

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1500 Sunset Dr, Superior, AZ 85273

Superior Unified School 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)

2004-05	Performing Plus
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	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Mrs. Jessie I. Arroyos
 Schedule : 07:00 AM to 04:03 PM
 Grades : Pre-K-6
 2005 Enrollment : 284
 Web Address : Superior.k12.az.us
 Phone Number : (520) 689-5841
 Fax Number : (520) 689-3170
 E-mail : jarroyos@superior.k12.az.us

Mission

John F. Kennedy Elementary is community-based and student-centered. We believe that learning is a lifelong process. We provide a safe and nurturing environment, which ensures that all students meet their academic goals.

School / Academic Goals

- ü Increase literacy and academic achievement through cross-curriculum writing in a variety of settings using the Six Point Writing Rubric. To increase independent reading and reading skills using a 90 minute uninterrupted reading block.
- ü Students will apply logical thinking patterns to reach solutions in a variety of settings, particularly in their math and science classes.
- ü Students will increase reading skills through a intensive direct instruction program.
- ü Students mastery skills will be monitored on a monthly basis so that intervention and remedial aide may be available.

Enrollment

October 1, 2004 School Year Student Enrollment : 276
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü IBM Computer Lab
- ü Accelerated Reader/Harcourt Brace
- ü Character Education Program
- ü On-Site Special Education/Gifted
- ü Physical Education
- ü Media Center

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

John F. Kennedy staff is responsible for providing a safe, drug-free environment for all students to be successful throughout each year. We are responsible for ensuring that students meet or exceed Arizona State Standards.

Parents

John F. Kennedy parents are responsible for providing the support, commitment needed to help make their student is successful in the school environment by seeing that their student has good attendance, completes homework and has a positive attitude.

Transportation Policy

Transportation of students is a privilege provided to all students. Buses pick-up/deliver students to-from school. Students with disabilities as indicated in their respective Individual Education Programs are also given appropriate transportation.

School Honors

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

Award/Honor	Year
ü Licensed Preschool	2003
ü 21st Century Grant	2002
ü Preschool Accreditation	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	30	30	79306	88	91	99	454	454	445	0	0	10	19	19	18	58	58	51	23	23	20
All Students (Prior Year)	37	37	75509	100	100	100	530	530	521	3	3	13	25	25	23	42	42	33	31	31	31
Female	14	14	38691	88	88	99	470	470	446	0	0	10	9	9	18	55	55	52	36	36	20
Male	17	17	40583	94	100	99	445	445	445	0	0	11	25	25	18	63	63	50	13	13	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	22	22	32869	92	92	99	458	458	429	0	0	15	19	19	25	52	52	51	29	29	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	29	29	69060	94	94	98	455	455	454	0	0	7	16	16	17	60	60	54	24	24	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	28	28	39415	90	90	96	454	454	431	0	0	15	21	21	25	54	54	50	25	25	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	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	30	30	79395	88	0	99	455	455	446	4	4	9	23	23	25	65	65	55	8	8	11
All Students (Prior Year)	36	36	75492	97	97	100	521	521	519	9	9	12	24	24	16	38	38	47	29	29	24
Female	14	14	38743	88	0	100	481	481	451	0	0	7	0	0	24	82	82	57	18	18	12
Male	17	17	40618	94	0	99	436	436	440	6	6	11	38	38	27	56	56	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	22	22	32915	92	0	99	454	454	426	5	5	15	24	24	35	62	62	47	10	10	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	29	29	69139	94	0	99	454	454	454	4	4	7	20	20	24	68	68	58	8	8	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	28	28	39484	90	0	96	453	453	429	4	4	14	25	25	35	63	63	47	8	8	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	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	30	30	78869	88	91	99	449	449	442	0	0	6	23	23	21	77	77	63	0	0	10
All Students (Prior Year)	37	37	75053	100	100	99	572	572	597	6	6	7	17	17	12	69	69	72	9	9	9
Female	14	14	38536	88	88	99	468	468	458	0	0	4	0	0	15	100	100	67	0	0	14
Male	17	17	40302	94	100	99	438	438	428	0	0	8	38	38	26	63	63	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	22	22	32606	92	92	98	452	452	426	0	0	8	19	19	27	81	81	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	29	29	68697	94	94	98	455	455	454	0	0	4	20	20	18	80	80	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	28	39106	90	90	95	450	450	427	0	0	8	25	25	28	75	75	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	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	44	44	78906	100	100	99	492	492	498	14	14	13	14	14	19	53	53	48	19	19	20
All Students (Prior Year)	54	54	76019	100	100	100	468	468	499	20	20	14	54	54	39	13	13	14	13	13	33
Female	22	22	38644	100	100	99	500	500	500	14	14	12	10	10	19	62	62	49	14	14	19
Male	22	22	40236	100	100	99	485	485	497	14	14	15	18	18	19	45	45	46	23	23	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	35	35	31938	100	100	99	505	505	481	12	12	19	12	12	25	59	59	46	18	18	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	40	40	68310	100	100	98	508	508	509	10	10	9	13	13	18	56	56	51	21	21	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	37	37	38679	100	100	96	501	501	483	14	14	20	14	14	25	53	53	45	19	19	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

