

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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 : Dr. Thomas M Seiger
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 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, 2005 School Year Student Enrollment : 1013
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

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 three years	2005
Ü Future Cities School Achievement Award	2005

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	293	2109	79327	99	97	98	564	557	518	4	6	19	10	11	20	46	44	46	40	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	1061	38961	99	97	98	569	560	520	3	5	16	11	11	20	42	45	48	44	39	16
Male	144	1047	40295	98	97	97	559	554	516	6	8	21	10	12	19	50	43	44	35	37	16
African American	22	178	4247	100	94	98	519	519	499	18	17	27	32	21	24	32	45	41	18	17	8
Hispanic	40	303	32327	100	95	98	553	536	499	3	8	27	10	17	25	60	51	41	28	23	8
Asian/Pacific Islander	32	161	1939	100	98	99	593	594	556	3	2	6	6	4	10	31	32	47	59	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	196	1411	36373	98	98	98	568	564	538	3	5	10	8	9	14	47	44	52	41	42	25
Students with Disabilities	31	189	9321	89	79	87	483	484	467	35	38	54	35	30	22	26	25	21	3	7	3
Students without Disabilities	262	1920	70006	100	100	100	573	564	524	1	3	14	7	9	19	48	46	49	44	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	35	375	37097	100	94	97	537	517	498	9	16	27	20	25	25	46	41	41	26	17	7
Non-Economically Disadvantaged	258	1734	42230	98	98	99	568	565	535	4	4	11	9	8	15	46	45	50	41	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	290	2118	79501	98	98	98	529	524	497	1	3	10	12	13	25	74	74	60	12	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	150	1067	39062	100	98	99	533	529	502	NA	1	8	12	11	23	73	75	64	15	13	5
Male	140	1050	40368	95	97	98	524	518	491	2	4	13	12	15	27	76	73	57	9	9	3
African American	22	184	4279	100	97	99	509	501	485	9	6	14	14	26	30	73	66	54	5	3	2
Hispanic	39	311	32389	98	97	98	528	508	478	NA	5	16	13	19	34	74	70	48	13	6	1
Asian/Pacific Islander	32	160	1936	100	98	99	542	540	519	NA	1	3	13	6	14	63	75	73	25	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	194	1408	36446	97	98	99	530	530	516	1	2	4	11	10	15	77	76	73	11	12	7
Students with Disabilities	28	196	9411	80	82	88	477	472	453	4	15	36	54	42	36	43	42	26	NA	1	1
Students without Disabilities	262	1922	70090	100	100	100	534	529	502	1	1	7	8	10	24	78	77	65	14	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	35	382	37183	100	96	97	514	495	479	6	8	16	14	29	34	71	59	49	9	4	1
Non-Economically Disadvantaged	255	1736	42318	97	98	99	531	530	513	0	1	5	12	9	17	75	77	70	13	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	292	2121	80000	98	98	99	591	587	564	1	1	3	3	4	11	75	76	75	20	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	1070	39288	99	98	99	609	601	579	NA	1	2	1	1	6	72	73	77	27	25	16
Male	143	1050	40644	97	97	98	573	572	549	3	1	4	6	8	15	78	80	74	13	12	7
African American	22	182	4307	100	96	99	560	571	551	9	2	4	14	7	13	68	83	75	9	8	7
Hispanic	40	311	32672	100	97	99	582	576	548	3	1	4	NA	7	14	85	81	76	13	12	6
Asian/Pacific Islander	32	160	1945	100	98	99	604	612	592	3	1	1	3	2	4	53	61	69	41	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	195	1411	36602	98	98	99	595	589	579	NA	1	2	3	3	7	77	76	75	20	20	16
Students with Disabilities	30	198	9919	86	83	93	543	526	505	3	5	9	17	25	35	80	68	54	NA	2	2
Students without Disabilities	262	1923	70081	100	100	100	596	592	571	1	1	2	2	2	7	74	77	79	23	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	35	383	37534	100	96	98	561	558	547	9	3	4	6	9	15	74	83	76	11	5	5
Non-Economically Disadvantaged	257	1738	42466	98	98	100	595	593	578	0	0	2	3	3	7	75	75	75	21	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	347	2223	78546	98	98	97	593	585	543	1	3	15	3	6	18	54	53	52	42	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	177	1077	38645	97	98	98	589	584	545	1	3	13	2	6	18	57	55	54	40	36	15
Male	170	1146	39792	99	98	97	597	586	542	1	4	17	5	6	17	51	51	50	44	39	15
