



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4630 E. Frye Road, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly 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	Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Nancy Branch
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 2005 Enrollment : 580
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3400
 Fax Number : (480) 705-4459
 E-mail : nbranc@kyrene.org

Mission

District:
 We are committed to the achievement of individual academic excellence through high quality teaching, learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

School:
 Kyrene del Milenio is an extraordinary school where all learners through dynamic opportunities will reach their potential - whatever it takes!

School / Academic Goals

- ü Increase student achievement in reading, writing and math.
- ü Challenge and support each student through differentiated content, products and instructional strategies in an environment where all students, staff, parents and community members feel safe.

Enrollment

October 1, 2004 School Year Student Enrollment : 559
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 80

Instructional Programs

- Ü All Day Kindergarten
- Ü English Language Learner
- Ü Special Education
- Ü Gifted Education
- Ü Art, Music, PE
- Ü Technology Based Learning
- Ü Preschool
- Ü Academic and Literacy Specialists

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Milenio recognizes that parents are partners in the commitment to meet individual needs of students. The Milenio staff is committed to creating a dynamic and supportive learning environment in which academic excellence is achieved and where parents have an opportunity to be actively involved.

Parents

We believe that we must develop strong partnerships with parents, by encouraging parents to be involved in our school in many ways including: monitoring student progress; communicating often; visiting and volunteering in classrooms; volunteering/serving on committees; commitment to regular attendance and punctual arrival of children.