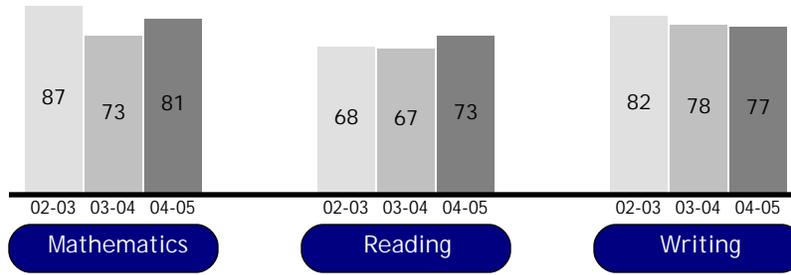
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	78908	100	0	99	483	483	484	5	5	10	16	16	23	70	70	58	9	9	9
All Students (Prior Year)	54	54	76020	100	100	100	492	492	503	43	43	25	22	22	23	28	28	40	7	7	12
Female	22	22	38648	100	0	99	495	495	489	5	5	8	10	10	22	76	76	61	10	10	10
Male	22	22	40233	100	0	99	471	471	479	5	5	12	23	23	25	64	64	55	9	9	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	35	35	31940	100	0	99	495	495	465	3	3	16	21	21	32	65	65	49	12	12	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	40	40	68312	100	0	98	496	496	493	3	3	7	15	15	21	72	72	62	10	10	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	37	37	38662	100	0	96	492	492	468	3	3	16	19	19	32	69	69	49	8	8	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	44	44	78750	100	100	99	484	484	500	12	12	6	23	23	29	65	65	63	0	0	2
All Students (Prior Year)	54	54	75673	100	100	100	456	456	530	30	30	12	35	35	25	33	33	58	2	2	4
Female	22	22	38586	100	100	99	523	523	515	5	5	4	19	19	22	76	76	71	0	0	3
Male	22	22	40135	100	100	99	446	446	486	18	18	8	27	27	35	55	55	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	35	35	31841	100	100	99	500	500	483	9	9	8	21	21	36	71	71	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	40	40	68196	100	100	98	499	499	513	10	10	3	18	18	25	72	72	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	37	37	38558	100	100	96	496	496	485	8	8	8	25	25	37	67	67	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

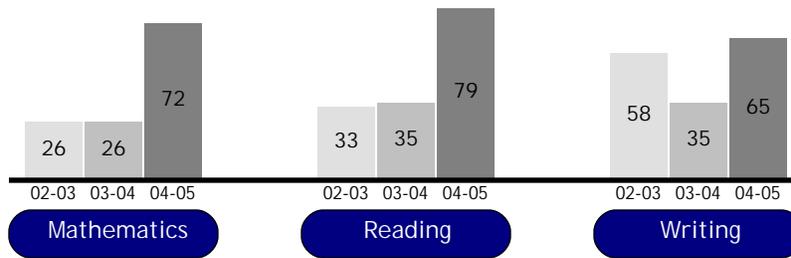
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	48	47	47	50	97	44	NA	58	100	60	60	47
	Language	97	38	38	43	100	34	34	50	100	61	61	47
	Mathematics	100	72	72	57	100	69	69	64	100	67	67	50
3	Reading	100	46	46	47	100	54	NA	55	94	50	50	44
	Language	94	59	59	54	100	66	66	61	94	48	48	44
	Mathematics	94	64	64	54	100	70	70	61	94	55	55	51
4	Reading	98	37	37	52	100	51	NA	56	97	52	52	48
	Language	100	24	24	48	100	52	52	52	97	49	49	49
	Mathematics	100	29	29	57	100	48	48	61	97	50	50	53
5	Reading	100	40	40	50	100	29	NA	55	98	56	56	50
	Language	100	36	36	46	100	29	29	49	98	51	51	50
	Mathematics	100	42	42	57	98	35	35	63	98	45	45	49
6	Reading	100	61	61	53	96	60	NA	56	100	46	46	51
	Language	100	47	47	45	96	47	47	48	100	39	39	47
	Mathematics	98	72	71	62	96	60	60	66	100	44	44	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)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	0	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
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	5%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Reading Room
- Ü Media Center

Extracurricular Activities

- Ü Library (LAMAS) Club
- Ü Student Council
- Ü Computer Club
- Ü Yearbook Club

Social Services

- Ü Breakfast/Lunch Program
- Ü PTA
- Ü Participation in KIDS CLOSET

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Curriculum Committtee had taken the Arizona Academic Standards to devise benchmarks for each grade level. The entire teaching staff has utilized these benchmarks to establish monthly curriculum calendars and assessments.

- ü We are implementing accelerated reader as a supplemental reading program to promote independent reading. This program will be a part of our reading room.

- ü Our preschool program has earned National Accreditation from the National Accreditation Center for Education of Young Children.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

We utilize our school resource officer to provide prevention activities to our students. This is in conjunction with our CHARACTER COUNTS program. These two programs together have helped our understand make good decisions.

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) :

2

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	Jessie I. Arroyos	(520) 689-3052
Transportation Policy	Stella San Miguel	(520) 689-2941
Community Resources	Jessie I. Arroyos	(520) 689-3052
School Nutrition Programs	John Tameron	(520) 689-3114
Parent Organization	Jessica Castillo	(520) 689-3061
Student Health/Nurse	Anglea Serrano	(520) 689-3053

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 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.

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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.