African American	16	172	4205	94	96	97	559	551	524	6	9	22	13	13	22	63	63	49	19	15	7
Hispanic	55	325	31177	100	96	97	568	564	524	2	5	22	7	11	23	69	63	48	22	22	7
Asian/Pacific Islander	38	171	1940	97	99	99	630	620	580	NA	1	5	NA	2	9	34	35	53	66	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	231	1496	36450	98	99	97	596	591	563	0	2	7	2	4	12	54	52	57	44	41	23
Students with Disabilities	25	168	8093	81	81	82	542	520	489	8	25	50	16	26	24	68	41	23	8	8	2
Students without Disabilities	322	2055	70453	100	100	100	597	590	549	0	1	11	2	4	17	53	54	56	44	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	39	346	34694	91	94	96	554	553	524	5	7	23	13	14	23	72	63	48	10	16	7
Non-Economically Disadvantaged	308	1877	43852	99	99	99	598	591	559	0	2	10	2	5	13	52	51	56	46	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	346	2230	79045	98	98	98	549	544	512	0	2	10	7	11	25	75	69	58	18	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	177	1084	38860	97	99	98	552	549	519	NA	1	7	7	9	22	74	70	62	19	20	8
Male	169	1146	40075	99	98	97	546	540	505	1	3	12	8	13	28	76	68	54	16	16	6
African American	16	174	4250	94	97	98	524	517	500	NA	7	12	19	20	31	75	68	54	6	4	3
Hispanic	54	326	31314	98	96	98	531	528	493	NA	2	16	11	21	34	83	67	48	6	10	2
Asian/Pacific Islander	38	171	1949	97	99	99	564	562	536	NA	2	4	5	8	15	61	58	66	34	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	231	1500	36730	98	99	98	553	550	532	0	1	4	6	8	16	75	71	68	19	20	12
Students with Disabilities	24	174	8552	77	84	87	500	486	463	NA	18	35	38	37	40	63	41	23	NA	4	1
Students without Disabilities	322	2056	70493	100	100	100	553	549	517	0	1	7	5	9	24	76	71	62	19	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	39	349	34922	91	95	96	527	520	493	NA	5	15	23	21	34	72	68	48	5	6	3
Non-Economically Disadvantaged	307	1881	44123	99	99	99	552	549	527	0	2	6	5	9	18	75	69	66	19	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	350	2240	79657	99	99	99	587	590	566	0	0	3	3	3	8	97	95	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	180	1087	39120	98	99	99	594	597	580	NA	0	2	2	1	4	98	96	92	1	3	2
Male	170	1153	40423	99	98	98	581	583	553	1	1	5	4	4	12	95	94	83	1	2	1
African American	16	176	4290	94	98	99	588	574	560	NA	2	4	6	5	9	94	92	86	NA	1	1
Hispanic	55	336	31642	100	99	99	586	585	552	NA	0	5	4	4	11	95	94	84	2	2	0
Asian/Pacific Islander	38	171	1948	97	99	99	604	605	589	NA	1	1	NA	2	3	100	90	91	NA	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	233	1497	36929	99	99	99	586	592	579	0	0	2	2	2	5	97	96	91	0	2	2
Students with Disabilities	27	183	9069	87	88	92	535	540	508	4	3	11	11	15	30	85	80	58	NA	2	1
Students without Disabilities	323	2057	70588	100	100	100	592	594	573	NA	0	2	2	1	5	98	96	91	1	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	42	358	35341	98	97	97	573	573	551	NA	1	5	12	7	12	88	92	83	NA	1	0
Non-Economically Disadvantaged	308	1882	44316	99	99	100	589	593	578	0	0	2	1	2	5	98	95	90	1	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	373	2312	78400	99	97	97	594	591	554	9	7	21	10	11	19	53	53	47	29	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	1129	38686	98	98	98	592	591	554	7	6	20	13	11	20	52	54	49	29	29	12
Male	199	1183	39636	99	96	96	596	591	554	11	8	23	7	11	18	53	52	46	29	29	13
African American	16	175	4193	100	97	97	560	554	533	13	18	32	25	18	23	50	55	40	13	9	5
Hispanic	46	338	30732	100	95	97	570	566	534	13	12	31	15	18	24	52	55	40	20	15	5
Asian/Pacific Islander	37	155	1827	97	97	99	637	629	594	NA	3	8	3	6	12	41	35	49	57	55	31
American Indian/Alaskan Native	NC	53	4536	NC	88	95	NC	553	528	NC	17	35	NC	23	25	NC	51	37	NC	9	4
White	266	1591	37038	98	97	97	595	598	575	8	5	11	9	9	14	55	54	56	28	32	19
Students with Disabilities	40	147	7840	95	67	81	505	512	498	58	47	60	18	23	18	25	28	20	NA	2	2
Students without Disabilities	333	2165	70560	99	100	99	604	596	560	3	4	17	9	10	19	56	55	50	32	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	32	333	33014	100	93	95	556	552	534	25	18	31	9	22	24	56	50	40	9	10	5
Non-Economically Disadvantaged	341	1979	45386	99	97	99	598	597	569	7	5	15	10	9	15	52	54	52	31	32	18

