

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

777 N. Desert Breeze Blvd. East, Chandler, AZ 85226

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mrs. Gerri Shaw
 Schedule : 07:45 AM to 04:15 PM
 Grades : 6-8
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2200
 Fax Number : (480) 940-0657
 E-mail : gshaw@kyrene.org

Mission

Kyrene School District seeks to inspire and engage our diverse community of students, staff, families and citizens to ensure continuous academic and personal growth for every student.

Aprende's mission is committed to academic excellence. Recognizing the unique social, emotional, and academic needs of early adolescents, Aprende provides an environment that fosters academic learning, personal growth, and community contributions.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü A primary goal is for students to be proficient in math. All students have 68 minute periods of math. Teachers reinforce learning through a variety of instructional strategies. Tutoring is provided on teams and after school in the Success Center.
- ü Reading proficiency is a goal. Language arts teachers assess students in reading and plan instruction accordingly. A reading class has been created to assist novice readers in developing reading skills. Teachers utilize specific reading strategies.
- ü A third goal is to improve students' writing. All teachers have been trained in the six traits writing rubric. LA teachers teach and monitor improvement in writing. Content area teachers emphasize writing and score it based on specific traits.
- ü A fourth goal is for teachers to effectively integrate technology into the classroom. Pilot teams were selected and met as Professional Learning Communities to discuss best practices in using technology in the core curriculum areas.

Enrollment

October 1, 2005 School Year Student Enrollment : 1090
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 90

Instructional Programs

- Ü Technology Based Learning
- Ü Advanced Classes (Language Arts/Math)
- Ü Theater/Art classes
- Ü Special Education Classes
- Ü Performing Arts Programs
- Ü Family and Consumer Science
- Ü Multimedia Classes
- Ü Native American Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Aprende invites parents and students to Curriculum Night before school begins. Teachers present an overview of the curriculum, class expectations, and grading policy for each class. Parents are notified of progress through progress reports and quarterly grade reports. Teacher websites, email, and the Jagwire are used for communication. Students receive the school handbook and review academic and behavior expectations during the first week of school.

Parents

Learning is a partnership that involves parents. Parents are encouraged to establish a time and place for homework. Parents are encouraged to communicate with their child's teacher if there is a concern. Parents are asked to review the student handbook and assist the school by encouraging their children to follow the guidelines. Parent volunteers are welcome at school.

Transportation Policy

Kyrene School District provides bus transportation for students who live one mile or more from the 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 Excelling school -Arizona Dept. of Educaton, 3 years	2005
Ü 5 National History Day Finalists- US Nationals	2006
Ü National Geography Bee-state finalist	2005
Ü Math Counts Team-8th in state	2006

6th 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	335	2109	79327	99	97	98	556	557	518	7	6	19	9	11	20	46	44	46	38	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	1061	38961	99	97	98	560	560	520	5	5	16	7	11	20	48	45	48	40	39	16
Male	165	1047	40295	99	97	97	553	554	516	8	8	21	12	12	19	44	43	44	36	37	16
African American	21	178	4247	100	94	98	517	519	499	24	17	27	14	21	24	48	45	41	14	17	8
Hispanic	50	303	32327	98	95	98	535	536	499	8	8	27	16	17	25	56	51	41	20	23	8
Asian/Pacific Islander	35	161	1939	95	98	99	586	594	556	3	2	6	NA	4	10	43	32	47	54	62	36
American Indian/Alaskan Native	NC	56	4391	NC	95	96	NC	510	489	NC	18	32	NC	30	27	NC	41	36	NC	11	4
White	221	1411	36373	100	98	98	561	564	538	5	5	10	9	9	14	43	44	52	43	42	25
Students with Disabilities	35	189	9321	100	79	87	477	484	467	43	38	54	29	30	22	20	25	21	9	7	3
Students without Disabilities	300	1920	70006	99	100	100	564	564	524	2	3	14	7	9	19	49	46	49	42	41	18
Limited English Proficient Students	NC	17	9431	NC	85	95	NC	500	466	NC	29	53	NC	29	27	NC	29	18	NC	12	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	69	375	37097	97	94	97	522	517	498	14	16	27	20	25	25	45	41	41	20	17	7
Non-Economically Disadvantaged	266	1734	42230	100	98	99	565	565	535	5	4	11	6	8	15	46	45	50	43	42	24

