

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3022 W Campbell, Phoenix, AZ 85017

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	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	Not Met
2002-03	Met

#### School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

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

### School Overview

Principal/Administrator : Ms. Sandra Kennedy  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 4-8  
 2005 Enrollment : 1357  
 Web Address : n/a  
 Phone Number : (602) 589-0110  
 Fax Number : (602) 589-0140  
 E-mail : skennedy@alhambra.k12.az.us

### Mission

We are committed to equipping all students with the skills necessary to become lifelong learners and successful members of society. We use systematic assessment to measure student success to drive instruction. Students are engaged in their own learning by fostering an environment that is safe, cooperative, and relevant. Students have the opportunity for interventions that will assist them in attaining their goals. Students are encouraged, motivated, and held responsible to meet their potential.

### School / Academic Goals

- ü To continue to improve student achievement with special emphasis given to reading, mathematics and the writing process.
- ü To foster the traits of good character in our students.
- ü To increase parent and community participation and support during the school day, as well as, for after-school events.
- ü To maintain a positive, safe and caring learning environment for all our students.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1322  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- Sheltered English Immersion Program -SEI
- Character Counts Program
- On-site Special Education
- Computer Education (Technology)
- 7-8 Advanced Mathematics Program
- 7-8 Advanced Language Arts Program
- School Wide Title I Program

Calendar Information

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

Shared Responsibilities

School

It is the school's responsibility to provide a safe and orderly learning environment, a challenging and meaningful curriculum, time and opportunity for all students to learn, and to foster regular and positive communication between the home and school.

Parents

Parent responsibilities include ensuring that their child attends school on time, helping their child follow district and school rules, providing a quiet place for them to complete homework, and encouraging them to read at home.

Transportation Policy

Bus transportation 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 or more from school.

School Honors

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

Award/Honor	Year
• Excellence in Education Teacher Award	2005
• Excellence in Education Teacher Award	2004
• Blue Cross/Blue Shield Ageless Volunteer Hero Award	2003