Transportation Policy

The Kyrene School District provides bus transportation for 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 Project GOAL Award	2005
Ü Winter Knowledge Masters Bowl Champs	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	105	2058	79306	100	99	99	460	480	445	11	3	10	17	8	18	41	44	51	32	44	20
All Students (Prior Year)	83	2007	75509	98	98	100	538	550	521	12	5	13	14	14	23	27	31	33	47	50	31
Female	56	981	38691	100	98	99	458	478	446	8	3	10	19	9	18	45	45	52	28	43	20
Male	49	1075	40583	100	99	99	464	482	445	14	3	11	14	8	18	36	43	50	36	45	21
African American	16	177	4041	100	97	99	425	436	426	27	13	17	33	26	23	33	41	50	7	20	10
Hispanic	21	316	32869	100	98	99	441	460	429	18	6	15	18	12	25	41	55	51	24	27	10
Asian/Pacific Islander	11	176	1935	100	99	99	479	510	474	0	0	3	11	3	9	33	34	48	56	63	40
American Indian/Alaskan Native	NC	68	4264	NC	100	100	NC	438	419	NC	14	19	NC	15	30	NC	61	45	NC	11	6
White	53	1321	36197	98	99	99	476	489	463	4	1	5	14	6	11	42	43	53	40	50	31
Students with Disabilities	12	186	10321	100	100	100	389	404	389	64	23	30	18	27	27	9	34	34	9	16	9
Students without Disabilities	93	1872	69060	99	98	98	470	488	454	4	1	7	17	7	17	45	45	54	35	47	22
Limited English Proficient Students	NC	66	15509	NC	100	100	NC	405	406	NC	10	20	NC	16	30	NC	48	45	NC	25	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	25	340	39415	83	83	96	442	449	431	13	9	15	26	18	25	43	56	50	17	17	10
Non-Economically Disadvantaged	80	1718	39966	100	100	100	466	486	459	10	2	6	14	7	12	40	42	52	36	49	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	105	2060	79395	100	0	99	459	474	446	8	2	9	20	13	25	51	65	55	21	20	11
All Students (Prior Year)	83	2005	75492	98	98	100	527	533	519	14	5	12	5	10	16	53	49	47	28	36	24
Female	56	981	38743	100	0	100	459	477	451	8	2	7	19	11	24	53	65	57	21	22	12
Male	49	1077	40618	100	0	99	460	471	440	10	3	11	21	14	27	48	64	53	21	19	9
African American	16	176	4052	100	0	100	432	444	434	13	7	11	33	22	29	40	60	54	13	11	6
Hispanic	21	317	32915	100	0	99	428	456	426	24	5	15	29	23	35	41	62	47	6	10	4
Asian/Pacific Islander	11	176	1936	100	0	99	470	492	468	0	0	3	11	8	14	78	65	63	11	27	19
American Indian/Alaskan Native	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	53	1324	36221	98	0	99	477	481	465	2	1	4	16	9	15	52	66	63	30	24	17
Students with Disabilities	12	187	10331	100	0	100	390	402	388	36	16	25	55	35	37	0	44	34	9	5	4
Students without Disabilities	93	1873	69139	99	0	99	468	481	454	5	1	7	15	10	24	57	67	58	23	22	11
Limited English Proficient Students	NC	66	15545	NC	0	100	NC	393	399	NC	5	21	NC	32	42	NC	57	35	NC	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	25	341	39484	83	0	96	432	447	429	13	6	14	35	28	35	48	62	47	4	4	4
Non-Economically Disadvantaged	80	1719	39986	100	0	100	468	479	461	7	2	4	15	10	16	51	65	63	26	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	104	2056	78869	99	98	99	466	470	442	4	4	6	16	10	21	64	68	63	16	18	10
All Students (Prior Year)	82	1993	75053	96	98	99	620	650	597	9	4	7	10	7	12	73	71	72	8	18	9
Female	55	980	38536	98	98	99	470	485	458	2	2	4	13	6	15	71	67	67	13	24	14
Male	49	1074	40302	100	99	99	461	457	428	7	5	8	19	13	26	55	70	60	19	12	7
African American	16	177	4015	100	97	99	430	440	430	7	7	8	27	17	24	53	66	61	13	10	7
Hispanic	20	315	32606	100	98	98	472	456	426	0	4	8	19	15	27	56	71	60	25	9	5
Asian/Pacific Islander	11	175	1925	100	98	99	503	495	471	0	3	3	0	3	11	78	63	64	22	31	22
American Indian/Alaskan Native	NC	67	4245	NC	100	100	NC	425	423	NC	17	9	NC	9	26	NC	63	61	NC	11	4
White	53	1322	36078	98	99	99	471	476	459	4	3	4	16	9	16	68	69	66	12	20	14
Students with Disabilities	12	186	10246	100	100	100	414	381	367	18	14	18	18	32	39	55	48	40	9	5	4
Students without Disabilities	92	1870	68697	98	98	98	473	479	454	2	3	4	16	8	18	65	70	67	17	19	11
Limited English Proficient Students	NC	67	15339	NC	100	100	NC	390	399	NC	10	11	NC	15	31	NC	64	54	NC	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	25	340	39106	83	83	95	425	437	427	13	9	8	26	20	28	52	64	59	9	7	5
Non-Economically Disadvantaged	79	1716	39837	100	100	100	479	476	457	1	3	4	13	8	14	68	69	67	18	20	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	87	2056	78906	99	99	99	528	544	498	9	5	13	6	7	19	48	37	48	38	51	20
All Students (Prior Year)	79	2065	76019	99	98	100	527	534	499	6	4	14	32	25	39	6	13	14	55	58	33
Female	42	1019	38644	100	98	99	524	548	500	8	3	12	3	7	19	61	38	49	29	52	19
Male	45	1036	40236	98	100	99	532	541	497	10	6	15	10	7	19	36	36	46	45	51	20
African American	11	167	4087	92	99	99	478	508	481	38	14	20	13	15	24	25	44	45	25	27	11
Hispanic	20	287	31938	100	97	99	522	523	481	5	8	19	16	9	25	53	47	46	26	36	10
Asian/Pacific Islander	10	154	1805	100	100	98	575	576	536	0	1	5	0	2	8	50	28	45	50	69	42
American Indian/Alaskan Native	NC	45	4593	NC	100	100	NC	510	467	NC	7	26	NC	17	29	NC	60	39	NC	17	6
White	42	1403	36483	98	99	99	534	550	517	5	3	7	3	6	13	49	35	51	44	56	30
Students with Disabilities	NC	224	10664	NC	100	100	NC	446	430	NC	34	42	NC	24	27	NC	31	26	NC	11	5
Students without Disabilities	80	1833	68310	99	98	98	537	556	509	3	1	9	5	5	18	52	38	51	40	56	22
Limited English Proficient Students	NC	32	12573	NC	100	100	NC	443	454	NC	3	27	NC	23	30	NC	46	38	NC	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	24	291	38679	86	82	96	511	510	483	18	13	20	5	14	25	50	46	45	27	27	10
Non-Economically Disadvantaged	63	1766	40295	100	100	100	535	549	513	5	3	7	7	6	13	47	36	50	41	55	30

