



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1050 East Carver Road, Tempe, AZ 85284

Kyrene Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Susan Poole
Schedule : 08:15 AM to 04:45 PM
Grades : 6-8
Web Address : www.kyrene.org
Phone Number : (480) 783-1000
Fax Number : (480) 831-0169
E-mail : spoole@kyrene.org

Mission

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

Kyrene Middle School:
We at Kyrene Middle School are dedicated to a community of individual and collective excellence that promotes safety, diversity, respect, and independent, self-motivated learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
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

- State and district assessment results in math, reading and writing will reflect improved student achievement.
We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment.
The goal of the KMS Site Based Council is to make decisions that directly impact our school's learning environment and academic success to maximize each students' potential.

Enrollment

October 1, 2005 School Year Student Enrollment : 1224
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 263

Instructional Programs

- ü Exploratory Offerings
- ü Band, Chorus, Orchestra
- ü Advanced Placement Education
- ü Academic Intervention Programs
- ü Technology Based Learning
- ü Title I Academic Intervention
- ü Literacy Specialist
- ü Mathematics Specialist

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

Kyrene Middle School is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. The KMS staff works to create a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Parents are encouraged to attend school functions, to celebrate their child's learning; communicate frequently with their child's teacher, support their child's learning by helping with homework; and monitor their child's progress.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile 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 their 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 NCTE Promising Youth Writer's Program	2006
ü National Geographic Society Geography Bee - State Final	2006
ü March of Dimes #1 AZ Middle School - Dollars Raised	2006
ü Band/Chorus/Orchestra Excelling rating in Festivals	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	387	2109	79327	97	97	98	553	557	518	8	6	19	15	11	20	39	44	46	37	38	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	204	1061	38961	96	97	98	557	560	520	6	5	16	15	11	20	41	45	48	38	39	16
Male	183	1047	40295	97	97	97	549	554	516	11	8	21	15	12	19	38	43	44	37	37	16
African American	54	178	4247	93	94	98	519	519	499	17	17	27	20	21	24	44	45	41	19	17	8
Hispanic	82	303	32327	93	95	98	532	536	499	12	8	27	21	17	25	40	51	41	27	23	8
Asian/Pacific Islander	28	161	1939	100	98	99	602	594	556	NA	2	6	4	4	10	32	32	47	64	62	36
American Indian/Alaskan Native	23	56	4391	92	95	96	504	510	489	13	18	32	48	30	27	35	41	36	4	11	4
White	200	1411	36373	99	98	98	570	564	538	5	5	10	9	9	14	39	44	52	47	42	25
Students with Disabilities	34	189	9321	72	79	87	470	484	467	47	38	54	32	30	22	18	25	21	3	7	3
Students without Disabilities	353	1920	70006	100	100	100	561	564	524	5	3	14	13	9	19	41	46	49	41	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	117	375	37097	93	94	97	504	517	498	20	16	27	29	25	25	41	41	41	10	17	7