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	285	1607	78906	100	98	99	477	487	498	21	19	13	31	22	19	42	48	48	6	12	20
All Students (Prior Year)	266	1582	76019	100	100	100	492	493	499	21	15	14	39	41	39	12	14	14	29	30	33
Female	144	779	38644	99	98	99	476	488	500	21	16	12	30	23	19	44	50	49	4	11	19
Male	141	829	40236	100	99	99	477	485	497	22	21	15	33	21	19	39	46	46	7	12	20
African American	21	114	4087	100	98	99	496	484	481	8	18	20	8	21	24	83	54	45	0	7	11
Hispanic	232	1181	31938	100	98	99	475	482	481	22	20	19	33	24	25	40	48	46	5	8	10
Asian/Pacific Islander	NC	49	1805	NC	94	98	NC	512	536	NC	13	5	NC	8	8	NC	54	45	NC	25	42
American Indian/Alaskan Native	NC	56	4593	NC	100	100	NC	490	467	NC	18	26	NC	24	29	NC	45	39	NC	12	6
White	19	207	36483	100	100	99	483	503	517	24	12	7	24	14	13	35	45	51	18	29	30
Students with Disabilities	34	212	10664	97	100	100	433	423	430	70	64	42	23	19	27	3	16	26	3	2	5
Students without Disabilities	251	1396	68310	100	97	98	483	496	509	14	12	9	33	22	18	47	53	51	6	13	22
Limited English Proficient Students	136	530	12573	100	100	100	463	469	454	29	27	27	37	26	30	33	42	38	1	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	272	1398	38679	99	96	96	477	485	483	21	20	20	31	24	25	42	47	45	6	9	10
Non-Economically Disadvantaged	13	210	40295	100	100	100	472	500	513	22	11	7	33	9	13	44	53	50	0	27	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	279	1599	78908	98	0	99	459	468	484	20	18	10	37	29	23	40	48	58	3	5	9
All Students (Prior Year)	265	1578	76020	100	100	100	497	498	503	40	32	25	20	24	23	30	35	40	9	9	12
Female	142	776	38648	97	0	99	463	473	489	23	16	8	29	26	22	44	53	61	3	5	10
Male	137	824	40233	99	0	99	455	462	479	16	20	12	45	32	25	36	44	55	3	4	8
African American	17	111	4092	85	0	99	477	474	473	17	13	12	17	29	28	58	55	54	8	2	5
Hispanic	230	1177	31940	100	0	99	458	463	465	20	20	16	38	30	32	40	47	49	3	3	3
Asian/Pacific Islander	NC	49	1805	NC	0	98	NC	481	507	NC	10	4	NC	23	13	NC	56	65	NC	10	18
American Indian/Alaskan Native	NC	56	4569	NC	0	100	NC	470	457	NC	12	18	NC	43	39	NC	43	41	NC	2	2
White	19	206	36502	100	0	99	469	487	502	18	12	4	35	21	14	47	53	67	0	14	15
Students with Disabilities	34	212	10665	97	0	100	412	407	423	73	64	30	20	25	36	7	11	31	0	1	2
Students without Disabilities	245	1388	68312	98	0	98	466	477	493	12	11	7	39	30	21	45	54	62	3	5	10
Limited English Proficient Students	130	522	12556	97	0	100	442	448	436	28	27	24	46	36	40	25	37	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	267	1391	38662	97	0	96	460	466	468	20	20	16	36	30	32	41	46	49	3	4	3
Non-Economically Disadvantaged	12	209	40315	100	0	100	450	479	498	11	7	5	56	20	15	33	62	66	0	11	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	284	1626	78750	100	100	99	486	486	500	5	8	6	44	34	29	51	57	63	0	1	2
All Students (Prior Year)	265	1569	75673	100	99	100	524	513	530	16	17	12	25	30	25	54	50	58	5	3	4
Female	144	790	38586	99	99	99	491	500	515	4	5	4	38	28	22	57	66	71	0	1	3
Male	140	837	40135	100	100	99	480	473	486	5	11	8	50	40	35	44	48	56	1	0	1
African American	20	114	4081	100	98	99	482	493	488	0	6	8	50	35	32	50	58	59	0	1	2
Hispanic	232	1194	31841	100	100	99	485	481	483	6	9	8	44	37	36	49	53	55	1	1	1
Asian/Pacific Islander	NC	51	1802	NC	98	98	NC	511	533	NC	4	2	NC	24	16	NC	72	75	NC	0	7
American Indian/Alaskan Native	NC	56	4586	NC	100	100	NC	494	481	NC	6	8	NC	33	37	NC	61	54	NC	0	1
White	19	211	36440	100	100	99	495	501	516	0	6	3	41	21	22	59	71	71	0	2	4
Students with Disabilities	34	213	10622	97	100	100	427	396	415	10	33	21	83	54	50	7	13	28	0	0	1
Students without Disabilities	250	1414	68196	100	98	98	494	499	513	4	5	3	38	31	25	57	63	69	0	1	3
Limited English Proficient Students	135	526	12504	100	100	100	475	465	451	6	12	12	55	43	44	38	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	272	1416	38558	99	97	96	486	484	485	5	9	8	44	36	37	50	54	54	0	1	1
Non-Economically Disadvantaged	12	211	40260	100	100	100	482	499	514	0	4	3	44	19	21	56	75	72	0	1	4

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

8th 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	230	1408	78250	100	100	99	527	531	548	33	32	21	29	22	18	34	40	48	4	7	13
All Students (Prior Year)	211	1347	75001	91	99	99	459	457	468	40	44	37	47	36	36	8	12	16	4	8	10
Female	106	667	38071	99	99	99	523	530	549	37	32	20	26	21	19	35	41	49	2	6	12
Male	124	740	40126	100	100	99	530	532	547	29	31	23	31	23	17	34	39	46	6	7	14
African American	NC	97	4058	NC	99	99	NC	519	523	NC	36	32	NC	28	22	NC	31	41	NC	5	5
Hispanic	204	992	29129	100	99	99	525	523	527	34	36	32	30	24	23	33	37	40	3	4	6
Asian/Pacific Islander	NC	31	1747	NC	100	100	NC	576	589	NC	14	9	NC	14	9	NC	48	50	NC	24	32
American Indian/Alaskan Native	NC	54	4996	NC	98	100	NC	544	518	NC	26	36	NC	19	25	NC	49	36	NC	6	4
White	15	234	38320	94	100	99	541	560	568	17	17	12	25	16	14	50	53	55	8	15	19
Students with Disabilities	21	155	9329	100	100	100	475	442	454	73	76	64	13	17	18	13	7	16	0	0	2
Students without Disabilities	209	1256	68996	100	99	99	531	541	561	30	27	16	30	23	18	36	43	52	4	7	14
Limited English Proficient Students	88	394	10133	100	99	100	511	504	488	45	46	45	32	25	25	22	27	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	221	1206	33388	99	96	94	526	531	530	34	33	32	29	23	22	33	39	40	4	5	5
Non-Economically Disadvantaged	NC	205	44937	NC	100	100	NC	529	561	NC	23	13	NC	17	15	NC	44	54	NC	17	18

