



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4630 E. Frye Rd., 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)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Shannon Andress
 Schedule : 8:00 AM to 3:45 PM
 Grades : K-6
 2004 Enrollment : 137
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3411
 Fax Number : (480) 783-4051
 E-mail : sandress@kyrene.org

Mission

CASA (Community Assisted Schooling Alternatives) Vida is a homeschool enrichment center designed to provide Kyrene School District enrichment resources to homeschooling families in the Community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	N/A
2002-03	Not Evaluated
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 Improve student learning in science.
- ü Improve student learning in communication arts.
- ü Improve student learning in computer technology.

Enrollment

October 1, 2003 School Year Student Enrollment : 148
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 73

Instructional Programs

- ü Enrichment Classes
- ü Alternative Education

Calendar Information

Number of Instruction Days : 175
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/9/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

CASA Vida is committed to supporting the educational needs of the homeschool community. We provide enrichment opportunities for students, as well as resources to parents. CASA Vida is responsible for providing regular home/school communication as well as communicating school policies and procedures.

Parents

CASA Vida recognizes the large role that families play in a child's homeschool education. CASA Vida parents are responsible for providing core instruction to their children. Parents are also responsible for providing input, direction, and feedback for the school.

Transportation Policy

Parents provide transportation for their children to and from school.

