

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14620 S. Desert Foothills Blvd., 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)

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

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

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 Overview

Principal/Administrator : Ms. Nancy Corner
 Schedule : 08:15 AM to 04:30 PM
 Grades : 6-8
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1300
 Fax Number : (480) 460-2094
 E-mail : ncorne@kyrene.org

Mission

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

School / Academic Goals

- ü Demonstrate continuous improvement in student achievement in math.
- ü Demonstrate continuous improvement in student achievement in reading.
- ü Demonstrate continuous improvement in student achievement in writing.
- ü Demonstrate continuous improvement in student achievement by integrating technology into the daily lives of students and staff.

Enrollment

October 1, 2005 School Year Student Enrollment : 1157
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 13

Instructional Programs

- ü Advanced Placement Education
- ü Rigorous Core Curriculum
- ü Special Education/SEI
- ü Academic Intervention Programs
- ü Band, Chorus and Orchestra - all grades
- ü Exploratory Offerings
- ü Spanish Offered at all grade levels

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The staff members at Kyrene Altadena Middle School are committed to providing an excellent education in a safe and supportive environment. Teachers will practice quality instruction and timely communication regarding student progress.

Parents

Learning is a partnership for parents, students and staff. Parents are encouraged to attend school functions, celebrate their child's learning by attending parent/teacher conferences, communicating with teachers, and helping with homework and projects.

Transportation Policy

The Kyrene School District provides bus transportation for K-5 students who live 1.0 miles or more from school and for 6th-8th grade students who live more than 1.5 miles from school, along with those 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. Parents are not permitted to drop students at any stop other than the assigned stop without school administrator approval.

School Honors

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

Award/Honor	Year
ü National Geography Bee Finalist--State	2006
ü Nat'l Council for Geography - Distinguished Teacher	2005
ü Band/Strings/Chorus Awards, In-State/Out-of-State	2006
ü Student Scholastic National Writing Award	2004

