

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4530 W. Campbell Ave., Phoenix, AZ 85031

Alhambra 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)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Jackie Doerr
 Schedule : 06:30 AM to 03:30 PM
 Grades : K-3
 Web Address :
 Phone Number : (623) 848-8420
 Fax Number : (623) 848-1998
 E-mail : jdoerr@alhambra.k12.az.us

Mission

Our goal is to provide our students with learning experiences that enable them to attain proficiency in all academic areas. The high expectations of the Andalucia Primary staff provide all students with the foundation to be successful.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

School / Academic Goals

- ü To improve reading achievement and assist students in reading at or above grade level by implementation of the Success For All reading program.
- ü To improve math achievement through implementation of Saxon and Touch Math, math manipulatives and systematic review as measured by district assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 1038
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- Ü Full-day Kindergarten
- Ü Individual Tutoring-during & afterschool
- Ü English Language Acquisition Program
- Ü Rise and Read

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

There is open communication between the school and home at all times. Parents are always welcome on campus and receive monthly newsletters from the principal and weekly or monthly newsletters from the homeroom teachers.

Parents

Parents become a part of our school by volunteering, reading to their children; assisting students with homework; maintaining a quiet place to do homework; attending parent conferences; serving on the Booster Club or SCC and the Family Support Team.

Transportation Policy

Bus transport to and from school is authorized for special needs students who require transportation as indicated in their IEPs; students living within one mile of the school where hazardous routes exist and students who live one mile from school.

School Honors

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

Award/Honor	Year
Ü Teacher Excellence in Education	2003
Ü SRP Grant	2004
Ü Reading First Grant	2003
Ü Title 1 Distinguished School Finalist	2005

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	281	1792	80010	100	100	99	439	439	447	10	13	10	22	21	18	58	53	53	10	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	887	38935	99	99	99	432	439	447	11	12	9	27	21	19	55	54	55	7	13	17
Male	150	901	40974	100	100	98	446	440	448	9	13	11	17	21	18	61	52	52	13	14	19
African American	11	117	4201	100	100	99	429	440	430	18	15	17	27	18	23	45	50	51	9	16	9
Hispanic	249	1406	34545	100	100	99	439	436	432	10	13	14	21	22	24	59	54	53	10	11	9
Asian/Pacific Islander	NC	46	2068	NC	98	99	NC	451	474	NC	9	4	NC	26	10	NC	35	50	NC	30	36
American Indian/Alaskan Native	NC	53	3979	NC	95	96	NC	435	424	NC	8	17	NC	26	30	NC	60	47	NC	6	6
White	12	167	35142	100	98	99	456	463	465	NA	9	5	33	13	11	33	46	56	33	32	28
Students with Disabilities	35	212	10161	100	100	93	400	406	419	37	31	28	37	34	28	26	33	36	NA	3	8
Students without Disabilities	246	1580	69849	100	100	100	445	443	451	6	10	7	20	19	17	63	56	56	12	15	19
Limited English Proficient Students	173	878	14013	100	99	97	427	422	413	13	18	24	29	28	34	53	49	39	5	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	261	1552	39029	99	98	98	441	437	432	10	13	14	21	22	25	58	54	52	11	11	9
Non-Economically Disadvantaged	20	240	40981	100	100	100	423	456	462	15	13	6	30	14	13	55	47	54	NA	27	27