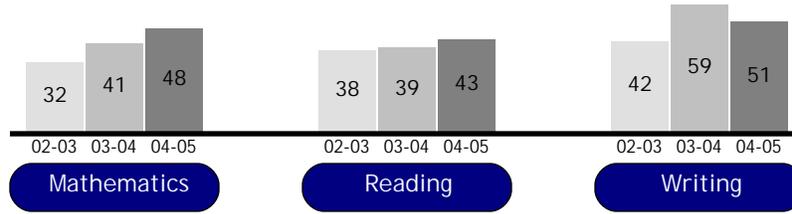
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	1409	78302	99	0	99	505	497	512	12	16	11	35	31	25	50	49	57	3	3	7
All Students (Prior Year)	210	1345	74918	91	99	99	483	484	497	43	41	32	16	19	19	34	30	35	6	10	15
Female	106	666	38082	99	0	99	510	500	518	8	13	8	36	33	24	52	51	61	4	3	7
Male	123	742	40166	99	0	99	501	494	507	16	19	14	34	30	26	49	47	54	2	4	6
African American	NC	97	4064	NC	0	100	NC	489	498	NC	19	14	NC	27	29	NC	52	54	NC	2	3
Hispanic	203	993	29152	100	0	99	503	490	492	12	19	17	37	35	34	50	44	46	2	2	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	526	542	NC	3	5	NC	14	13	NC	79	66	NC	3	16
American Indian/Alaskan Native	NC	54	4993	NC	0	100	NC	497	484	NC	15	19	NC	34	38	NC	49	42	NC	2	1
White	15	234	38347	94	0	99	526	526	531	17	6	5	25	21	17	42	64	68	17	9	10
Students with Disabilities	21	158	9353	100	0	100	453	417	429	60	53	40	33	33	38	7	12	22	0	1	1
Students without Disabilities	208	1253	69024	99	0	99	509	506	524	8	12	7	35	31	23	54	54	62	3	3	7
Limited English Proficient Students	87	394	10140	99	0	100	486	468	451	16	26	28	52	44	43	32	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	220	1207	33398	98	0	94	504	497	495	13	17	18	35	34	35	49	47	46	3	2	2
Non-Economically Disadvantaged	NC	204	44979	NC	0	100	NC	499	525	NC	12	6	NC	19	18	NC	60	66	NC	10	10

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	230	1408	78094	100	100	99	517	525	545	4	6	3	35	25	18	61	68	77	0	1	2
All Students (Prior Year)	196	1323	74503	84	97	99	456	477	491	15	13	9	44	37	32	39	41	51	2	8	8
Female	106	667	38025	99	99	99	532	533	558	2	4	2	28	24	13	70	71	82	0	2	2
Male	124	740	40013	100	100	99	505	517	534	6	7	5	41	26	23	53	66	71	0	1	1
African American	NC	96	4037	NC	98	99	NC	536	532	NC	2	4	NC	22	22	NC	73	73	NC	2	1
Hispanic	204	992	29068	100	99	99	516	513	523	5	7	5	34	29	27	61	64	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	100	100	NC	559	577	NC	0	2	NC	17	9	NC	79	82	NC	3	8
American Indian/Alaskan Native	NC	54	4981	NC	98	100	NC	542	526	NC	2	4	NC	23	25	NC	72	70	NC	2	0
White	15	235	38265	94	100	99	525	560	564	0	1	2	42	13	11	58	82	84	0	4	3
Students with Disabilities	21	154	9275	100	100	100	453	427	444	20	19	14	60	50	46	20	30	39	0	2	1
Students without Disabilities	209	1257	68892	100	99	98	522	536	559	3	4	2	33	22	14	64	72	82	0	1	2
Limited English Proficient Students	88	395	10084	100	99	100	496	484	474	6	11	10	48	41	39	46	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	221	1204	33296	99	96	94	516	524	527	4	6	5	35	27	27	61	67	67	0	1	0
Non-Economically Disadvantaged	NC	207	44871	NC	100	100	NC	531	559	NC	5	2	NC	14	12	NC	77	84	NC	4	3