School Honors

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

Award/Honor	Year
ü Recognition in ASCD Educational Leadership 2002 Issue	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	--	2007	75509	--	98	100	--	550	521	--	5	13	--	14	23	--	31	33	--	50	31
All Students (Prior Year)	--	1945	75372	--	98	100	--	545	523	--	3	9	--	15	25	--	37	36	--	45	30
Female	--	980	37013	--	98	100	--	552	522	--	4	12	--	14	24	--	31	33	--	51	31
Male	--	1027	38430	--	98	99	--	548	521	--	5	14	--	15	22	--	31	33	--	49	31
African American	--	123	3660	--	98	99	--	516	496	--	11	24	--	27	31	--	33	28	--	29	18
Hispanic	--	288	30486	--	97	99	--	532	505	--	8	18	--	21	29	--	30	32	--	41	21
Asian/Pacific Islander	--	170	1780	--	98	98	--	573	549	--	1	5	--	9	13	--	27	33	--	63	50
American Indian/Alaskan Native	--	40	4075	--	100	100	--	506	486	--	19	28	--	33	34	--	25	26	--	22	12
White	--	1375	35192	--	98	99	--	555	534	--	3	8	--	12	19	--	32	35	--	52	39
Students with Disabilities	--	193	9708	--	99	100	--	497	489	--	24	32	--	33	27	--	23	24	--	20	17
Students without Disabilities	--	1814	65801	--	98	98	--	554	525	--	3	11	--	13	23	--	32	34	--	52	33
Limited English Proficient Students	--	41	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	256	36411	--	--	--	--	--	516	--	10	19	--	25	29	--	36	32	--	28	20
Non-Economically Disadvantaged	--	1751	39040	--	--	--	--	--	554	--	4	8	--	13	19	--	31	34	--	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	--	2005	75492	--	98	100	--	533	519	--	5	12	--	10	16	--	49	47	--	36	24
All Students (Prior Year)	--	1951	75221	--	99	100	--	536	523	--	2	8	--	9	16	--	59	56	--	29	21
Female	--	979	37014	--	98	100	--	536	523	--	4	10	--	8	15	--	48	48	--	40	27
Male	--	1026	38400	--	98	99	--	530	516	--	6	14	--	12	17	--	50	47	--	33	21
African American	--	124	3665	--	99	99	--	515	505	--	13	20	--	18	22	--	49	43	--	19	14
Hispanic	--	291	30438	--	98	99	--	523	508	--	6	17	--	14	21	--	55	47	--	25	15
Asian/Pacific Islander	--	167	1773	--	96	98	--	546	534	--	2	4	--	6	10	--	38	50	--	53	36
American Indian/Alaskan Native	--	40	4081	--	100	100	--	504	498	--	14	25	--	31	26	--	42	40	--	14	8
White	--	1374	35177	--	98	99	--	536	528	--	4	8	--	8	13	--	49	49	--	38	31
Students with Disabilities	--	194	9707	--	100	100	--	501	495	--	26	33	--	21	21	--	36	33	--	17	13
Students without Disabilities	--	1811	65785	--	98	98	--	536	522	--	3	10	--	9	16	--	50	49	--	38	26
Limited English Proficient Students	--	40	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	258	36302	--	--	--	--	--	515	--	12	18	--	16	21	--	54	46	--	18	14
Non-Economically Disadvantaged	--	1747	39164	--	--	--	--	--	536	--	4	8	--	9	13	--	48	48	--	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	--	1993	75053	--	98	99	--	650	597	--	4	7	--	7	12	--	71	72	--	18	9
All Students (Prior Year)	--	1913	73654	--	97	99	--	544	530	--	4	9	--	9	13	--	76	70	--	11	7
Female	--	973	36872	--	97	99	--	682	621	--	3	5	--	3	9	--	70	74	--	24	12
Male	--	1020	38109	--	98	99	--	618	573	--	6	10	--	10	14	--	72	69	--	12	6
African American	--	124	3636	--	99	99	--	606	568	--	8	12	--	13	16	--	69	67	--	9	6
Hispanic	--	284	30235	--	95	98	--	634	575	--	5	9	--	8	14	--	75	70	--	13	6
Asian/Pacific Islander	--	166	1768	--	95	98	--	711	651	--	3	3	--	3	5	--	57	72	--	37	19
American Indian/Alaskan Native	--	39	4044	--	98	99	--	590	550	--	9	13	--	9	17	--	71	66	--	11	4
White	--	1373	35028	--	98	99	--	651	613	--	4	6	--	6	10	--	72	73	--	18	11
Students with Disabilities	--	192	9625	--	99	100	--	531	530	--	19	21	--	20	21	--	58	55	--	2	4
Students without Disabilities	--	1801	65428	--	97	98	--	659	604	--	3	6	--	6	11	--	72	73	--	19	10
Limited English Proficient Students	--	39	16765	--	98	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	257	36077	--	--	--	--	--	597	--	10	10	--	13	16	--	71	69	--	7	5
Non-Economically Disadvantaged	--	1736	38950	--	--	--	--	--	657	--	4	5	--	6	9	--	71	73	--	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	--	2065	76019	--	98	100	--	534	499	--	4	14	--	25	39	--	13	14	--	58	33
All Students (Prior Year)	--	2076	76230	--	97	100	--	528	498	--	3	12	--	25	38	--	13	12	--	60	37
Female	--	989	37207	--	98	100	--	534	499	--	2	12	--	25	41	--	14	14	--	58	33
Male	--	1073	38677	--	98	100	--	535	498	--	5	15	--	25	38	--	12	13	--	59	34
African American	--	145	3817	--	97	100	--	496	475	--	11	23	--	43	47	--	14	11	--	32	18
Hispanic	--	294	29458	--	97	100	--	513	480	--	5	20	--	39	48	--	14	12	--	42	20
Asian/Pacific Islander	--	156	1673	--	98	99	--	563	531	--	1	4	--	14	29	--	10	14	--	74	53
American Indian/Alaskan Native	--	52	4735	--	100	100	--	505	466	--	15	28	--	35	49	--	13	10	--	38	13
White	--	1403	35880	--	97	100	--	541	515	--	3	7	--	21	32	--	13	16	--	63	45
Students with Disabilities	--	185	9786	--	99	100	--	471	457	--	25	39	--	52	40	--	7	7	--	16	13
Students without Disabilities	--	1880	66233	--	98	99	--	539	503	--	2	11	--	23	39	--	13	14	--	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	--	278	35714				--	497	480	--	8	20	--	48	47	--	15	12	--	29	20
Non-Economically Disadvantaged	--	1787	40266				--	540	513	--	3	9	--	22	33	--	12	15	--	62	43