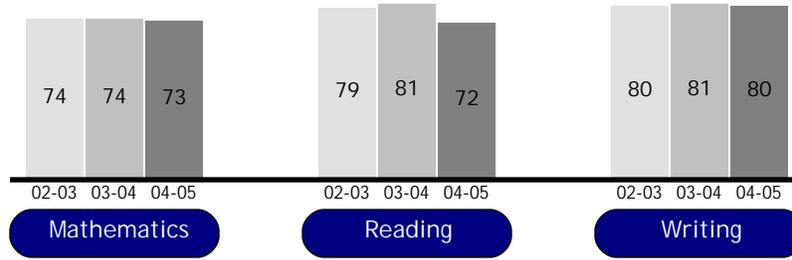
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2053	78908	99	0	99	499	514	484	6	2	10	13	10	23	70	67	58	11	21	9
All Students (Prior Year)	80	2069	76020	100	98	100	505	516	503	17	10	25	23	18	23	51	51	40	9	21	12
Female	42	1018	38648	100	0	99	503	520	489	5	1	8	16	10	22	66	66	61	13	23	10
Male	45	1034	40233	98	0	99	496	508	479	7	3	12	10	11	25	74	68	55	10	18	8
African American	11	168	4092	92	0	99	457	493	473	38	5	12	38	23	28	13	62	54	13	10	5
Hispanic	20	286	31940	100	0	99	500	499	465	0	3	16	11	15	32	79	69	49	11	12	3
Asian/Pacific Islander	10	153	1805	100	0	98	512	524	507	0	1	4	10	6	13	70	64	65	20	29	18
American Indian/Alaskan Native	NC	45	4569	NC	0	100	NC	484	457	NC	5	18	NC	19	39	NC	74	41	NC	2	2
White	42	1401	36502	98	0	99	506	519	502	3	2	4	10	8	14	77	67	67	10	23	15
Students with Disabilities	NC	222	10665	NC	0	100	NC	436	423	NC	18	30	NC	40	36	NC	40	31	NC	1	2
Students without Disabilities	80	1832	68312	99	0	98	507	523	493	0	0	7	11	7	21	77	70	62	12	23	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	402	436	NC	5	24	NC	31	40	NC	57	35	NC	8	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	24	291	38662	86	0	96	482	487	468	14	7	16	27	24	32	50	64	49	9	5	3
Non-Economically Disadvantaged	63	1763	40315	100	0	100	506	518	498	3	2	5	7	8	15	78	67	66	12	23	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	86	2052	78750	98	99	99	524	532	500	3	2	6	25	14	29	65	79	63	8	5	2
All Students (Prior Year)	78	2061	75673	98	98	100	543	581	530	8	5	12	23	16	25	65	69	58	4	10	4
Female	41	1016	38586	98	98	99	535	548	515	3	1	4	14	7	22	76	85	71	8	7	3
Male	45	1035	40135	98	99	99	514	517	486	2	2	8	35	21	35	56	73	56	7	3	1
African American	11	168	4081	92	100	99	456	512	488	13	4	8	50	22	32	38	72	59	0	2	2
Hispanic	20	287	31841	100	97	99	526	523	483	0	2	8	37	18	36	58	77	55	5	2	1
Asian/Pacific Islander	10	153	1802	100	99	98	541	558	533	0	1	2	20	6	16	60	77	75	20	16	7
American Indian/Alaskan Native	NC	45	4586	NC	100	100	NC	490	481	NC	7	8	NC	33	37	NC	60	54	NC	0	1
White	41	1399	36440	95	99	99	532	534	516	3	1	3	13	13	22	77	81	71	8	5	4
Students with Disabilities	NC	222	10622	NC	100	100	NC	444	415	NC	10	21	NC	49	50	NC	41	28	NC	0	1
Students without Disabilities	79	1831	68196	98	98	98	534	543	513	0	1	3	21	10	25	71	84	69	8	6	3
Limited English Proficient Students	NC	30	12504	NC	100	100	NC	419	451	NC	8	12	NC	25	44	NC	66	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	24	291	38558	86	82	96	505	506	485	0	3	8	45	30	37	50	65	54	5	2	1
Non-Economically Disadvantaged	62	1762	40260	100	100	100	531	536	514	3	1	3	17	12	21	71	81	72	9	6	4

