

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13808 S. 36th Street, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Katherine J. Cranson
 Schedule : 8:15 AM to 4:45 PM
 Grades : 6-8
 2004 Enrollment : 1202
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2500
 Fax Number : (480) 496-6110
 E-mail : kcrans@kyrene.org

Mission

Kyrene Centennial Middle School is a community partnership dedicated to achieving the educational goals of our students, while addressing their emotional and social needs, in a mutually respectful and safe environment that promotes lifelong learning.

School / Academic Goals

- ü Student Achievement--As Centennial Middle School students are promoted to high school they will have acquired a high level of academic preparedness.
- ü Safe Schools--Centennial Middle School students will demonstrate a high level of appropriate individual student conduct.
- ü CMS students will demonstrate increased proficiency in the areas of math, reading and writing.

Enrollment

October 1, 2003 School Year Student Enrollment : 1190
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 73

Instructional Programs

- ü Middle School Model/Teaming
- ü Lang. Arts/Reading/Math Adv. PLacement
- ü Exploratory/Fine Arts/PE Instruction
- ü On Site Special Education Program

Calendar Information

Number of Instruction Days : 179
 Average Daily Instruction Time : 6 hours 40 minutes
 First Day of School : 8/9/2004
 Last Day of School : 5/25/2005

Shared Responsibilities

School

The staff at CMS is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Learning requires a partnership of parents, students and staff. Parents are encouraged to attend school functions; communicate frequently with their child's teachers; monitor their child's progress; and volunteer time to help improve their school.

Transportation Policy

KSD provides bus transportation for students who live one and one-half miles or more from the school. Transportation is also provided for students with disabilities whose Individual Education Plans indicate that transportation is required.

School Honors

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

Award/Honor	Year
ü State Knowledge Masters	2004
ü Teacher Recipients of Excellence	2004
ü Band and Chorus Excellence	2004
ü Athletic and Sportsmanship Awards	2004

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	408	2334	75001	100	100	99	491	495	468	22	18	37	36	38	36	23	24	16	18	20	10
All Students (Prior Year)	374	2099	71167	96	97	99	472	484	463	31	22	38	44	42	41	16	23	14	9	13	7
Female	205	1180	36846	100	100	99	491	496	468	20	17	36	37	38	38	26	25	16	16	19	10
Male	203	1153	37974	100	100	99	491	495	467	24	19	39	35	37	34	20	23	16	20	21	11
African American	27	143	3720	100	100	98	451	456	446	54	43	53	29	40	33	4	10	9	13	7	4
Hispanic	58	283	26675	100	97	98	474	469	448	33	37	52	35	36	34	18	16	10	14	11	4
Asian/Pacific Islander	13	158	1575	100	100	99	543	532	504	0	9	18	38	24	33	31	22	20	31	44	29
American Indian/Alaskan Native	NC	37	4731	NC	97	98	NC	454	438	NC	41	61	NC	41	30	NC	19	7	NC	0	2
White	306	1699	37785	100	100	99	496	500	482	17	13	25	38	39	39	26	27	21	19	21	15
Students with Disabilities	43	191	8802	100	96	100	446	435	418	64	66	79	21	24	16	4	3	3	11	8	1
Students without Disabilities	365	2143	66199	100	100	99	494	499	472	19	15	34	38	39	38	25	26	17	19	21	11
Limited English Proficient Students	NC	43	11710	NC	91	100	NC	419	429	NC	71	70	NC	21	25	NC	7	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	44	210	29814				461	450	448	50	49	53	29	37	33	13	10	10	8	4	4
Non-Economically Disadvantaged	364	2124	45170				494	499	479	19	15	28	37	38	38	24	25	20	19	22	14

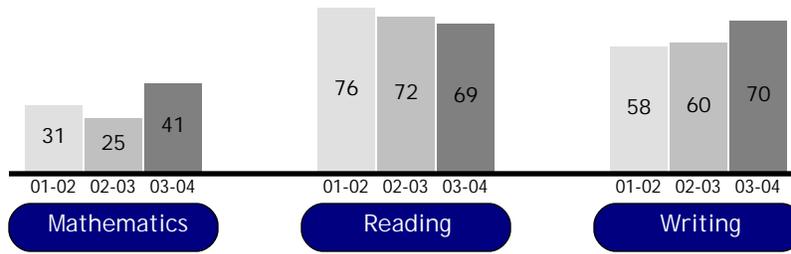
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	2334	74918	100	100	99	520	522	497	17	14	32	15	13	19	42	44	35	27	28	15
All Students (Prior Year)	381	2114	71100	97	97	99	518	523	502	15	12	25	12	14	21	49	46	40	23	28	15
Female	205	1179	36805	100	100	99	523	525	501	11	12	28	16	12	19	45	47	37	27	29	16
Male	203	1154	37936	100	100	99	516	519	493	22	17	35	13	14	18	38	42	33	26	27	14
African American	27	143	3719	100	100	98	486	495	481	46	34	43	17	18	21	25	35	29	13	13	7
Hispanic	58	283	26645	100	97	98	501	498	478	29	30	46	14	17	20	39	38	27	18	16	6
Asian/Pacific Islander	13	159	1571	100	100	99	558	546	521	0	6	18	0	7	15	46	36	38	54	51	30
American Indian/Alaskan Native	NC	37	4729	NC	97	98	NC	489	468	NC	32	57	NC	22	19	NC	38	19	NC	8	4
White	306	1698	37773	100	100	99	524	527	511	13	10	20	15	13	18	43	47	41	29	30	21
Students with Disabilities	43	191	8801	100	96	100	468	461	448	59	63	75	22	18	13	11	15	10	7	4	2
Students without Disabilities	365	2143	66117	100	100	99	524	527	501	14	11	28	14	13	19	44	46	37	28	30	16
Limited English Proficient Students	NC	43	11706	NC	91	100	NC	439	454	NC	86	71	NC	14	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	44	211	29785				496	488	477	42	41	47	13	18	20	26	30	26	18	11	6
Non-Economically Disadvantaged	364	2123	45115				522	525	508	14	12	23	15	13	18	44	46	39	28	30	20

