 year baseline average across all grade levels on the MSS.

Enrollment

October 1, 2004 School Year Student Enrollment : 639
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 57

Instructional Programs

- Ü All-day Kindergarten
- Ü Academic Intervention
- Ü Special Education
- Ü Native American Support
- Ü Multi-age Classrooms
- Ü Looping
- Ü Technology Based Learning
- Ü Gifted Education

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

At Manitas, we strive to maintain a safe and orderly environment. Instruction is based on on-going formative assessments and learning time is structured so that students have blocks and uninterrupted time spent on meaningful tasks. Maximum learning for all students is a school goal. We value positive home/school relations, proactive communication and continued opportunities for parent involvement in the educational process.

Parents

We strongly believe that the 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 an expected part of that process.

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 President's Award for Emerging Leadership, from AAEA	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	117	2058	79306	100	99	99	488	480	445	5	3	10	5	8	18	44	44	51	47	44	20
All Students (Prior Year)	107	2007	75509	100	98	100	555	550	521	0	5	13	11	14	23	39	31	33	51	50	31
Female	50	981	38691	100	98	99	493	478	446	2	3	10	5	9	18	43	45	52	50	43	20
Male	67	1075	40583	100	99	99	485	482	445	7	3	11	5	8	18	44	43	50	44	45	21
African American	11	177	4041	100	97	99	449	436	426	11	13	17	11	26	23	67	41	50	11	20	10
Hispanic	22	316	32869	100	98	99	472	460	429	10	6	15	0	12	25	55	55	51	35	27	10
Asian/Pacific Islander	18	176	1935	100	99	99	522	510	474	0	0	3	7	3	9	20	34	48	73	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	497	489	463	2	1	5	2	6	11	43	43	53	54	50	31
Students with Disabilities	13	186	10321	100	100	100	418	404	389	33	23	30	25	27	27	33	34	34	8	16	9
Students without Disabilities	104	1872	69060	99	98	98	497	488	454	1	1	7	2	7	17	45	45	54	52	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	25	340	39415	96	83	96	465	449	431	5	9	15	5	18	25	62	56	50	29	17	10
Non-Economically Disadvantaged	92	1718	39966	100	100	100	494	486	459	5	2	6	5	7	12	39	42	52	51	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	117	2060	79395	100	0	99	474	474	446	3	2	9	12	13	25	71	65	55	13	20	11
All Students (Prior Year)	107	2005	75492	100	98	100	532	533	519	3	5	12	12	10	16	54	49	47	31	36	24
Female	50	981	38743	100	0	100	484	477	451	0	2	7	9	11	24	77	65	57	14	22	12
Male	67	1077	40618	100	0	99	468	471	440	5	3	11	15	14	27	67	64	53	13	19	9
African American	11	176	4052	100	0	100	454	444	434	11	7	11	22	22	29	56	60	54	11	11	6
Hispanic	22	317	32915	100	0	99	455	456	426	5	5	15	25	23	35	70	62	47	0	10	4
Asian/Pacific Islander	18	176	1936	100	0	99	496	492	468	0	0	3	7	8	14	67	65	63	27	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	483	481	465	2	1	4	4	9	15	79	66	63	16	24	17
Students with Disabilities	13	187	10331	100	0	100	424	402	388	17	16	25	25	35	37	58	44	34	0	5	4
Students without Disabilities	104	1873	69139	99	0	99	481	481	454	1	1	7	11	10	24	73	67	58	15	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	25	341	39484	96	0	96	457	447	429	0	6	14	29	28	35	71	62	47	0	4	4
Non-Economically Disadvantaged	92	1719	39986	100	0	100	479	479	461	4	2	4	8	10	16	71	65	63	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	116	2056	78869	99	98	99	474	470	442	4	4	6	11	10	21	71	68	63	14	18	10
All Students (Prior Year)	106	1993	75053	99	98	99	659	650	597	1	4	7	7	7	12	77	71	72	15	18	9
Female	50	980	38536	100	98	99	499	485	458	0	2	4	2	6	15	77	67	67	20	24	14
Male	66	1074	40302	99	99	99	456	457	428	7	5	8	17	13	26	67	70	60	10	12	7
African American	11	177	4015	100	97	99	462	440	430	11	7	8	11	17	24	67	66	61	11	10	7
Hispanic	22	315	32606	100	98	98	439	456	426	10	4	8	20	15	27	60	71	60	10	9	5
Asian/Pacific Islander	17	175	1925	94	98	99	480	495	471	7	3	3	7	3	11	64	63	64	21	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	491	476	459	0	3	4	7	9	16	77	69	66	16	20	14
Students with Disabilities	13	186	10246	100	100	100	417	381	367	17	14	18	25	32	39	50	48	40	8	5	4
Students without Disabilities	103	1870	68697	98	98	98	482	479	454	2	3	4	9	8	18	74	70	67	15	19	11
Limited English Proficient Students	NC	67	15339	NC	100	100	NC	390	399	NC	10	11	NC	15	31	NC	64	54	NC	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	25	340	39106	96	83	95	446	437	427	10	9	8	24	20	28	62	64	59	5	7	5
Non-Economically Disadvantaged	91	1716	39837	100	100	100	481	476	457	2	3	4	7	8	14	73	69	67	17	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	70	2056	78906	100	99	99	560	544	498	4	5	13	7	7	19	35	37	48	54	51	20
All Students (Prior Year)	102	2065	76019	98	98	100	533	534	499	3	4	14	25	25	39	14	13	14	58	58	33
Female	37	1019	38644	100	98	99	553	548	500	7	3	12	7	7	19	33	38	49	53	52	19
Male	33	1036	40236	100	100	99	567	541	497	0	6	15	7	7	19	37	36	46	56	51	20
African American	NC	167	4087	NC	99	99	NC	508	481	NC	14	20	NC	15	24	NC	44	45	NC	27	11
Hispanic	12	287	31938	100	97	99	553	523	481	18	8	19	0	9	25	27	47	46	55	36	10
Asian/Pacific Islander	NC	154	1805	NC	100	98	NC	576	536	NC	1	5	NC	2	8	NC	28	45	NC	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	42	1403	36483	100	99	99	562	550	517	0	3	7	9	6	13	37	35	51	54	56	30
Students with Disabilities	10	224	10664	100	100	100	496	446	430	29	34	42	29	24	27	0	31	26	43	11	5
Students without Disabilities	60	1833	68310	98	98	98	569	556	509	0	1	9	4	5	18	40	38	51	56	56	22
Limited English Proficient Students	--	32	12573	--	100	100	--	443	454	--	3	27	--	23	30	--	46	38	--	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	291	38679	100	82	96	516	510	483	33	13	20	0	14	25	17	46	45	50	27	10
Non-Economically Disadvantaged	58	1766	40295	100	100	100	565	549	513	0	3	7	8	6	13	37	36	50	55	55	30