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	336	2118	79501	100	98	98	522	524	497	3	3	10	13	13	25	74	74	60	10	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	1067	39062	99	98	99	529	529	502	2	1	8	11	11	23	76	75	64	11	13	5
Male	166	1050	40368	99	97	98	514	518	491	4	4	13	16	15	27	73	73	57	8	9	3
African American	21	184	4279	100	97	99	500	501	485	5	6	14	19	26	30	76	66	54	NA	3	2
Hispanic	51	311	32389	100	97	98	501	508	478	4	5	16	25	19	34	67	70	48	4	6	1
Asian/Pacific Islander	35	160	1936	95	98	99	527	540	519	3	1	3	6	6	14	83	75	73	9	19	9
American Indian/Alaskan Native	NC	55	4401	NC	93	96	NC	486	473	NC	4	17	NC	42	40	NC	49	43	NC	5	1
White	221	1408	36446	100	98	99	529	530	516	2	2	4	12	10	15	74	76	73	12	12	7
Students with Disabilities	36	196	9411	100	82	88	467	472	453	19	15	36	44	42	36	33	42	26	3	1	1
Students without Disabilities	300	1922	70090	99	100	100	527	529	502	1	1	7	10	10	24	79	77	65	10	12	5
Limited English Proficient Students	NC	18	9401	NC	90	94	NC	453	443	NC	28	40	NC	50	46	NC	22	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	70	382	37183	99	96	97	494	495	479	7	8	16	31	29	34	57	59	49	4	4	1
Non-Economically Disadvantaged	266	1736	42318	100	98	99	529	530	513	2	1	5	9	9	17	79	77	70	11	12	7

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	332	2121	80000	99	98	99	586	587	564	1	1	3	5	4	11	74	76	75	20	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	1070	39288	99	98	99	598	601	579	2	1	2	NA	1	6	73	73	77	25	25	16
Male	162	1050	40644	97	97	98	573	572	549	NA	1	4	9	8	15	75	80	74	16	12	7
African American	19	182	4307	90	96	99	582	571	551	NA	2	4	NA	7	13	89	83	75	11	8	7
Hispanic	51	311	32672	100	97	99	572	576	548	2	1	4	4	7	14	80	81	76	14	12	6
Asian/Pacific Islander	35	160	1945	95	98	99	611	612	592	NA	1	1	6	2	4	54	61	69	40	37	25
American Indian/Alaskan Native	NC	57	4424	NC	97	97	NC	549	549	NC	5	3	NC	12	14	NC	79	77	NC	4	5
White	219	1411	36602	100	98	99	587	589	579	0	1	2	5	3	7	74	76	75	21	20	16
Students with Disabilities	32	198	9919	91	83	93	526	526	505	3	5	9	31	25	35	63	68	54	3	2	2
Students without Disabilities	300	1923	70081	99	100	100	591	592	571	1	1	2	2	2	7	75	77	79	22	20	12
Limited English Proficient Students	NC	18	9571	NC	90	96	NC	492	502	NC	11	10	NC	28	29	NC	61	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	69	383	37534	97	96	98	557	558	547	3	3	4	6	9	15	84	83	76	7	5	5
Non-Economically Disadvantaged	263	1738	42466	99	98	100	593	593	578	0	0	2	5	3	7	71	75	75	24	21	16

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

7th 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	374	2223	78546	100	98	97	587	585	543	5	3	15	5	6	18	51	53	52	39	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	1077	38645	99	98	98	587	584	545	3	3	13	6	6	18	53	55	54	38	36	15
Male	198	1146	39792	100	98	97	588	586	542	6	4	17	5	6	17	49	51	50	40	39	15
African American	17	172	4205	100	96	97	554	551	524	12	9	22	12	13	22	53	63	49	24	15	7
Hispanic	53	325	31177	98	96	97	562	564	524	9	5	22	8	11	23	62	63	48	21	22	7
Asian/Pacific Islander	38	171	1940	100	99	99	609	620	580	NA	1	5	NA	2	9	42	35	53	58	63	33
American Indian/Alaskan Native	12	59	4689	100	98	95	539	555	515	17	5	28	17	15	25	50	61	43	17	19	4
White	254	1496	36450	100	99	97	594	591	563	3	2	7	5	4	12	50	52	57	42	41	23
Students with Disabilities	36	168	8093	100	81	82	506	520	489	42	25	50	28	26	24	28	41	23	3	8	2
Students without Disabilities	338	2055	70453	100	100	100	595	590	549	1	1	11	3	4	17	54	54	56	43	40	16
Limited English Proficient Students	NC	36	9323	NC	97	94	NC	538	491	NC	19	47	NC	25	28	NC	44	24	NC	11	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	65	346	34694	100	94	96	558	553	524	12	7	23	11	14	23	62	63	48	15	16	7
Non-Economically Disadvantaged	309	1877	43852	100	99	99	593	591	559	3	2	10	4	5	13	49	51	56	44	42	22

