

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Ms. Shannon Andress
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 137
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3411
 Fax Number : (480) 783-4051
 E-mail : sandress@kyrene.org

Mission

CASA Vida
 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.
 Kyrene School 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

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 / 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, 2004 School Year Student Enrollment : 141
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 74

Instructional Programs

- Enrichment Classes
- Alternative Education
- Art, Music, P.E.
- Multiage Classroom Opportunities

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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

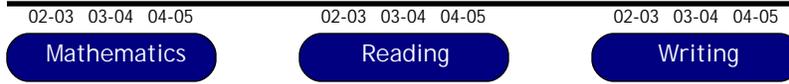
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2053	78908	--	0	99	--	514	484	--	2	10	--	10	23	--	67	58	--	21	9
All Students (Prior Year)	--	2069	76020	--	98	100	--	516	503	--	10	25	--	18	23	--	51	40	--	21	12
Female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

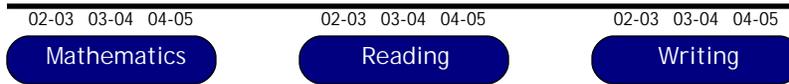
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	67	50	--	--	NA	58	--	--	60	47
	Language	--	--	60	43	--	--	60	50	--	--	58	47
	Mathematics	--	--	75	57	--	--	76	64	--	--	66	50
3	Reading	--	--	70	47	--	--	NA	55	--	--	59	44
	Language	--	--	72	54	--	--	72	61	--	--	57	44
	Mathematics	--	--	76	54	--	--	78	61	--	--	67	51
4	Reading	--	--	73	52	--	--	NA	56	--	--	63	48
	Language	--	--	65	48	--	--	66	52	--	--	63	49
	Mathematics	--	--	77	57	--	--	78	61	--	--	70	53
5	Reading	--	--	71	50	--	--	NA	55	--	--	65	50
	Language	--	--	65	46	--	--	65	49	--	--	65	50
	Mathematics	--	--	82	57	--	--	83	63	--	--	67	49
6	Reading	--	--	74	53	--	--	NA	56	--	--	66	51
	Language	--	--	65	45	--	--	65	48	--	--	63	47
	Mathematics	--	--	84	62	--	--	84	66	--	--	70	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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- Ü State of the art technology lab
- Ü Covered playgrounds
- Ü Multimedia center/library

Extracurricular Activities

- Ü After School Enrichment Clubs
- Ü Summer Enrichment Programs

Social Services

- Ü Homeschool Resource Center
- Ü National Free/Reduced Lunch Program
- Ü Access to District Family Resource Ctr.
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Shannon Andress	(480) 783-4064
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Jeri Page	(480) 783-3400
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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.