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	362	2109	79327	100	97	98	569	557	518	4	6	19	6	11	20	46	44	46	44	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	166	1061	38961	100	97	98	570	560	520	3	5	16	7	11	20	45	45	48	46	39	16
Male	196	1047	40295	100	97	97	567	554	516	5	8	21	6	12	19	47	43	44	42	37	16
African American	14	178	4247	100	94	98	541	519	499	21	17	27	7	21	24	36	45	41	36	17	8
Hispanic	22	303	32327	100	95	98	541	536	499	NA	8	27	23	17	25	64	51	41	14	23	8
Asian/Pacific Islander	23	161	1939	100	98	99	620	594	556	NA	2	6	NA	4	10	22	32	47	78	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	301	1411	36373	100	98	98	569	564	538	3	5	10	5	9	14	48	44	52	44	42	25
Students with Disabilities	33	189	9321	100	79	87	489	484	467	33	38	54	30	30	22	30	25	21	6	7	3
Students without Disabilities	329	1920	70006	100	100	100	577	564	524	1	3	14	4	9	19	48	46	49	48	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	14	375	37097	100	94	97	547	517	498	7	16	27	21	25	25	36	41	41	36	17	7
Non-Economically Disadvantaged	348	1734	42230	100	98	99	570	565	535	4	4	11	5	8	15	47	45	50	44	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	362	2118	79501	100	98	98	533	524	497	1	3	10	10	13	25	74	74	60	15	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	166	1067	39062	100	98	99	538	529	502	1	1	8	9	11	23	71	75	64	19	13	5
Male	196	1050	40368	100	97	98	529	518	491	2	4	13	10	15	27	77	73	57	11	9	3
African American	14	184	4279	100	97	99	518	501	485	NA	6	14	36	26	30	50	66	54	14	3	2
Hispanic	22	311	32389	100	97	98	516	508	478	NA	5	16	9	19	34	91	70	48	NA	6	1
Asian/Pacific Islander	23	160	1936	100	98	99	569	540	519	NA	1	3	NA	6	14	57	75	73	43	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	301	1408	36446	100	98	99	533	530	516	1	2	4	9	10	15	76	76	73	14	12	7
Students with Disabilities	33	196	9411	100	82	88	477	472	453	12	15	36	42	42	36	42	42	26	3	1	1
Students without Disabilities	329	1922	70090	100	100	100	539	529	502	0	1	7	6	10	24	77	77	65	16	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	14	382	37183	100	96	97	502	495	479	7	8	16	21	29	34	64	59	49	7	4	1
Non-Economically Disadvantaged	348	1736	42318	100	98	99	535	530	513	1	1	5	9	9	17	74	77	70	15	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	362	2121	80000	100	98	99	587	587	564	0	1	3	3	4	11	81	76	75	15	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	166	1070	39288	100	98	99	602	601	579	1	1	2	NA	1	6	76	73	77	23	25	16
Male	196	1050	40644	100	97	98	575	572	549	NA	1	4	6	8	15	85	80	74	9	12	7
African American	14	182	4307	100	96	99	570	571	551	NA	2	4	7	7	13	86	83	75	7	8	7
Hispanic	22	311	32672	100	97	99	574	576	548	NA	1	4	14	7	14	73	81	76	14	12	6
Asian/Pacific Islander	23	160	1945	100	98	99	626	612	592	NA	1	1	NA	2	4	61	61	69	39	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	301	1411	36602	100	98	99	586	589	579	0	1	2	2	3	7	83	76	75	14	20	16
Students with Disabilities	33	198	9919	100	83	93	535	526	505	NA	5	9	21	25	35	79	68	54	NA	2	2
Students without Disabilities	329	1923	70081	100	100	100	592	592	571	0	1	2	2	2	7	81	77	79	17	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	14	383	37534	100	96	98	562	558	547	NA	3	4	7	9	15	93	83	76	NA	5	5
Non-Economically Disadvantaged	348	1738	42466	100	98	100	588	593	578	0	0	2	3	3	7	80	75	75	16	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	386	2223	78546	100	98	97	599	585	543	1	3	15	4	6	18	45	53	52	49	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	1077	38645	99	98	98	598	584	545	1	3	13	4	6	18	48	55	54	47	36	15
Male	196	1146	39792	100	98	97	600	586	542	2	4	17	5	6	17	42	51	50	51	39	15
African American	14	172	4205	100	96	97	561	551	524	14	9	22	7	13	22	57	63	49	21	15	7
Hispanic	30	325	31177	100	96	97	578	564	524	NA	5	22	13	11	23	57	63	48	30	22	7
Asian/Pacific Islander	31	171	1940	100	99	99	631	620	580	NA	1	5	NA	2	9	23	35	53	77	63	33
American Indian/Alaskan Native	NC	59	4689	NC	98	95	NC	555	515	NC	5	28	NC	15	25	NC	61	43	NC	19	4
White	309	1496	36450	99	99	97	600	591	563	1	2	7	4	4	12	46	52	57	50	41	23
Students with Disabilities	22	168	8093	100	81	82	537	520	489	9	25	50	27	26	24	50	41	23	14	8	2
Students without Disabilities	364	2055	70453	100	100	100	603	590	549	1	1	11	3	4	17	45	54	56	51	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	11	346	34694	100	94	96	568	553	524	9	7	23	9	14	23	64	63	48	18	16	7
Non-Economically Disadvantaged	375	1877	43852	100	99	99	600	591	559	1	2	10	4	5	13	45	51	56	50	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	387	2230	79045	100	98	98	553	544	512	1	2	10	7	11	25	71	69	58	22	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1084	38860	100	99	98	558	549	519	NA	1	7	5	9	22	70	70	62	25	20	8
Male	196	1146	40075	100	98	97	549	540	505	1	3	12	9	13	28	71	68	54	19	16	6
African American	14	174	4250	100	97	98	520	517	500	NA	7	12	21	20	31	71	68	54	7	4	3
Hispanic	30	326	31314	100	96	98	534	528	493	NA	2	16	17	21	34	70	67	48	13	10	2
Asian/Pacific Islander	31	171	1949	100	99	99	572	562	536	NA	2	4	3	8	15	58	58	66	39	32	15
American Indian/Alaskan Native	NC	59	4719	NC	98	96	NC	523	489	NC	NA	15	NC	20	39	NC	69	45	NC	10	2
White	310	1500	36730	100	99	98	555	550	532	1	1	4	6	8	16	72	71	68	22	20	12
Students with Disabilities	22	174	8552	100	84	87	510	486	463	5	18	35	41	37	40	45	41	23	9	4	1
Students without Disabilities	365	2056	70493	100	100	100	556	549	517	0	1	7	5	9	24	72	71	62	23	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	11	349	34922	100	95	96	521	520	493	NA	5	15	36	21	34	45	68	48	18	6	3
Non-Economically Disadvantaged	376	1881	44123	100	99	99	554	549	527	1	2	6	6	9	18	71	69	66	22	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	385	2240	79657	99	99	99	596	590	566	0	0	3	1	3	8	95	95	87	4	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1087	39120	100	99	99	602	597	580	NA	0	2	1	1	4	95	96	92	4	3	2
Male	194	1153	40423	99	98	98	589	583	553	1	1	5	1	4	12	95	94	83	3	2	1
African American	13	176	4290	100	98	99	596	574	560	NA	2	4	NA	5	9	100	92	86	NA	1	1
Hispanic	30	336	31642	100	99	99	587	585	552	NA	0	5	NA	4	11	97	94	84	3	2	0
Asian/Pacific Islander	31	171	1948	100	99	99	616	605	589	NA	1	1	3	2	3	74	90	91	23	7	4
American Indian/Alaskan Native	NC	60	4760	NC	100	97	NC	577	547	NC	NA	5	NC	8	14	NC	90	81	NC	2	0
White	309	1497	36929	99	99	99	594	592	579	0	0	2	1	2	5	97	96	91	2	2	2
Students with Disabilities	21	183	9069	95	88	92	575	540	508	NA	3	11	NA	15	30	95	80	58	5	2	1
Students without Disabilities	364	2057	70588	100	100	100	597	594	573	0	0	2	1	1	5	95	96	91	4	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	11	358	35341	100	97	97	584	573	551	NA	1	5	NA	7	12	100	92	83	NA	1	0
Non-Economically Disadvantaged	374	1882	44316	99	99	100	596	593	578	0	0	2	1	2	5	95	95	90	4	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	388	2312	78400	96	97	97	605	591	554	4	7	21	6	11	19	51	53	47	39	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	1129	38686	97	98	98	606	591	554	3	6	20	6	11	20	53	54	49	38	29	12
Male	195	1183	39636	96	96	96	605	591	554	5	8	23	7	11	18	49	52	46	39	29	13
African American	12	175	4193	92	97	97	560	554	533	8	18	32	NA	18	23	75	55	40	17	9	5
Hispanic	26	338	30732	93	95	97	587	566	534	15	12	31	8	18	24	42	55	40	35	15	5
Asian/Pacific Islander	26	155	1827	93	97	99	649	629	594	4	3	8	NA	6	12	27	35	49	69	55	31
American Indian/Alaskan Native	--	53	4536	--	88	95	--	553	528	--	17	35	--	23	25	--	51	37	--	9	4
White	324	1591	37038	97	97	97	605	598	575	3	5	11	7	9	14	53	54	56	37	32	19
Students with Disabilities	23	147	7840	61	67	81	516	512	498	43	47	60	17	23	18	30	28	20	9	2	2
Students without Disabilities	365	2165	70560	100	100	99	611	596	560	1	4	17	5	10	19	53	55	50	41	30	14
Limited English Proficient Students	NC	28	8956	NC	97	95	NC	537	502	NC	32	56	NC	18	25	NC	43	18	NC	7	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	17	333	33014	77	93	95	576	552	534	18	18	31	6	22	24	47	50	40	29	10	5
Non-Economically Disadvantaged	371	1979	45386	97	97	99	607	597	569	3	5	15	6	9	15	51	54	52	39	32	18