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	373	2230	79045	99	98	98	547	544	512	1	2	10	11	11	25	67	69	58	21	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	1084	38860	99	99	98	549	549	519	NA	1	7	11	9	22	69	70	62	20	20	8
Male	197	1146	40075	99	98	97	545	540	505	3	3	12	11	13	28	65	68	54	21	16	6
African American	17	174	4250	100	97	98	524	517	500	6	7	12	12	20	31	76	68	54	6	4	3
Hispanic	52	326	31314	96	96	98	523	528	493	4	2	16	27	21	34	60	67	48	10	10	2
Asian/Pacific Islander	38	171	1949	100	99	99	561	562	536	NA	2	4	8	8	15	68	58	66	24	32	15
American Indian/Alaskan Native	12	59	4719	100	98	96	508	523	489	NA	NA	15	42	20	39	50	69	45	8	10	2
White	254	1500	36730	100	99	98	553	550	532	1	1	4	7	8	16	69	71	68	24	20	12
Students with Disabilities	35	174	8552	97	84	87	476	486	463	14	18	35	54	37	40	29	41	23	3	4	1
Students without Disabilities	338	2056	70493	100	100	100	554	549	517	NA	1	7	7	9	24	71	71	62	22	19	8
Limited English Proficient Students	NC	36	9355	NC	97	95	NC	471	456	NC	22	37	NC	53	48	NC	25	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	64	349	34922	98	95	96	527	520	493	5	5	15	19	21	34	69	68	48	8	6	3
Non-Economically Disadvantaged	309	1881	44123	100	99	99	551	549	527	1	2	6	9	9	18	67	69	66	23	20	11

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	364	2240	79657	97	99	99	599	590	566	0	0	3	2	3	8	95	95	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	1087	39120	98	99	99	604	597	580	NA	0	2	1	1	4	95	96	92	4	3	2
Male	190	1153	40423	96	98	98	594	583	553	1	1	5	4	4	12	94	94	83	2	2	1
African American	15	176	4290	88	98	99	565	574	560	7	2	4	7	5	9	87	92	86	NA	1	1
Hispanic	52	336	31642	96	99	99	591	585	552	NA	0	5	8	4	11	88	94	84	4	2	0
Asian/Pacific Islander	38	171	1948	100	99	99	608	605	589	NA	1	1	NA	2	3	97	90	91	3	7	4
American Indian/Alaskan Native	12	60	4760	100	100	97	558	577	547	NA	NA	5	17	8	14	83	90	81	NA	2	0
White	247	1497	36929	97	99	99	603	592	579	NA	0	2	1	2	5	96	96	91	3	2	2
Students with Disabilities	27	183	9069	75	88	92	537	540	508	4	3	11	26	15	30	70	80	58	NA	2	1
Students without Disabilities	337	2057	70588	99	100	100	603	594	573	NA	0	2	1	1	5	96	96	91	3	2	1
Limited English Proficient Students	NC	37	9521	NC	100	96	NC	522	507	NC	5	13	NC	27	24	NC	68	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	62	358	35341	95	97	97	572	573	551	2	1	5	13	7	12	85	92	83	NA	1	0
Non-Economically Disadvantaged	302	1882	44316	97	99	100	604	593	578	NA	0	2	0	2	5	96	95	90	3	3	2

