

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2620 E. Liberty Lane, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

### School Overview

Principal/Administrator : Ms. Sharon Wilcox  
 Schedule : 7:15 AM to 3:45 PM  
 Grades : Pre-K-5  
 2004 Enrollment : 644  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1800  
 Fax Number : (480) 759-5776  
 E-mail : swilco@kyrene.org

### Mission

We are a child-centered community committed to providing high standards for achievement within a nurturing environment. Students, parents, and staff form partnerships that foster accountability and responsibility to become lifelong learners.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü Student Achievement: All students will excel academically, with a primary focus on reading, writing, and mathematics.
- ü Safe Schools: Students, staff, parents and community members will feel safe in all Kyrene schools at all times.

### Enrollment

October 1, 2003 School Year Student Enrollment : 624  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 103

Instructional Programs

- ü K-3 Instructional Assistance
- ü Art, Music, PE
- ü Special Education
- ü Preschool
- ü All Day Kindergarten
- ü Gifted Education
- ü Academic Interventionist
- ü Literacy Specialist

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To ensure a safe learning environment; to set high academic standards; to teach and practice Life Skills; to hold high expectations for student behavior; to form a partnership with parents by maintaining regular home/school communication.

Parents

To form partnerships with our school staff to help students learn academically at school and home; to communicate on a regular basis; to ensure student attendance; to support homework; and to become involved in goal setting and school improvement.

Transportation Policy

The Kyrene District provides bus transportation for elementary students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
ü Golden Apple 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	114	2007	75509	99	98	100	554	550	521	3	5	13	13	14	23	29	31	33	54	50	31
All Students (Prior Year)	121	1945	75372	98	98	100	547	545	523	2	3	9	13	15	25	37	37	36	48	45	30
Female	52	980	37013	100	98	100	558	552	522	2	4	12	15	14	24	33	31	33	50	51	31
Male	62	1027	38430	98	98	99	551	548	521	3	5	14	12	15	22	27	31	33	58	49	31
African American	10	123	3660	100	98	99	525	516	496	10	11	24	20	27	31	40	33	28	30	29	18
Hispanic	NC	288	30486	NC	97	99	NC	532	505	NC	8	18	NC	21	29	NC	30	32	NC	41	21
Asian/Pacific Islander	12	170	1780	100	98	98	561	573	549	0	1	5	20	9	13	30	27	33	50	63	50
American Indian/Alaskan Native	--	40	4075	--	100	100	--	506	486	--	19	28	--	33	34	--	25	26	--	22	12
White	86	1375	35192	99	98	99	557	555	534	2	3	8	12	12	19	29	32	35	57	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	109	1814	65801	99	98	98	555	554	525	2	3	11	14	13	23	30	32	34	55	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411	--	--	--	NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	105	1751	39040	--	--	--	556	554	534	2	4	8	14	13	19	29	31	34	55	53	39

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	113	2005	75492	98	98	100	534	533	519	4	5	12	11	10	16	49	49	47	37	36	24
All Students (Prior Year)	123	1951	75221	99	99	100	535	536	523	1	2	8	6	9	16	64	59	56	29	29	21
Female	52	979	37014	100	98	100	538	536	523	4	4	10	4	8	15	56	48	48	37	40	27
Male	61	1026	38400	97	98	99	531	530	516	3	6	14	17	12	17	42	50	47	37	33	21
African American	10	124	3665	100	99	99	516	515	505	20	13	20	20	18	22	30	49	43	30	19	14
Hispanic	NC	291	30438	NC	98	99	NC	523	508	NC	6	17	NC	14	21	NC	55	47	NC	25	15
Asian/Pacific Islander	12	167	1773	100	96	98	557	546	534	0	2	4	0	6	10	40	38	50	60	53	36
American Indian/Alaskan Native	--	40	4081	--	100	100	--	504	498	--	14	25	--	31	26	--	42	40	--	14	8
White	85	1374	35177	98	98	99	534	536	528	2	4	8	12	8	13	51	49	49	35	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	108	1811	65785	98	98	98	534	536	522	4	3	10	11	9	16	49	50	49	36	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302	--	--	--	NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	104	1747	39164	--	--	--	535	536	528	3	4	8	11	9	13	48	48	48	38	39	31