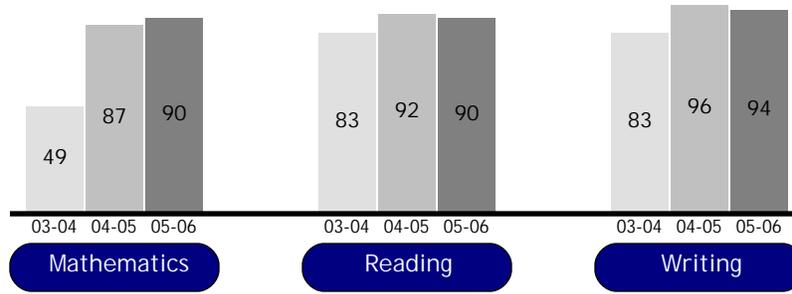
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	396	2351	79179	98	98	98	561	550	519	2	3	11	8	13	27	76	72	58	14	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	1144	38974	98	99	99	566	555	524	1	2	8	6	11	25	78	74	61	16	13	5
Male	200	1207	40124	98	98	97	555	545	513	4	5	13	11	15	28	74	69	54	13	11	4
African American	13	180	4243	100	99	98	525	525	506	8	7	14	23	22	32	62	64	51	8	6	3
Hispanic	27	349	30987	96	99	98	547	531	498	7	5	17	15	22	36	67	67	45	11	6	1
Asian/Pacific Islander	27	158	1832	96	99	99	568	565	543	7	4	4	4	8	17	67	70	69	22	19	10
American Indian/Alaskan Native	--	55	4573	--	92	96	--	504	494	--	13	16	--	33	41	--	51	42	--	4	1
White	329	1609	37467	99	98	98	562	557	539	1	2	5	7	10	17	78	74	70	14	14	8
Students with Disabilities	31	187	8567	82	86	88	492	483	467	19	21	39	48	47	38	29	30	22	3	1	1
Students without Disabilities	365	2164	70612	100	100	99	566	555	524	1	2	7	5	10	25	80	75	62	15	13	5
Limited English Proficient Students	NC	28	9013	NC	97	95	NC	473	461	NC	32	40	NC	50	48	NC	18	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	20	347	33345	91	97	96	541	518	499	10	7	17	15	30	36	65	59	46	10	3	1
Non-Economically Disadvantaged	376	2004	45834	99	99	99	562	555	533	2	2	7	8	10	19	76	74	67	14	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	399	2353	79734	99	98	99	589	579	554	1	0	3	5	10	19	93	88	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	199	1148	39243	100	99	99	604	592	568	NA	0	2	2	5	12	97	93	85	2	1	1
Male	200	1205	40413	98	98	98	575	566	541	2	1	4	8	15	26	90	84	70	1	0	0
African American	13	181	4285	100	100	99	563	560	548	NA	NA	3	15	18	22	85	82	74	NA	1	0
Hispanic	28	351	31254	100	99	99	583	567	539	4	1	5	4	15	25	93	85	70	NA	NA	0
Asian/Pacific Islander	27	157	1837	96	98	99	605	597	579	NA	NA	1	4	6	9	93	93	87	4	1	2
American Indian/Alaskan Native	--	54	4613	--	90	97	--	544	535	--	4	4	--	24	29	--	72	67	--	NA	0
White	331	1610	37668	99	98	99	589	583	569	1	0	1	4	8	13	94	90	85	1	1	1
Students with Disabilities	34	190	8943	89	87	92	527	515	495	9	5	11	18	43	51	74	52	38	NA	1	1
Students without Disabilities	365	2163	70791	100	100	100	595	584	561	0	0	2	3	7	15	95	92	83	1	1	0
Limited English Proficient Students	NC	28	9138	NC	97	97	NC	517	492	NC	7	13	NC	36	46	NC	57	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	20	348	33718	91	97	97	556	553	538	5	1	5	10	22	26	85	77	69	NA	0	0
Non-Economically Disadvantaged	379	2005	46016	99	99	100	591	584	567	1	0	2	4	8	14	94	90	84	1	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	80	NA	56	99	73	66	51	100	79	75	56
	Language	98	70	65	48	99	71	63	47	100	76	68	50
	Mathematics	98	89	84	66	99	78	70	52	100	82	78	58
7	Reading	100	78	NA	54	100	69	66	50	100	80	76	54
	Language	100	80	77	58	100	74	68	52	100	82	76	58
	Mathematics	99	83	80	62	99	69	66	50	100	83	76	54
8	Reading	100	78	NA	55	99	74	68	51	98	80	75	58
	Language	100	75	70	52	99	72	66	50	99	78	70	56
	Mathematics	100	80	75	61	98	74	69	53	96	82	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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Focus on Mission, Beliefs, Vision
- Ü Analyze Current Situation
- Ü Focus on School Improvement Plan
- Ü Implement Goals
- Ü Assess Progress
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	3.60	Teacher Aide	5.68