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

8th 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	387	2312	78400	98	97	97	591	591	554	6	7	21	13	11	19	53	53	47	28	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	1129	38686	99	98	98	595	591	554	4	6	20	10	11	20	57	54	49	30	29	12
Male	198	1183	39636	98	96	96	586	591	554	8	8	23	16	11	18	50	52	46	27	29	13
African American	19	175	4193	90	97	97	562	554	533	5	18	32	16	18	23	68	55	40	11	9	5
Hispanic	57	338	30732	100	95	97	564	566	534	11	12	31	19	18	24	63	55	40	7	15	5
Asian/Pacific Islander	38	155	1827	100	97	99	624	629	594	NA	3	8	13	6	12	37	35	49	50	55	31
American Indian/Alaskan Native	13	53	4536	93	88	95	547	553	528	15	17	35	23	23	25	54	51	37	8	9	4
White	260	1591	37038	98	97	97	596	598	575	5	5	11	11	9	14	52	54	56	32	32	19
Students with Disabilities	19	147	7840	73	67	81	508	512	498	47	47	60	37	23	18	16	28	20	NA	2	2
Students without Disabilities	368	2165	70560	100	100	99	595	596	560	4	4	17	12	10	19	55	55	50	30	30	14
Limited English Proficient Students	10	28	8956	100	97	95	NA	537	502	NA	32	56	NA	18	25	NA	43	18	NA	7	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	57	333	33014	98	93	95	558	552	534	9	18	31	28	22	24	51	50	40	12	10	5
Non-Economically Disadvantaged	330	1979	45386	98	97	99	596	597	569	5	5	15	10	9	15	54	54	52	31	32	18

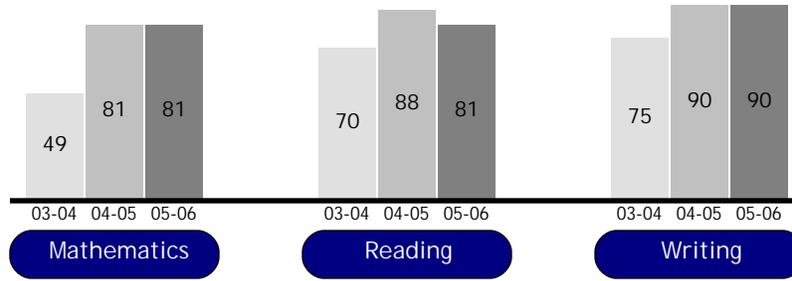
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	391	2351	79179	99	98	98	548	550	519	5	3	11	14	13	27	68	72	58	13	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1144	38974	100	99	99	554	555	524	1	2	8	14	11	25	72	74	61	13	13	5
Male	200	1207	40124	99	98	97	541	545	513	9	5	13	14	15	28	64	69	54	14	11	4
African American	20	180	4243	95	99	98	522	525	506	15	7	14	15	22	32	60	64	51	10	6	3
Hispanic	57	349	30987	100	99	98	524	531	498	11	5	17	19	22	36	68	67	45	2	6	1
Asian/Pacific Islander	38	158	1832	100	99	99	569	565	543	NA	4	4	13	8	17	66	70	69	21	19	10
American Indian/Alaskan Native	14	55	4573	100	92	96	488	504	494	29	13	16	29	33	41	36	51	42	7	4	1
White	262	1609	37467	99	98	98	555	557	539	3	2	5	12	10	17	70	74	70	15	14	8
Students with Disabilities	23	187	8567	88	86	88	474	483	467	30	21	39	39	47	38	30	30	22	NA	1	1
Students without Disabilities	368	2164	70612	100	100	99	552	555	524	4	2	7	13	10	25	70	75	62	14	13	5
Limited English Proficient Students	10	28	9013	100	97	95	NA	473	461	NA	32	40	NA	50	48	NA	18	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	58	347	33345	100	97	96	518	518	499	9	7	17	28	30	36	60	59	46	3	3	1
Non-Economically Disadvantaged	333	2004	45834	99	99	99	553	555	533	5	2	7	12	10	19	69	74	67	15	14	7