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	406	2330	74503	100	100	99	506	517	491	4	4	9	27	23	32	63	62	51	7	10	8
All Students (Prior Year)	366	2067	69001	94	95	96	502	508	490	9	8	17	31	27	37	59	63	45	1	2	1
Female	204	1179	36686	100	100	99	529	533	506	2	2	5	17	16	29	72	70	57	9	12	9
Male	202	1150	37644	100	100	98	484	501	476	7	7	13	36	30	36	53	55	45	5	9	6
African American	27	143	3677	100	100	97	471	491	475	12	7	12	36	33	36	48	53	46	4	7	5
Hispanic	57	283	26500	98	97	97	483	476	467	9	11	13	34	33	39	53	52	44	4	3	4
Asian/Pacific Islander	13	158	1566	100	100	99	531	559	537	0	2	5	23	14	23	69	62	55	8	22	18
American Indian/Alaskan Native	NC	37	4695	NC	97	97	NC	477	464	NC	5	14	NC	43	39	NC	49	44	NC	3	3
White	305	1695	37606	100	100	99	513	524	508	3	3	6	24	21	28	65	65	56	8	11	10
Students with Disabilities	43	192	8662	100	96	100	417	419	409	27	28	37	52	46	42	21	26	20	0	0	1
Students without Disabilities	363	2138	65841	99	100	98	515	524	499	2	3	7	24	21	32	66	65	53	8	11	8
Limited English Proficient Students	NC	43	11608	NC	91	100	NC	419	430	NC	29	23	NC	50	47	NC	21	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	44	211	29587				480	470	465	11	12	14	37	36	40	47	47	43	5	4	4
Non-Economically Disadvantaged	362	2119	44898				509	521	507	3	4	7	25	22	28	64	64	55	7	11	10

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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	69	68	49	94	71	74	53	99	74	NA	56
	Language	98	63	61	42	98	63	65	45	99	64	65	48
	Mathematics	98	77	80	58	94	82	84	62	99	81	84	66
7	Reading	100	63	67	48	93	71	73	51	100	72	NA	54
	Language	100	69	72	51	97	75	76	54	100	77	77	58
	Mathematics	99	69	75	54	94	73	78	58	100	76	80	62
8	Reading	98	54	63	49	91	66	71	53	99	70	NA	55
	Language	98	59	66	46	96	65	69	49	99	70	70	52
	Mathematics	96	63	69	54	92	71	75	58	99	73	75	61

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

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

Council Duties

- Ü Academic Preparedness of Students
- Ü Communication Strategies
- Ü Student Conduct Issues and Strategies
- Ü Parent/Community/Student/Staff Surveys
- Ü Analyzing/Studying Achievement Data
- Ü School Safety

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	6	0	0
4 to 6 years	4	2	0	0
7 to 9 years	8	3	0	0
10 or more years	10	23	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	213
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Library/Media Center
- Ü Windows Platform Computer Labs

Extracurricular Activities

- Ü Student Council
- Ü Middle School Athletics
- Ü Knowledge Masters
- Ü Yearbook
- Ü Sabercat Tutoring Center

Social Services

- Ü YMCA Afterschool Programs
- Ü Community Education Classes
- Ü Counseling Services
- Ü City of Phoenix Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Kyrene Centennial Middle School Course of Study was revised and published for all students and parents.

- ü Student use of a daily planner was continued to assist students with organization and academic preparedness.

- ü Simulated 'Stock Market Math Club' awarded second place in the state.

- ü 'Character Counts' program was introduced to staff through staff development efforts. School wide implementation will take place in the fall of 2004.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	78	81
Grades 6-7	69	61
Grades 7-8	71	63

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

CMS recognizes the importance of teaching young adolescents personal responsibility. Students are encouraged to be actively involved in creating and maintaining a safe school environment that is conducive to learning and promoting individual responsibility. The 'Character Counts' program will be implemented at Centennial in the fall of 2004. All students and staff will participate as a part of ensuring a safe and healthy learning environment.

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

2

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

Contacts

	Name	Phone Number
School Site Council	Katherine J. Cranson	(480) 783-2500
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Susan Clark	(480) 783-2596
Parent Organization	Debra Doyle-Wyatt	(480) 496-9676
Student Health/Nurse	Michelle Cartledge	(480) 783-2584

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.