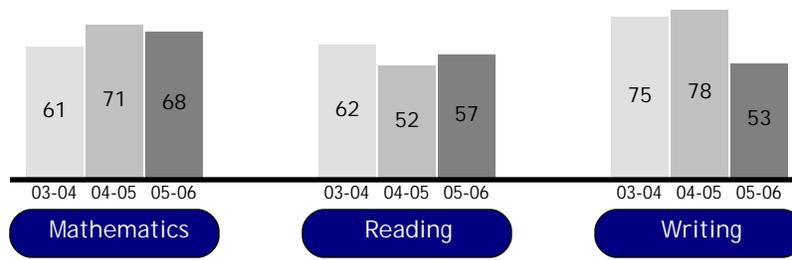
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	281	1792	79438	100	100	98	438	439	451	12	13	9	31	30	24	52	50	56	5	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	887	38775	99	99	99	437	443	457	9	10	7	34	29	22	53	53	58	4	8	13
Male	150	901	40560	100	100	97	439	436	446	15	16	12	27	31	25	52	47	54	5	7	9
African American	11	117	4178	100	100	98	443	448	439	NA	10	13	45	26	29	55	52	52	NA	11	6
Hispanic	249	1405	34297	100	100	98	436	435	434	14	14	14	31	31	31	52	49	50	4	6	5
Asian/Pacific Islander	NC	46	2063	NC	98	99	NC	446	475	NC	13	3	NC	28	15	NC	48	63	NC	11	20
American Indian/Alaskan Native	NC	54	3940	NC	96	95	NC	438	429	NC	7	14	NC	39	36	NC	50	47	NC	4	3
White	12	167	34887	100	98	98	471	465	471	NA	8	4	25	17	15	42	54	63	33	20	18
Students with Disabilities	35	211	9588	100	99	88	378	391	416	63	47	30	31	29	32	6	22	34	NA	2	5
Students without Disabilities	246	1581	69850	100	100	100	446	445	456	5	9	7	30	30	23	59	53	59	5	8	12
Limited English Proficient Students	173	877	13856	100	99	96	421	416	407	18	20	27	40	42	43	42	36	29	1	2	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	261	1552	38685	99	98	97	439	436	435	12	13	14	30	32	32	53	50	50	5	6	5
Non-Economically Disadvantaged	20	240	40753	100	100	99	423	455	467	20	14	5	35	19	16	45	50	62	NA	17	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	281	1792	79971	100	100	99	425	415	423	6	9	8	41	45	41	51	43	49	2	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	885	38974	99	99	99	434	427	437	4	6	5	37	39	33	56	52	57	2	3	4
Male	150	903	40895	100	100	98	417	404	410	9	11	10	43	52	47	46	35	41	2	2	2
African American	11	118	4203	100	100	99	405	419	411	9	10	11	55	36	45	36	53	43	NA	1	2
Hispanic	249	1405	34481	100	100	99	425	413	410	7	9	10	39	47	46	51	42	43	2	2	1
Asian/Pacific Islander	NC	46	2067	NC	98	99	NC	423	449	NC	11	4	NC	39	28	NC	41	60	NC	9	8
American Indian/Alaskan Native	NC	53	3995	NC	95	96	NC	412	409	NC	4	10	NC	60	47	NC	36	42	NC	NA	1
White	12	167	35150	100	98	99	423	430	437	NA	8	5	58	34	35	42	51	56	NA	7	5
Students with Disabilities	36	213	10258	100	100	94	361	359	377	25	25	23	67	53	51	8	20	25	NA	2	1
Students without Disabilities	245	1579	69713	100	100	100	434	422	429	4	7	5	37	44	39	57	46	52	2	3	3
Limited English Proficient Students	173	876	13985	100	99	97	411	393	382	9	13	18	47	55	54	44	31	27	1	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	260	1550	38994	98	97	98	427	413	409	6	9	10	39	47	47	53	42	41	2	2	1
Non-Economically Disadvantaged	21	242	40977	100	100	100	401	428	437	14	10	5	57	33	34	29	52	56	NA	5	5

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



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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	47	NA	58	100	36	38	47	98	39	35	46
	Language	100	43	58	50	100	50	49	47	98	56	50	48
	Mathematics	100	68	74	64	100	50	48	50	98	50	44	52
3	Reading	98	47	NA	55	100	33	36	44	100	34	35	46
	Language	98	63	66	61	100	36	39	44	100	39	39	46
	Mathematics	98	66	66	61	100	47	46	51	100	44	46	52

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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 24 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Improvement of Facilities/Grounds
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	2	4	0	0
7 to 9 years	4	4	0	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	101
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Afterschool Child Care
- Ü Parent Resource Room
- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Before School Rise & Read Club
- Ü Tutoring in Reading, Math, Writing
- Ü Take-home Computer Program
- Ü 3rd Grade Chorus
- Ü 3rd Grade Art Club

Social Services

- Ü Breakfast Program
- Ü Adult E.L.L. Classes
- Ü Day Care
- Ü Counseling Services
- Ü Health Center
- Ü Clothing Closet
- Ü Homeless Services
- Ü Family Support Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Scores on the first grade Terra Nova were above the 50 percentile in reading, language and math.

- ü Eighty-five percent of all our kindergarten students are starting first grade ready to read.

- ü Andalucia Primary second graders were at or above the District average in reading and math.

- ü Andalucia Primary third graders were above the district average in math, reading, and writing on the AIMS assessment.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

A Safety Committee meets monthly to ensure a safe campus. Our campus is secured each morning at 7:30 A.M. The only entrance to the campus during the day is through the office. All guests wear visitor badges.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Jackie Doerr	(623) 848-8420
Transportation Policy	Chuck Fehr	(602) 336-2942
Community Resources	Maria Sandoval	(623) 848-8420
School Nutrition Programs	Barbara Moore	(623) 848-8420
Parent Organization	Linda Cerrachio	(623) 848-8420
Student Health/Nurse	Rita Tapia	(623) 848-8420

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.

Footnotes

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 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.

6 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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Total cost of printing: 12 Pages X .0243 Per page X 1031 Copies = \$301.00

** 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.