

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

360 S. Twelve Oaks Blvd., 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)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Dr. Thomas M Seiger
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 1011
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2400
 Fax Number : (480) 961-4152
 E-mail : tseige@kyrene.org

Mission

The primary focus of our school is to provide opportunities for every student to learn and to facilitate the acquisition of the skills and knowledge necessary to function successfully in our complex world, and to become responsible citizens.

KSD is 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 Increase students' proficiency in math as measured by district assessments.
- ü Increase students' proficiency in language arts and reading as measured by district assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 1070
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- Ü Honors Classes
- Ü On-site Special Education
- Ü Two Regional Special Education Programs
- Ü SEI
- Ü Exploratory Classes
- Ü District Altern. Program to Suspension
- Ü Academic Intervention Programs
- 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

The staff is committed to a collaborative partnership with parents to achieve excellence in education in a safe and supportive environment. Teachers provide timely communication regarding student progress with parents.

Parents

Parents are encouraged to attend school functions to support their child's learning; communicate frequently with their child's teachers; monitor their child's progress; volunteer their expertise; and serve on school and district committees.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one and one half miles or more from 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 Central AZ Science and Engineering Fair Winners	2003
Ü National History Day State Champion	2004
Ü An ADE Excelling School for the past two years	2005
Ü Future Cities School Achievement Award	2005

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	336	2342	78250	100	100	99	580	582	548	10	9	21	8	10	18	59	56	48	23	25	13
All Students (Prior Year)	372	2334	75001	100	100	99	497	495	468	17	18	37	38	38	36	24	24	16	21	20	10
Female	149	1162	38071	99	100	99	576	579	549	8	8	20	10	10	19	62	59	49	21	22	12
Male	187	1181	40126	100	100	99	583	584	547	12	10	23	6	10	17	57	52	46	25	28	14
African American	NC	150	4058	NC	100	99	NC	534	523	NC	29	32	NC	20	22	NC	42	41	NC	8	5
Hispanic	45	303	29129	100	100	99	555	556	527	18	16	32	14	17	23	59	55	40	9	12	6
Asian/Pacific Islander	38	180	1747	100	100	100	639	625	589	3	4	9	3	4	9	34	38	50	60	54	32
American Indian/Alaskan Native	NC	40	4996	NC	93	100	NC	547	518	NC	26	36	NC	16	25	NC	52	36	NC	6	4
White	238	1669	38320	99	99	99	579	586	568	7	6	12	7	9	14	65	59	55	21	26	19
Students with Disabilities	31	199	9329	100	100	100	486	481	454	59	62	64	17	16	18	21	19	16	3	3	2
Students without Disabilities	305	2146	68996	99	100	99	589	590	561	5	4	16	7	9	18	63	59	52	25	27	14
Limited English Proficient Students	NC	39	10133	NC	100	100	NC	453	488	NC	44	45	NC	16	25	NC	34	28	NC	6	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	277	33388	78	83	94	537	535	530	38	31	32	8	17	22	50	46	40	4	7	5
Non-Economically Disadvantaged	304	2068	44937	100	100	100	584	587	561	8	7	13	8	9	15	60	57	54	25	27	18

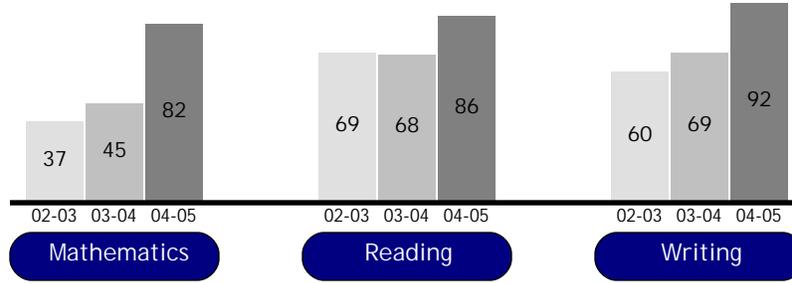
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	336	2346	78302	100	0	99	547	550	512	3	3	11	11	10	25	69	68	57	17	19	7
All Students (Prior Year)	371	2334	74918	100	100	99	517	522	497	18	14	32	14	13	19	43	44	35	25	28	15
Female	149	1164	38082	99	0	99	552	554	518	1	2	8	12	9	24	69	69	61	18	20	7
Male	187	1183	40166	100	0	99	543	546	507	5	4	14	11	11	26	69	67	54	16	17	6
African American	NC	150	4064	NC	0	100	NC	517	498	NC	9	14	NC	26	29	NC	58	54	NC	7	3
Hispanic	45	305	29152	100	0	99	533	532	492	7	6	17	20	17	34	61	65	46	11	12	2
Asian/Pacific Islander	38	179	1746	100	0	100	584	573	542	0	1	5	0	6	13	60	58	66	40	34	16
American Indian/Alaskan Native	NC	40	4993	NC	0	100	NC	522	484	NC	6	19	NC	29	38	NC	55	42	NC	10	1
White	238	1672	38347	99	0	99	547	554	531	2	2	5	10	8	17	72	71	68	16	19	10
Students with Disabilities	31	200	9353	100	0	100	471	464	429	21	28	40	45	40	38	31	29	22	3	3	1
Students without Disabilities	305	2149	69024	99	0	99	555	558	524	1	1	7	8	7	23	73	72	62	18	20	7
Limited English Proficient Students	NC	39	10140	NC	0	100	NC	426	451	NC	18	28	NC	40	43	NC	40	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	275	33398	78	0	94	522	514	495	4	10	18	31	24	35	62	63	46	4	3	2
Non-Economically Disadvantaged	304	2074	44979	100	0	100	549	555	525	3	2	6	10	8	18	70	69	66	18	20	10