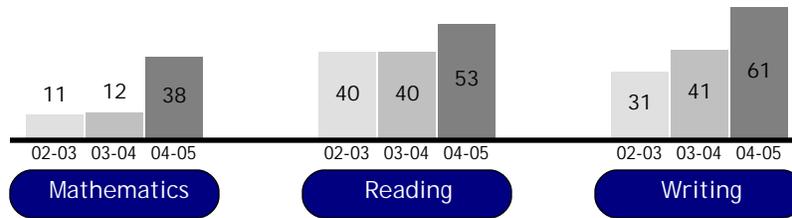
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th 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
4	Reading	93	35	44	52	94	35	NA	56	97	33	37	48
	Language	96	41	46	48	95	42	50	52	97	38	40	49
	Mathematics	96	58	60	57	95	58	65	61	100	42	45	53
5	Reading	92	36	43	50	94	41	NA	55	98	31	38	50
	Language	94	42	43	46	96	46	51	49	98	35	41	50
	Mathematics	89	51	56	57	97	61	65	63	100	34	40	49
6	Reading	85	39	44	53	92	40	NA	56	98	39	43	51
	Language	90	34	40	45	93	36	45	48	98	38	41	47
	Mathematics	89	54	60	62	91	59	66	66	99	46	46	52
7	Reading	88	46	42	51	86	54	NA	54	99	39	40	50
	Language	92	52	50	54	89	55	56	58	99	45	45	52
	Mathematics	93	57	57	58	89	57	60	62	99	41	42	50
8	Reading	84	46	45	53	85	47	NA	55	99	39	41	51
	Language	89	55	48	49	87	48	50	52	99	42	45	50
	Mathematics	85	59	57	58	80	61	60	61	100	40	44	53

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)
- 0 Non-certified Employee(s)
- 8 Teacher(s)
- 10 Parent(s)
- 3 Community Member(s)
- 8 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Budget/Curriculum Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü School/Business/Community Partnerships
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	67.00
Other Professional Staff	6.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	5	0	0
4 to 6 years	5	7	0	0
7 to 9 years	4	3	0	0
10 or more years	6	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	189
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü eMac Computers in All Classrooms
- Ü Two eMac Computer Labs
- Ü Music and Band Classrooms
- Ü Multipurpose Room Facilities

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Extended Library Hours/Library Club
- Ü Intramural Sports
- Ü After School Tutoring
- Ü Cheerleading
- Ü Latin Dance Group

Social Services

- Ü School Community Council
- Ü Parent Teacher Booster Club
- Ü Health Services
- Ü Breakfast Program
- Ü Market Day
- Ü Community Clothing Closet
- Ü Parent Volunteer Program
- Ü Community ESL/Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Nineteen eighth grade students received one year of high school algebra credit as a result of passing the Phoenix Union High School District Integrated Algebra Qualifying Test (IAPT.)
  
- ü Twenty-two Granada East teachers have been recipients of the Alhambra School District Excellence in Education Award. This prestigious award is given to teachers whose students have shown continuous academic growth.
  
- ü Grades four and five had an average increase of seven month's growth on the spring reading comprehension assessment.
  
- ü For the 2003-2004 school year, Granada East met Adequate Yearly Progress and was labeled a Performing School.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	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

Granada East School supports a safe and orderly environment with a consistent uniform policy, a School Resource Officer, a closed campus and the Character Counts! program.

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	Sandy Kennedy/Matt Camacho	(602) 589-0110
Transportation Policy	Sandy Kennedy/Matt Camacho	(602) 589-0110
Community Resources	Sandy Kennedy/Matt Camacho	(602) 589-0110
School Nutrition Programs	Shelly Brandt	(602) 589-0110
Parent Organization	Sandy Kennedy/Matt Camacho	(602) 589-0110
Student Health/Nurse	Cayla Rockwell	(602) 589-0110

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.