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	114	1993	75053	99	98	99	683	650	597	2	4	7	10	7	12	64	71	72	24	18	9
All Students (Prior Year)	115	1913	73654	93	97	99	557	544	530	1	4	9	4	9	13	79	76	70	16	11	7
Female	52	973	36872	100	97	99	714	682	621	0	3	5	4	3	9	69	70	74	27	24	12
Male	62	1020	38109	98	98	99	656	618	573	3	6	10	15	10	14	60	72	69	22	12	6
African American	10	124	3636	100	99	99	593	606	568	10	8	12	10	13	16	80	69	67	0	9	6
Hispanic	NC	284	30235	NC	95	98	NC	634	575	NC	5	9	NC	8	14	NC	75	70	NC	13	6
Asian/Pacific Islander	12	166	1768	100	95	98	754	711	651	0	3	3	0	3	5	60	57	72	40	37	19
American Indian/Alaskan Native	--	39	4044	--	98	99	--	590	550	--	9	13	--	9	17	--	71	66	--	11	4
White	86	1373	35028	99	98	99	688	651	613	1	4	6	10	6	10	63	72	73	26	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	109	1801	65428	99	97	98	687	659	604	2	3	6	7	6	11	67	72	73	24	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077	--	--	--	NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	105	1736	38950	--	--	--	689	657	618	1	4	5	9	6	9	66	71	73	24	19	12

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	97	2065	76019	96	98	100	550	534	499	0	4	14	24	25	39	9	13	14	67	58	33
All Students (Prior Year)	99	2076	76230	100	97	100	555	528	498	1	3	12	6	25	38	11	13	12	82	60	37
Female	51	989	37207	96	98	100	555	534	499	0	2	12	22	25	41	4	14	14	75	58	33
Male	46	1073	38677	96	98	100	544	535	498	0	5	15	26	25	38	15	12	13	59	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	NC	294	29458	NC	97	100	NC	513	480	NC	5	20	NC	39	48	NC	14	12	NC	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	--	52	4735	--	100	100	--	505	466	--	15	28	--	35	49	--	13	10	--	38	13
White	75	1403	35880	96	97	100	551	541	515	0	3	7	23	21	32	11	13	16	67	63	45
Students with Disabilities	--	185	9786	--	99	100	--	471	457	--	25	39	--	52	40	--	7	7	--	16	13
Students without Disabilities	97	1880	66233	100	98	99	550	539	503	0	2	11	24	23	39	9	13	14	67	61	35
Limited English Proficient Students	--	44	15206	--	100	100	--	471	459	--	22	31	--	56	53	--	0	7	--	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	278	35714				NC	497	480	NC	8	20	NC	48	47	NC	15	12	NC	29	20
Non-Economically Disadvantaged	92	1787	40266				551	540	513	0	3	9	24	22	33	9	12	15	67	62	43

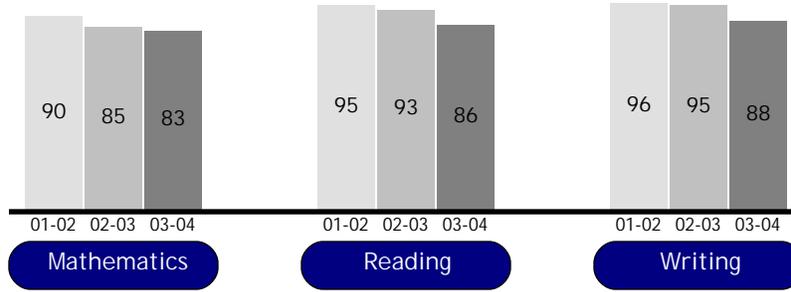
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2069	76020	96	98	100	518	516	503	2	10	25	15	18	23	61	51	40	22	21	12
All Students (Prior Year)	99	2074	76202	100	97	100	522	519	505	3	6	19	13	16	24	51	56	46	33	23	11
Female	51	992	37213	96	98	100	526	519	504	2	9	22	12	18	23	59	51	42	27	22	13
Male	46	1074	38666	96	98	100	510	513	501	2	12	29	20	18	22	63	50	38	15	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	NC	294	29442	NC	97	99	NC	506	494	NC	17	37	NC	27	26	NC	42	31	NC	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	--	52	4735	--	100	100	--	510	489	--	22	48	--	24	25	--	45	24	--	8	3
White	75	1405	35890	96	97	100	518	518	511	1	7	15	16	16	20	59	53	48	24	23	18
Students with Disabilities	--	185	9784	--	99	100	--	488	485	--	48	58	--	22	19	--	27	19	--	2	4
Students without Disabilities	97	1884	66236	100	98	99	518	518	504	2	8	23	15	18	23	61	52	42	22	22	13
Limited English Proficient Students	--	44	15198	--	100	100	--	480	483	--	80	59	--	10	25	--	10	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	278	35703				NC	499	494	NC	23	37	NC	28	26	NC	41	31	NC	7	6
Non-Economically Disadvantaged	92	1791	40274				519	518	509	2	9	17	15	16	20	60	52	47	23	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2061	75673	96	98	100	629	581	530	2	5	12	11	16	25	64	69	58	23	10	4
All Students (Prior Year)	97	2048	74692	99	96	99	552	528	502	4	6	18	14	19	27	53	60	47	28	15	8
Female	51	990	37099	96	98	100	667	603	548	2	2	8	4	11	22	65	74	64	29	13	6
Male	46	1069	38441	96	97	99	588	561	513	2	6	16	20	21	29	63	66	52	15	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	NC	293	29305	NC	96	99	NC	561	507	NC	4	16	NC	20	31	NC	70	51	NC	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	--	52	4707	--	100	100	--	521	492	--	8	19	--	27	33	--	63	46	--	2	1
White	75	1403	35760	96	97	99	617	586	550	1	3	9	13	15	21	65	71	64	20	10	6
Students with Disabilities	--	185	9706	--	99	100	--	486	462	--	24	36	--	31	32	--	44	31	--	2	1
Students without Disabilities	97	1876	65967	100	98	99	629	588	536	2	3	10	11	15	25	64	71	60	23	11	5
Limited English Proficient Students	--	43	15115	--	98	100	--	478	471	--	22	26	--	33	38	--	44	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	277	35541				NC	531	504	NC	12	17	NC	24	31	NC	60	50	NC	4	2
Non-Economically Disadvantaged	92	1784	40091				635	588	550	1	4	9	12	15	21	64	71	64	23	11	6