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	335	2345	78094	100	100	99	575	580	545	0	1	3	8	7	18	90	87	77	2	5	2
All Students (Prior Year)	370	2330	74503	100	100	99	512	517	491	5	4	9	26	23	32	58	62	51	11	10	8
Female	149	1166	38025	99	100	99	584	590	558	0	1	2	3	4	13	93	89	82	3	7	2
Male	186	1180	40013	100	100	99	568	571	534	1	1	5	11	10	23	87	85	71	1	3	1
African American	NC	149	4037	NC	100	99	NC	552	532	NC	5	4	NC	15	22	NC	78	73	NC	2	1
Hispanic	45	306	29068	100	100	99	568	562	523	0	1	5	7	12	27	93	84	67	0	3	1
Asian/Pacific Islander	38	180	1743	100	100	100	615	605	577	0	0	2	0	4	9	91	80	82	9	15	8
American Indian/Alaskan Native	NC	39	4981	NC	91	100	NC	562	526	NC	0	4	NC	13	25	NC	87	70	NC	0	0
White	237	1671	38265	99	100	99	571	584	564	0	1	2	9	6	11	89	88	84	2	5	3
Students with Disabilities	31	199	9275	100	100	100	493	489	444	3	10	14	45	35	46	52	54	39	0	1	1
Students without Disabilities	304	2149	68892	99	100	98	584	588	559	0	0	2	4	5	14	94	90	82	2	5	2
Limited English Proficient Students	NC	39	10084	NC	100	100	NC	433	474	NC	18	10	NC	34	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	31	276	33296	76	82	94	554	545	527	4	4	5	4	17	27	92	79	67	0	1	0
Non-Economically Disadvantaged	304	2072	44871	100	100	100	577	584	559	0	1	2	8	6	12	90	88	84	2	5	3

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	75	74	53	98	75	NA	56	100	70	66	51
	Language	99	72	65	45	98	70	65	48	100	65	63	47
	Mathematics	97	87	84	62	97	87	84	66	99	74	70	52
7	Reading	97	72	73	51	98	77	NA	54	100	68	66	50
	Language	97	80	76	54	99	84	77	58	100	71	68	52
	Mathematics	97	78	78	58	98	84	80	62	99	67	66	50
8	Reading	95	68	71	53	100	73	NA	55	100	67	68	51
	Language	97	67	69	49	100	74	70	52	100	66	66	50
	Mathematics	97	74	75	58	100	75	75	61	100	69	69	53

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

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

Council Duties

- Ü Appropriate Social Conduct
- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü Student/Staff/Volunteer Recognition
- Ü Oversee General Tax Credit funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.50
Other Professional Staff	2.60	Teacher Aide	6.13

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	6	10	0	0
7 to 9 years	2	4	1	0
10 or more years	3	28	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	225
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Well maintained athletic fields
- Ü State of the art Technology Labs
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Student Council
- Ü After School Enrichment Clubs
- Ü Middle School Athletics
- Ü Learning Lab
- Ü National Junior Honor Society
- Ü Community Service Learning
- Ü Jazz Band & Show Choir
- Ü Academic intervention programs

Social Services

- Ü Access to Dist. Family Resource Center
- Ü National Free/Reduced Lunch Program
- Ü Prevention services
- Ü Psychologist
- Ü Health Services
- Ü School Resource Officer
- Ü Character education programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student performance on AIMS is well above state average.

- ü Internet access is possible from every classroom work station and from four 32-station laboratories.

- ü Model community service program, Adopt-a-Shore is in place.

- ü Student winners in Future Cities, Science Fair and National History Day competitions.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Of the above reported incidents, 24 resulted in a police report having been filed. Our school is organized into small academic teams of teachers and students. A Chandler police officer works on campus five days a week and our health technician is always present. Evacuation and lock-down drills are conducted regularly. The school safety committee reviews safety concerns regularly. A school-wide character education program has been implemented.

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

35

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	Thomas M Seiger	(480) 783-2480
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Debbie Hill	(480) 783-2496
Parent Organization	Cyndi Heimerich	(480) 783-2481
Student Health/Nurse	Martha Foland	(480) 783-2484

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 1011 Copies = \$386.00

** 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.