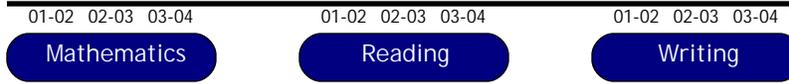
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2069	76020	--	98	100	--	516	503	--	10	25	--	18	23	--	51	40	--	21	12
All Students (Prior Year)	--	2074	76202	--	97	100	--	519	505	--	6	19	--	16	24	--	56	46	--	23	11
Female	--	992	37213	--	98	100	--	519	504	--	9	22	--	18	23	--	51	42	--	22	13
Male	--	1074	38666	--	98	100	--	513	501	--	12	29	--	18	22	--	50	38	--	20	12
African American	--	146	3819	--	97	100	--	501	494	--	23	37	--	26	26	--	46	31	--	6	6
Hispanic	--	294	29442	--	97	99	--	506	494	--	17	37	--	27	26	--	42	31	--	13	6
Asian/Pacific Islander	--	157	1672	--	98	99	--	530	513	--	8	12	--	11	19	--	48	49	--	33	20
American Indian/Alaskan Native	--	52	4735	--	100	100	--	510	489	--	22	48	--	24	25	--	45	24	--	8	3
White	--	1405	35890	--	97	100	--	518	511	--	7	15	--	16	20	--	53	48	--	23	18
Students with Disabilities	--	185	9784	--	99	100	--	488	485	--	48	58	--	22	19	--	27	19	--	2	4
Students without Disabilities	--	1884	66236	--	98	99	--	518	504	--	8	23	--	18	23	--	52	42	--	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	--	278	35703				--	499	494	--	23	37	--	28	26	--	41	31	--	7	6
Non-Economically Disadvantaged	--	1791	40274				--	518	509	--	9	17	--	16	20	--	52	47	--	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	--	2061	75673	--	98	100	--	581	530	--	5	12	--	16	25	--	69	58	--	10	4
All Students (Prior Year)	--	2048	74692	--	96	99	--	528	502	--	6	18	--	19	27	--	60	47	--	15	8
Female	--	990	37099	--	98	100	--	603	548	--	2	8	--	11	22	--	74	64	--	13	6
Male	--	1069	38441	--	97	99	--	561	513	--	6	16	--	21	29	--	66	52	--	7	3
African American	--	144	3791	--	96	99	--	544	506	--	14	18	--	20	29	--	60	50	--	5	3
Hispanic	--	293	29305	--	96	99	--	561	507	--	4	16	--	20	31	--	70	51	--	6	2
Asian/Pacific Islander	--	155	1665	--	97	99	--	622	573	--	3	6	--	8	16	--	69	67	--	20	10
American Indian/Alaskan Native	--	52	4707	--	100	100	--	521	492	--	8	19	--	27	33	--	63	46	--	2	1
White	--	1403	35760	--	97	99	--	586	550	--	3	9	--	15	21	--	71	64	--	10	6
Students with Disabilities	--	185	9706	--	99	100	--	486	462	--	24	36	--	31	32	--	44	31	--	2	1
Students without Disabilities	--	1876	65967	--	98	99	--	588	536	--	3	10	--	15	25	--	71	60	--	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	--	277	35541				--	531	504	--	12	17	--	24	31	--	60	50	--	4	2
Non-Economically Disadvantaged	--	1784	40091				--	588	550	--	4	9	--	15	21	--	71	64	--	11	6

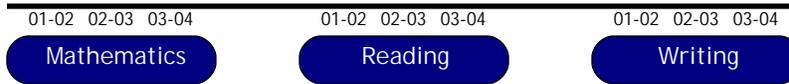
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Not Evaluated
	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 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 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	--	--	58	44	--	--	67	50	--	--	NA	58
	Language	--	--	56	39	--	--	60	43	--	--	60	50
	Mathematics	--	--	68	52	--	--	75	57	--	--	76	64
3	Reading	--	--	64	43	--	--	70	47	--	--	NA	55
	Language	--	--	70	50	--	--	72	54	--	--	72	61
	Mathematics	--	--	71	50	--	--	76	54	--	--	78	61
4	Reading	--	--	69	47	--	--	73	52	--	--	NA	56
	Language	--	--	63	45	--	--	65	48	--	--	66	52
	Mathematics	--	--	74	52	--	--	77	57	--	--	78	61
5	Reading	--	--	67	46	--	--	71	50	--	--	NA	55
	Language	--	--	61	43	--	--	65	46	--	--	65	49
	Mathematics	--	--	78	54	--	--	82	57	--	--	83	63
6	Reading	--	--	68	49	--	--	74	53	--	--	NA	56
	Language	--	--	61	42	--	--	65	45	--	--	65	48
	Mathematics	--	--	80	58	--	--	84	62	--	--	84	66

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

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	.50	Teacher	2.25
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 2
- Core academic classes taught by Highly Qualified (NCLB) teachers. 8
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library
- ü Local Area Network

Extracurricular Activities

Social Services

- ü Parent Resource Center
- ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students improved learning in science by participating in daily interactive, hands-on science lessons provided by the classroom teachers. Students used their new knowledge to complete science projects which were showcased during an academic night.
- ü Improved learning in the area of language arts focused on oral language skills as students gave oral presentations in their classrooms. Oral language skills were also highlighted during the school's musical performance.
- ü Students improved learning in computer technology by participating in computer lab lessons. Students integrated their computer knowledge with other learning areas, including science and art.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	--	--
Grades 3-4	--	--
Grades 4-5	--	--
Grades 5-6	--	--

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

CASA Vida utilizes small class sizes and a high level of parent involvement to create a strong sense of community throughout the school. This has created a very positive family-centered climate for our school.

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		
Transportation Policy	Shannon Andress	(480) 783-3411
Community Resources	Shannon Andress	(480) 783-3411
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Kathy Lunt	(480) 783-3400

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.

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.

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

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.

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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.