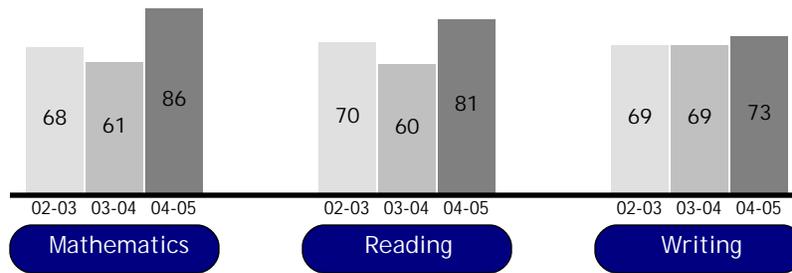
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	61	67	50	91	55	NA	58	97	58	60	47
	Language	100	57	60	43	97	50	60	50	97	59	58	47
	Mathematics	100	68	75	57	97	65	76	64	99	72	66	50
3	Reading	98	59	70	47	94	63	NA	55	100	51	59	44
	Language	100	69	72	54	93	70	72	61	100	51	57	44
	Mathematics	100	70	76	54	98	74	78	61	100	57	67	51
4	Reading	99	67	73	52	100	66	NA	56	100	62	63	48
	Language	99	63	65	48	99	62	66	52	100	63	63	49
	Mathematics	98	74	77	57	100	77	78	61	100	68	70	53
5	Reading	95	64	71	50	97	67	NA	55	99	57	65	50
	Language	99	60	65	46	99	64	65	49	99	62	65	50
	Mathematics	97	80	82	57	99	77	83	63	99	63	67	49

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

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

Council Duties

- Ü School Safety
- Ü School Goals - Review of Data
- Ü Community Survey
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.36
Other Professional Staff	.30	Teacher Aide	7.71

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	7	0	1
7 to 9 years	2	6	0	0
10 or more years	1	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü District Technology Training Center
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Before School Child Care Program
- Ü After School Child Care Program
- Ü After School Enrichment Clubs
- Ü Adult Community Enrichment Classes

Social Services

- Ü Access to KSD Family Resource Center
- Ü Health Services
- Ü Lunch Programs
- Ü ASU Educational Partnership/Classes
- Ü Home School Program
- Ü Social Worker
- Ü Prevention Programs
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Life skills are implemented schoolwide. At-risk life skill groups continue for students. An alternative recess program has been implemented to support students in use of life skills.

- ü Milenio students will increase their understanding of mathematical concepts and applications. A daily Wake Up Math Program will continue to be implemented in all classrooms.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	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

The Site-Based Council Safety Committee and the staff has implemented some of the following in an effort to ensure a safe and healthy learning environment: alternative recess program to help address anger management, conflict resolution, bullying, cooperation, and problem solving; production of a safety video; Jewish Family Community Services small group sessions; lifeskills program; Six Steps to a Trouble Free Playground.

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) :

1

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	B. Volkmann/N. Branch	(480) 783-3400
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Jeri Page	(480) 783-3496
Parent Organization	L. Nelson	(480) 783-3400
Student Health/Nurse	Kathy Lunt	(480) 783-3484

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.