Non-Economically Disadvantaged	270	1734	42230	98	98	99	574	565	535	3	4	11	9	8	15	39	45	50	49	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	392	2118	79501	98	98	98	518	524	497	4	3	10	15	13	25	71	74	60	9	11	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	206	1067	39062	97	98	99	525	529	502	3	1	8	11	11	23	76	75	64	11	13	5
Male	186	1050	40368	98	97	98	510	518	491	6	4	13	20	15	27	66	73	57	8	9	3
African American	56	184	4279	97	97	99	502	501	485	7	6	14	25	26	30	66	66	54	2	3	2
Hispanic	85	311	32389	97	97	98	498	508	478	11	5	16	25	19	34	60	70	48	5	6	1
Asian/Pacific Islander	28	160	1936	100	98	99	535	540	519	NA	1	3	NA	6	14	86	75	73	14	19	9
American Indian/Alaskan Native	23	55	4401	92	93	96	481	486	473	NA	4	17	43	42	40	52	49	43	4	5	1
White	200	1408	36446	99	98	99	532	530	516	2	2	4	8	10	15	78	76	73	13	12	7
Students with Disabilities	39	196	9411	83	82	88	462	472	453	23	15	36	41	42	36	36	42	26	NA	1	1
Students without Disabilities	353	1922	70090	100	100	100	523	529	502	2	1	7	12	10	24	75	77	65	10	12	5
Limited English Proficient Students	NC	18	9401	NC	90	94	NC	453	443	NC	28	40	NC	50	46	NC	22	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	120	382	37183	95	96	97	484	495	479	11	8	16	34	29	34	53	59	49	2	4	1
Non-Economically Disadvantaged	272	1736	42318	99	98	99	532	530	513	1	1	5	7	9	17	79	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	393	2121	80000	98	98	99	583	587	564	1	1	3	5	4	11	77	76	75	17	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	1070	39288	98	98	99	597	601	579	1	1	2	1	1	6	75	73	77	22	25	16
Male	186	1050	40644	98	97	98	568	572	549	1	1	4	9	8	15	80	80	74	10	12	7
African American	56	182	4307	97	96	99	577	571	551	2	2	4	4	7	13	82	83	75	13	8	7
Hispanic	85	311	32672	97	97	99	571	576	548	NA	1	4	12	7	14	78	81	76	11	12	6
Asian/Pacific Islander	28	160	1945	100	98	99	614	612	592	NA	1	1	NA	2	4	68	61	69	32	37	25
American Indian/Alaskan Native	24	57	4424	96	97	97	562	549	549	4	5	3	13	12	14	75	79	77	8	4	5
White	200	1411	36602	99	98	99	588	589	579	2	1	2	3	3	7	77	76	75	19	20	16
Students with Disabilities	39	198	9919	83	83	93	511	526	505	8	5	9	31	25	35	62	68	54	NA	2	2
Students without Disabilities	354	1923	70081	100	100	100	590	592	571	1	1	2	2	2	7	79	77	79	18	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	121	383	37534	96	96	98	555	558	547	2	3	4	12	9	15	83	83	76	3	5	5
Non-Economically Disadvantaged	272	1738	42466	99	98	100	595	593	578	1	0	2	2	3	7	75	75	75	22	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	363	2223	78546	95	98	97	581	585	543	3	3	15	9	6	18	53	53	52	36	38	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	1077	38645	98	98	98	577	584	545	2	3	13	11	6	18	55	55	54	32	36	15
Male	193	1146	39792	92	98	97	584	586	542	3	4	17	6	6	17	51	51	50	39	39	15
African American	45	172	4205	98	96	97	553	551	524	2	9	22	13	13	22	71	63	49	13	15	7
Hispanic	68	325	31177	85	96	97	557	564	524	7	5	22	15	11	23	57	63	48	21	22	7
Asian/Pacific Islander	21	171	1940	100	99	99	634	620	580	5	1	5	5	2	9	24	35	53	67	63	33
American Indian/Alaskan Native	16	59	4689	100	98	95	552	555	515	NA	5	28	19	15	25	69	61	43	13	19	4
White	213	1496	36450	97	99	97	591	591	563	1	2	7	5	4	12	49	52	57	44	41	23
Students with Disabilities	27	168	8093	57	81	82	535	520	489	11	25	50	22	26	24	56	41	23	11	8	2
Students without Disabilities	336	2055	70453	100	100	100	584	590	549	2	1	11	7	4	17	53	54	56	38	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	101	346	34694	89	94	96	554	553	524	4	7	23	15	14	23	62	63	48	19	16	7