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	392	2353	79734	99	98	99	585	579	554	0	0	3	10	10	19	88	88	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1148	39243	100	99	99	604	592	568	NA	0	2	3	5	12	96	93	85	2	1	1
Male	201	1205	40413	99	98	98	568	566	541	0	1	4	16	15	26	81	84	70	2	0	0
African American	20	181	4285	95	100	99	570	560	548	NA	NA	3	15	18	22	85	82	74	NA	1	0
Hispanic	57	351	31254	100	99	99	571	567	539	NA	1	5	12	15	25	88	85	70	NA	NA	0
Asian/Pacific Islander	38	157	1837	100	98	99	601	597	579	NA	NA	1	8	6	9	89	93	87	3	1	2
American Indian/Alaskan Native	14	54	4613	100	90	97	541	544	535	7	4	4	21	24	29	71	72	67	NA	NA	0
White	263	1610	37668	100	98	99	590	583	569	NA	0	1	8	8	13	89	90	85	2	1	1
Students with Disabilities	24	190	8943	92	87	92	525	515	495	4	5	11	46	43	51	50	52	38	NA	1	1
Students without Disabilities	368	2163	70791	100	100	100	589	584	561	NA	0	2	7	7	15	91	92	83	2	1	0
Limited English Proficient Students	10	28	9138	100	97	97	NA	517	492	NA	7	13	NA	36	46	NA	57	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	58	348	33718	100	97	97	563	553	538	2	1	5	17	22	26	81	77	69	NA	0	0
Non-Economically Disadvantaged	334	2005	46016	99	99	100	589	584	567	NA	0	2	8	8	14	90	90	84	2	1	1

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)

8th 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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	71	NA	56	99	65	66	51	98	75	75	56
	Language	99	59	65	48	99	62	63	47	97	68	68	50
	Mathematics	99	85	84	66	99	70	70	52	98	78	78	58
7	Reading	98	73	NA	54	100	64	66	50	98	76	76	54
	Language	98	74	77	58	100	65	68	52	97	79	76	58
	Mathematics	98	81	80	62	100	68	66	50	99	78	76	54
8	Reading	95	71	NA	55	99	68	68	51	99	72	75	58
	Language	96	66	70	52	99	64	66	50	99	68	70	56
	Mathematics	95	80	75	61	99	69	69	53	98	78	76	58

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 Improvement Plan
- Ü Centerpoint for Communication
- Ü Evaluate parent feedback from survey
- Ü Safety and Respect Focus
- Ü Student Achievement Focus
- Ü Assistance with school initiatives

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.85
Other Professional Staff	3.60	Teacher Aide	7.19

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	11	8	0	0
7 to 9 years	9	5	0	0
10 or more years	11	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	210
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü State of the art technology labs
- Ü Gym/Multipurpose Facility
- Ü Media Center/Library
- Ü Well maintained athletic fields

Extracurricular Activities

- Ü Success Center for Academic Assistance
- Ü Middle School Athletics
- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Counts Team
- Ü Peer Mediation
- Ü Volleyball club
- Ü J*TV

Social Services

- Ü Afterschool Program
- Ü National Free/Reduced Lunch Program
- Ü Counseling Services
- Ü Community Classes
- Ü Access- District Family Resource Center
- Ü Health Services
- Ü Prevention Specialist
- Ü Character education programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The goal for increasing the percentage of proficient math students continued to increase at seventh and eighth grades. A math warm-up program that provided review of math objectives, was used by math teachers. Math tutoring was also provided.
- ü All staff participated in integrating writing goals into their curriculum. Students were assessed throughout the year on writing. The data gathered indicated significant improvement in the area of writing.
- ü In reading, the percentage of proficient students increased seventh grade. Math, social studies, and science teachers were trained in using reading strategies in their content areas. Emphasis was placed on functional reading.
- ü Teachers increased their use of technology in teaching. Students had multiple opportunities to use computer labs for research, and to create products. There was an emphasis on interactive use of technology in the classroom.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Aprende's school resource officer is on campus daily, talking with students about making good choices. Potential problems are immediately reported to the officer. Additionally, there are a number of programs designed to create a safe and positive environment including Character Counts, Second Step, Peer Mediation, and Mini Town.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

11

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	Gerri Shaw	(480) 783-2200
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Sheryl Weaver	(480) 783-2200
Parent Organization	Lee Campbell	(480) 783-2200
Student Health/Nurse	Judy Petroff	(480) 783-2200

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 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.

6 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 2006

Total cost of printing: 16 Pages X .0243 Per page X 1020 Copies = \$397.00

** 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.