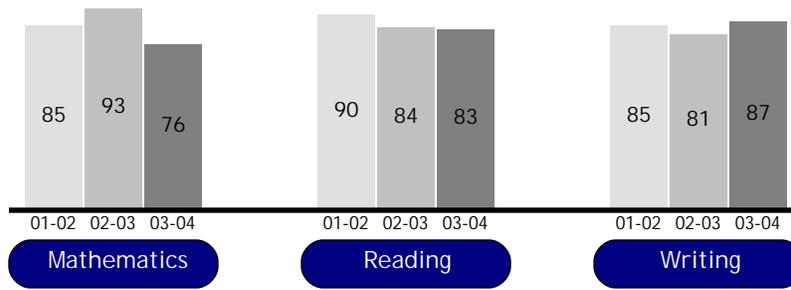
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	64	58	44	98	74	67	50	95	73	NA	58
	Language	97	64	56	39	98	66	60	43	98	68	60	50
	Mathematics	97	76	68	52	98	84	75	57	98	87	76	64
3	Reading	100	73	64	43	98	73	70	47	98	77	NA	55
	Language	100	76	70	50	98	75	72	54	100	79	72	61
	Mathematics	100	79	71	50	99	77	76	54	99	84	78	61
4	Reading	97	77	69	47	96	78	73	52	91	75	NA	56
	Language	96	75	63	45	96	73	65	48	92	69	66	52
	Mathematics	97	84	74	52	95	84	77	57	93	80	78	61
5	Reading	97	78	67	46	98	81	71	50	95	77	NA	55
	Language	97	70	61	43	98	77	65	46	95	74	65	49
	Mathematics	98	89	78	54	98	93	82	57	95	89	83	63

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

School Site Council

Council Composition

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

Council Duties

- Ü Formation of School Improvement Plan
- Ü Parent Satisfaction Survey
- Ü Suggestions and Advice on School Topics
- Ü Tax Credit Approval

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	2	4	0	0
10 or more years	3	16	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 25  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 69  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Two Music Rooms
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü After School Child Care Program
- Ü After School Enrichment Clubs

Social Services

- Ü After School Child Care
- Ü Health Services
- Ü Safe Schools Grant
- Ü District Family Resource Center Access

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü AIMS scores for grades three and five well above state norms.
  
- ü Stanford 9 scores well above state and national norms in reading, math, and language.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	74	66
Grades 3-4	78	76
Grades 4-5	64	92

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Our primary goal with school discipline is to teach and facilitate cooperation, mutual respect, conflict resolution and appropriate social behaviors. Life skills are taught and reinforced throughout all settings at our school. A Safe Schools coordinator is on campus one day a week to ensure student and staff safety. Student support groups are available through the Safe Schools grant. Estrella school has a Health and Safety Committee which meets throughout the year.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Sharon Wilcox	(480) 783-1800
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karen Crider	(480) 783-4177
School Nutrition Programs	Ellen Pyron	(480) 783-1800
Parent Organization	Julie Smith	(480) 783-1800
Student Health/Nurse	Kathy Serfilippi	(480) 783-1884

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.