

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3232 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Evelyn Garcia Rico
 Schedule : 06:50 AM to 03:30 PM
 Grades : K-3
 Web Address : egarciarico@alhambra.k12.az.us
 Phone Number : (602) 841-1403
 Fax Number : (602) 978-8433
 E-mail : egarciarico@alhambra.k12.az.us

Mission

The Granada Primary School mission is to provide a safe, nurturing, and productive educational environment where all children have equal access to learning opportunities and become proficient readers, writers, and mathematicians.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School / Academic Goals

- ü Focus on the school as the center of the community, providing appropriate programs and services to encourage parental and community involvement.
- ü While working together for continual improvement of student achievement in every aspect, continue quality staff development and in-service programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 1236
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- Full-day Kindergarten
- On-site Special Education
- Enrichment Programs for ELL Students
- Small Group Tutoring

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

Granada Primary Staff maintains open lines of communication with parents. Midterm progress reports and a monthly newsletter help keep parents informed. Parent classes are held focusing on ideas parents can use to help their children at home.

Parents

Parents are responsible for ensuring their child's prompt and regular attendance, and arrival at school on time, dressed appropriately and well-rested. They are responsible for supporting school programs and the vision of success for their students.

Transportation Policy

Transportation is authorized for special needs students whose IEP requires transportation, students living within one mile of the school where hazardous routes exist, and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
• Alhambra District Excellence in Education Teacher Award	2005
• Alhambra District Star Achievement Award	2003
• Alhambra District Attendance Award	2002

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	301	1792	80010	100	100	99	421	439	447	20	13	10	24	21	18	52	53	53	3	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	887	38935	99	99	99	422	439	447	19	12	9	27	21	19	51	54	55	4	13	17
Male	161	901	40974	100	100	98	420	440	448	21	13	11	22	21	18	53	52	52	3	14	19
African American	10	117	4201	100	100	99	NA	440	430	NA	15	17	NA	18	23	NA	50	51	NA	16	9
Hispanic	262	1406	34545	100	100	99	422	436	432	19	13	14	24	22	24	54	54	53	3	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	18	167	35142	95	98	99	426	463	465	28	9	5	17	13	11	44	46	56	11	32	28
Students with Disabilities	42	212	10161	100	100	93	404	406	419	31	31	28	36	34	28	33	33	36	NA	3	8
Students without Disabilities	259	1580	69849	100	100	100	423	443	451	19	10	7	22	19	17	55	56	56	4	15	19
Limited English Proficient Students	203	878	14013	100	99	97	413	422	413	25	18	24	28	28	34	47	49	39	0	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	286	1552	39029	99	98	98	421	437	432	19	13	14	25	22	25	52	54	52	3	11	9
Non-Economically Disadvantaged	15	240	40981	100	100	100	411	456	462	40	13	6	7	14	13	47	47	54	7	27	27