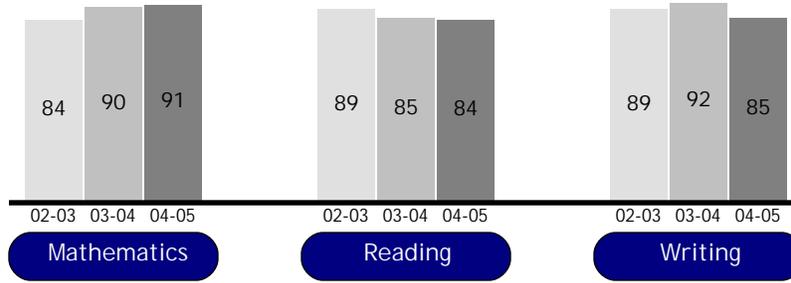
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2053	78908	100	0	99	511	514	484	0	2	10	14	10	23	63	67	58	23	21	9
All Students (Prior Year)	102	2069	76020	98	98	100	512	516	503	14	10	25	25	18	23	43	51	40	18	21	12
Female	37	1018	38648	100	0	99	512	520	489	0	1	8	23	10	22	43	66	61	33	23	10
Male	33	1034	40233	100	0	99	510	508	479	0	3	12	4	11	25	85	68	55	11	18	8
African American	NC	168	4092	NC	0	99	NC	493	473	NC	5	12	NC	23	28	NC	62	54	NC	10	5
Hispanic	12	286	31940	100	0	99	521	499	465	0	3	16	27	15	32	18	69	49	55	12	3
Asian/Pacific Islander	NC	153	1805	NC	0	98	NC	524	507	NC	1	4	NC	6	13	NC	64	65	NC	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	42	1401	36502	100	0	99	508	519	502	0	2	4	11	8	14	71	67	67	17	23	15
Students with Disabilities	10	222	10665	100	0	100	471	436	423	0	18	30	57	40	36	43	40	31	0	1	2
Students without Disabilities	60	1832	68312	98	0	98	517	523	493	0	0	7	8	7	21	66	70	62	26	23	10
Limited English Proficient Students	--	31	12556	--	0	100	--	402	436	--	5	24	--	31	40	--	57	35	--	8	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	291	38662	100	0	96	492	487	468	0	7	16	33	24	32	67	64	49	0	5	3
Non-Economically Disadvantaged	58	1763	40315	100	0	100	513	518	498	0	2	5	12	8	15	63	67	66	25	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	69	2052	78750	100	99	99	534	532	500	0	2	6	13	14	29	88	79	63	0	5	2
All Students (Prior Year)	102	2061	75673	98	98	100	587	581	530	0	5	12	13	16	25	76	69	58	10	10	4
Female	37	1016	38586	100	98	99	537	548	515	0	1	4	10	7	22	90	85	71	0	7	3
Male	32	1035	40135	100	99	99	530	517	486	0	2	8	15	21	35	85	73	56	0	3	1
African American	NC	168	4081	NC	100	99	NC	512	488	NC	4	8	NC	22	32	NC	72	59	NC	2	2
Hispanic	12	287	31841	100	97	99	540	523	483	0	2	8	18	18	36	82	77	55	0	2	1
Asian/Pacific Islander	NC	153	1802	NC	99	98	NC	558	533	NC	1	2	NC	6	16	NC	77	75	NC	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	41	1399	36440	100	99	99	530	534	516	0	1	3	15	13	22	85	81	71	0	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	60	1831	68196	98	98	98	539	543	513	0	1	3	8	10	25	92	84	69	0	6	3
Limited English Proficient Students	--	30	12504	--	100	100	--	419	451	--	8	12	--	25	44	--	66	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	291	38558	100	82	96	517	506	485	0	3	8	33	30	37	67	65	54	0	2	1
Non-Economically Disadvantaged	57	1762	40260	98	100	100	536	536	514	0	1	3	10	12	21	90	81	72	0	6	4