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	13	6	0	0
7 to 9 years	8	3	0	0
10 or more years	13	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	240
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	3%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü Band Room/Gymnasium/Multipurpose Room
- Ü 5 State of the Art Computer Labs
- Ü Outdoor Athletic Fields

Extracurricular Activities

- Ü Yearbook
- Ü Athletics
- Ü Student Council
- Ü National Junior Honor Society
- Ü Dance Club/Step Club
- Ü Technology Club
- Ü School Newspaper
- Ü Daily Live Televised Announcements

Social Services

- Ü Prevention Services
- Ü MiniTown Program
- Ü Summer Enrichment Programs
- Ü Regional Counselor
- Ü National Free/Reduced Lunch Program
- Ü Health Services
- Ü Summer Intervention Programs
- Ü District Family Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Math, Language and Reading achievement on the Terra Nova portion of AIMS significantly above state and national averages.

- ü Integration of technology with content area targets. Internet access available from every classroom work station and from five 32-station labs. By the end of the 2006-2007 school year, all classrooms will have Internet accessibly projection systems.

- ü 90% or more of students in each 6th, 7th and 8th grades meeting or exceeding the standards on AIMS in math, reading and writing.

- ü Altadena inducts over 100 students every year into the National Junior Honor Society based on very high standards.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	96	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

Of the 16 incidents reported, four situations resulted in a police report and six resulted in a short term alternative placement. AMS recognizes the importance of teaching young adolescents personal responsibility. The Second Step Program was implemented at AMS in the fall of 2004 and all students and staff participated as a part of a safe and healthy learning environment. AMS uses school district handbook, the support of a Safe Schools Prevention Specialist and a School Resource Officer.

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) :

16

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	Nancy Corner	(480) 783-1300
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Cheri Cortez	(480) 783-1396
Parent Organization	Laurie Bonham	(480) 783-1300
Student Health/Nurse	Marie Mariano	(480) 783-1384

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 1123 Copies = \$437.00

** 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.