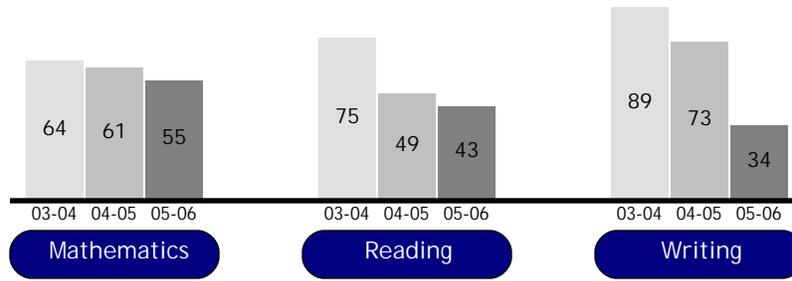
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	301	1792	79438	100	100	98	422	439	451	20	13	9	37	30	24	39	50	56	4	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	887	38775	99	99	99	427	443	457	17	10	7	37	29	22	42	53	58	4	8	13
Male	161	901	40560	100	100	97	418	436	446	23	16	12	38	31	25	36	47	54	3	7	9
African American	10	117	4178	100	100	98	NA	448	439	NA	10	13	NA	26	29	NA	52	52	NA	11	6
Hispanic	262	1405	34297	100	100	98	423	435	434	19	14	14	38	31	31	39	49	50	3	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	18	167	34887	95	98	98	436	465	471	28	8	4	17	17	15	44	54	63	11	20	18
Students with Disabilities	42	211	9588	100	99	88	389	391	416	50	47	30	24	29	32	26	22	34	NA	2	5
Students without Disabilities	259	1581	69850	100	100	100	427	445	456	15	9	7	39	30	23	41	53	59	4	8	12
Limited English Proficient Students	203	877	13856	100	99	96	410	416	407	26	20	27	42	42	43	31	36	29	1	2	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	286	1552	38685	99	98	97	423	436	435	19	13	14	37	32	32	40	50	50	3	6	5
Non-Economically Disadvantaged	15	240	40753	100	100	99	409	455	467	40	14	5	33	19	16	20	50	62	7	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	301	1792	79971	100	100	99	397	415	423	12	9	8	54	45	41	33	43	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	885	38974	99	99	99	410	427	437	8	6	5	48	39	33	43	52	57	1	3	4
Male	161	903	40895	100	100	98	386	404	410	14	11	10	60	52	47	25	35	41	1	2	2
African American	10	118	4203	100	100	99	NA	419	411	NA	10	11	NA	36	45	NA	53	43	NA	1	2
Hispanic	262	1405	34481	100	100	99	400	413	410	10	9	10	55	47	46	34	42	43	1	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	18	167	35150	95	98	99	391	430	437	17	8	5	39	34	35	44	51	56	NA	7	5
Students with Disabilities	42	213	10258	100	100	94	353	359	377	29	25	23	45	53	51	24	20	25	2	2	1
Students without Disabilities	259	1579	69713	100	100	100	403	422	429	9	7	5	56	44	39	35	46	52	1	3	3
Limited English Proficient Students	203	876	13985	100	99	97	385	393	382	14	13	18	58	55	54	28	31	27	0	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	286	1550	38994	99	97	98	398	413	409	10	9	10	55	47	47	34	42	41	1	2	1
Non-Economically Disadvantaged	15	242	40977	100	100	100	373	428	437	33	10	5	47	33	34	20	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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	99	48	NA	58	99	31	38	47	97	28	35	46
	Language	100	42	58	50	99	37	49	47	97	39	50	48
	Mathematics	99	67	74	64	99	39	48	50	97	35	44	52
3	Reading	98	47	NA	55	100	31	36	44	99	24	35	46
	Language	98	68	66	61	100	32	39	44	99	27	39	46
	Mathematics	98	71	66	61	100	41	46	51	99	34	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)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 50 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Budget
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	3	0	0
10 or more years	10	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
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 Occupational/Physical Therapy
- Ü Parent Volunteer Room
- Ü Parent Resource Room

Extracurricular Activities

- Ü Tutoring
- Ü Rise & Read
- Ü Students of the Week
- Ü Parent/Student Special Interest Class
- Ü Make It & Take It classes
- Ü After School Tutoring

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Friends & Family Resource
- Ü Parent Information Fair
- Ü Salvation Army Christmas Angel

Ü Granada Primary is in year one of implementation of the scientifically researched based reading program Success for All.

Ü Ongoing parent classes provided numerous opportunities for parents to learn English, earn GED certification, and learn how to assist children at home to master reading and math skills.

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

The campus is secured during the day, allowing visitors one entrance through the office. The School/Community Safety Committee addresses safety issues and students are recognized for demonstrating good citizenship and excellent behavior. The campus is secured during the day, allowing visitors to enter through the office once they show ID and sign-in. At dismissal, cars line up and students are escorted to the cars by the teachers ensuring the students safety.

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	Evelyn Garcia Rico	(602) 841-1403
Transportation Policy	Sharon Theisen	(602) 841-1403
Community Resources	Michelle Arreola	(602) 841-1403
School Nutrition Programs	Pat Hammonds	(602) 841-1403
Parent Organization	Michelle Arreola	(602) 841-1403
Student Health/Nurse	Kristen Keim	(602) 841-1403

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 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 1228 Copies = \$358.00

** 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.