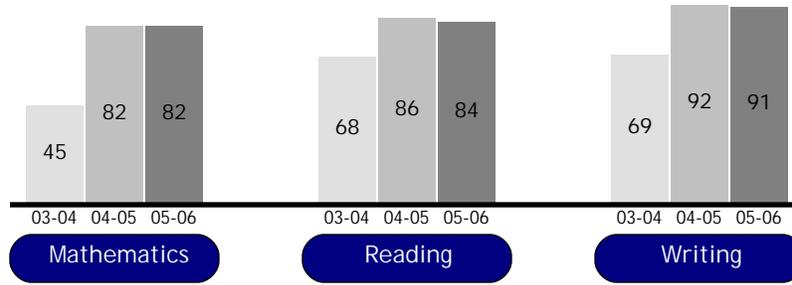
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	370	2351	79179	98	98	98	550	550	519	3	3	11	13	13	27	72	72	58	12	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1144	38974	97	99	99	557	555	524	3	2	8	11	11	25	71	74	61	15	13	5
Male	198	1207	40124	99	98	97	545	545	513	3	5	13	15	15	28	73	69	54	9	11	4
African American	16	180	4243	100	99	98	513	525	506	13	7	14	19	22	32	69	64	51	NA	6	3
Hispanic	45	349	30987	98	99	98	546	531	498	2	5	17	16	22	36	71	67	45	11	6	1
Asian/Pacific Islander	37	158	1832	97	99	99	563	565	543	5	4	4	8	8	17	70	70	69	16	19	10
American Indian/Alaskan Native	NC	55	4573	NC	92	96	NC	504	494	NC	13	16	NC	33	41	NC	51	42	NC	4	1
White	264	1609	37467	97	98	98	552	557	539	2	2	5	13	10	17	73	74	70	12	14	8
Students with Disabilities	38	187	8567	90	86	88	482	483	467	24	21	39	42	47	38	34	30	22	NA	1	1
Students without Disabilities	332	2164	70612	99	100	99	558	555	524	1	2	7	10	10	25	76	75	62	13	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	32	347	33345	100	97	96	523	518	499	6	7	17	25	30	36	63	59	46	6	3	1
Non-Economically Disadvantaged	338	2004	45834	98	99	99	553	555	533	3	2	7	12	10	19	73	74	67	12	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	371	2353	79734	98	98	99	576	579	554	1	0	3	9	10	19	90	88	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	1148	39243	98	99	99	586	592	568	1	0	2	7	5	12	91	93	85	2	1	1
Male	197	1205	40413	98	98	98	567	566	541	1	1	4	11	15	26	89	84	70	NA	0	0
African American	16	181	4285	100	100	99	560	560	548	NA	NA	3	6	18	22	94	82	74	NA	1	0
Hispanic	46	351	31254	100	99	99	576	567	539	NA	1	5	9	15	25	91	85	70	NA	NA	0
Asian/Pacific Islander	37	157	1837	97	98	99	594	597	579	NA	NA	1	3	6	9	97	93	87	NA	1	2
American Indian/Alaskan Native	NC	54	4613	NC	90	97	NC	544	535	NC	4	4	NC	24	29	NC	72	67	NC	NA	0
White	265	1610	37668	98	98	99	576	583	569	0	0	1	10	8	13	89	90	85	1	1	1
Students with Disabilities	38	190	8943	90	87	92	513	515	495	5	5	11	34	43	51	61	52	38	NA	1	1
Students without Disabilities	333	2163	70791	99	100	100	583	584	561	NA	0	2	6	7	15	93	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	31	348	33718	97	97	97	561	553	538	NA	1	5	10	22	26	90	77	69	NA	0	0
Non-Economically Disadvantaged	340	2005	46016	98	99	100	578	584	567	1	0	2	9	8	14	90	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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	75	NA	56	100	70	66	51	97	78	75	56
	Language	98	70	65	48	100	65	63	47	98	73	68	50
	Mathematics	97	87	84	66	99	74	70	52	98	83	78	58
7	Reading	98	77	NA	54	100	68	66	50	98	80	76	54
	Language	99	84	77	58	100	71	68	52	99	78	76	58
	Mathematics	98	84	80	62	99	67	66	50	98	78	76	54
8	Reading	100	73	NA	55	100	67	68	51	98	76	75	58
	Language	100	74	70	52	100	66	66	50	98	70	70	56
	Mathematics	100	75	75	61	100	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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 0 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	59.10
Other Professional Staff	3.60	Teacher Aide	8.61

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	0	0
4 to 6 years	7	16	0	0
7 to 9 years	6	0	0	0
10 or more years	15	16	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	225
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	10%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

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

The above number reflects the number of police contacts which resulted in a police report being filed. It does not reflect the numerous conferences during which the SRO was in attendance, but which did not result in a report being filed.

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) :

5

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	Tom Seiger	(480) 783-2480
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Debbie Hill	(480) 783-2496
Parent Organization	Benji Tucker	(602) 739-8822
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."

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.

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