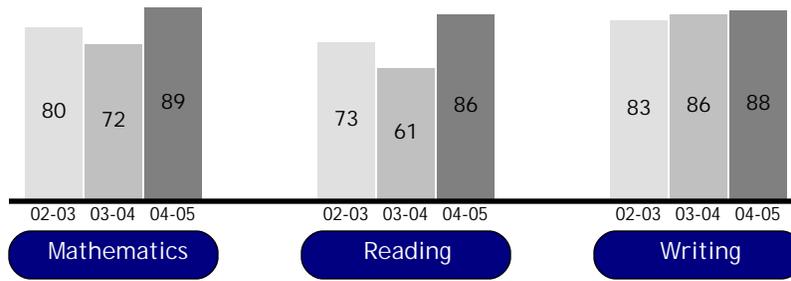
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	68	67	50	90	74	NA	58	98	55	60	47
	Language	96	59	60	43	94	66	60	50	98	51	58	47
	Mathematics	95	76	75	57	94	81	76	64	98	56	66	50
3	Reading	100	63	70	47	100	68	NA	55	100	60	59	44
	Language	100	67	72	54	100	74	72	61	100	59	57	44
	Mathematics	100	77	76	54	99	80	78	61	100	68	67	51
4	Reading	94	66	73	52	100	68	NA	56	98	58	63	48
	Language	96	62	65	48	100	64	66	52	98	57	63	49
	Mathematics	94	69	77	57	100	80	78	61	98	64	70	53
5	Reading	96	74	71	50	97	66	NA	55	100	58	65	50
	Language	100	66	65	46	97	61	65	49	100	61	65	50
	Mathematics	100	84	82	57	95	78	83	63	100	66	67	49

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

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 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
- Ü District Initiative

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.28
Other Professional Staff	2.00	Teacher Aide	13.36

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	4	1	0
7 to 9 years	3	5	0	0
10 or more years	7	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü Covered Playgrounds
- Ü 3 Computer Labs
- 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
- Ü Intramural Sports

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
- Ü Character Education Programs
- Ü Prevention Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü On 2005 AIMS writing:  
Grade 3, 86% 'Met or Exceeded'; 3% of students 'Fell Far Below' state standards;  
Grade 4, 82% 'Met or Exceeded'; 2% 'Fell Far Below'state standards;  
Grade 5, 84% 'Met or Exceeded'; 2% 'Fell Far Below'state standards.
- ü On 2005 AIMS reading:  
Grade 3, 84% 'Met or Exceeded'; 3% 'Fell Far Below' state standards;  
Grade 4, 80% 'Met or Exceeded'; 7% 'Fell Far Below'state standards;  
Grade 5, 81% 'Met or Exceeded'; 3% 'Fell Far Below'state standards.
- ü On 2005 AIMS math:  
Grade 3, 89% 'Met or Exceeded'; 4% of students 'Fell Far Below' state standards;  
Grade 4, 88% 'Met or Exceeded'; 7% 'Fell Far Below'state standards;  
Grade 5, 83% 'Met or Exceeded'; 7% 'Fell Far Below'state standards.
- ü On 2005 MSS at Grades 3-5 student performance exceeded the 2002-2004 baseline average. Grades 1 & 2 fell short of the 3 year baseline average.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

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

Learning time is conducted in an emotionally and physically safe learning environment. An Emergency and Safety Team oversees evacuation drills, lockdown drills, reverse evacuation drills, medical emergency drills, dismissal drills and other emergency drills throughout the school year. Counseling and support groups are offered to children through our Safe Schools/Healthy Students grant.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mark V. Knight	(480) 783-2000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Ginger Wilson	(480) 783-2095
Parent Organization	Paul Denham	(480) 783-2004
Student Health/Nurse	Donna Payne	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.