Non-Economically Disadvantaged	262	1877	43852	98	99	99	591	591	559	2	2	10	6	5	13	49	51	56	42	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	364	2230	79045	95	98	98	543	544	512	2	2	10	12	11	25	68	69	58	18	18	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1084	38860	99	99	98	543	549	519	1	1	7	10	9	22	70	70	62	19	20	8
Male	192	1146	40075	92	98	97	543	540	505	3	3	12	13	13	28	66	68	54	18	16	6
African American	43	174	4250	93	97	98	526	517	500	5	7	12	14	20	31	81	68	54	NA	4	3
Hispanic	71	326	31314	89	96	98	524	528	493	4	2	16	25	21	34	58	67	48	13	10	2
Asian/Pacific Islander	21	171	1949	100	99	99	577	562	536	NA	2	4	5	8	15	48	58	66	48	32	15
American Indian/Alaskan Native	16	59	4719	100	98	96	514	523	489	NA	NA	15	19	20	39	75	69	45	6	10	2
White	213	1500	36730	97	99	98	552	550	532	1	1	4	7	8	16	70	71	68	22	20	12
Students with Disabilities	28	174	8552	60	84	87	490	486	463	18	18	35	29	37	40	46	41	23	7	4	1
Students without Disabilities	336	2056	70493	100	100	100	546	549	517	1	1	7	10	9	24	70	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	103	349	34922	90	95	96	521	520	493	4	5	15	18	21	34	68	68	48	10	6	3
Non-Economically Disadvantaged	261	1881	44123	97	99	99	552	549	527	2	2	6	9	9	18	68	69	66	21	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	376	2240	79657	98	99	99	585	590	566	0	0	3	3	3	8	95	95	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	1087	39120	99	99	99	591	597	580	1	0	2	1	1	4	97	96	92	1	3	2
Male	204	1153	40423	98	98	98	580	583	553	NA	1	5	5	4	12	93	94	83	2	2	1
African American	45	176	4290	98	98	99	574	574	560	2	2	4	4	5	9	93	92	86	NA	1	1
Hispanic	79	336	31642	99	99	99	575	585	552	NA	0	5	6	4	11	92	94	84	1	2	0
Asian/Pacific Islander	21	171	1948	100	99	99	605	605	589	NA	1	1	NA	2	3	100	90	91	NA	7	4
American Indian/Alaskan Native	16	60	4760	100	100	97	580	577	547	NA	NA	5	NA	8	14	100	90	81	NA	2	0
White	215	1497	36929	98	99	99	589	592	579	NA	0	2	2	2	5	95	96	91	2	2	2
Students with Disabilities	40	183	9069	85	88	92	544	540	508	NA	3	11	18	15	30	78	80	58	5	2	1
Students without Disabilities	336	2057	70588	100	100	100	589	594	573	0	0	2	1	1	5	97	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	109	358	35341	96	97	97	576	573	551	NA	1	5	6	7	12	94	92	83	1	1	0
Non-Economically Disadvantaged	267	1882	44316	100	99	100	589	593	578	0	0	2	2	2	5	96	95	90	2	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	403	2312	78400	95	97	97	576	591	554	9	7	21	18	11	19	50	53	47	23	29	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	1129	38686	96	98	98	575	591	554	9	6	20	20	11	20	49	54	49	23	29	12
Male	210	1183	39636	94	96	96	576	591	554	9	8	23	17	11	18	52	52	46	22	29	13
African American	61	175	4193	97	97	97	551	554	533	15	18	32	28	18	23	51	55	40	7	9	5
Hispanic	89	338	30732	92	95	97	557	566	534	13	12	31	24	18	24	51	55	40	12	15	5
Asian/Pacific Islander	14	155	1827	93	97	99	610	629	594	NA	3	8	14	6	12	36	35	49	50	55	31
American Indian/Alaskan Native	18	53	4536	82	88	95	545	553	528	22	17	35	22	23	25	50	51	37	6	9	4
White	221	1591	37038	97	97	97	590	598	575	5	5	11	14	9	14	51	54	56	31	32	19
Students with Disabilities	34	147	7840	63	67	81	522	512	498	38	47	60	24	23	18	38	28	20	NA	2	2
Students without Disabilities	369	2165	70560	100	100	99	580	596	560	6	4	17	18	10	19	51	55	50	25	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	125	333	33014	94	93	95	544	552	534	19	18	31	28	22	24	46	50	40	7	10	5
Non-Economically Disadvantaged	278	1979	45386	96	97	99	590	597	569	4	5	15	14	9	15	53	54	52	29	32	18

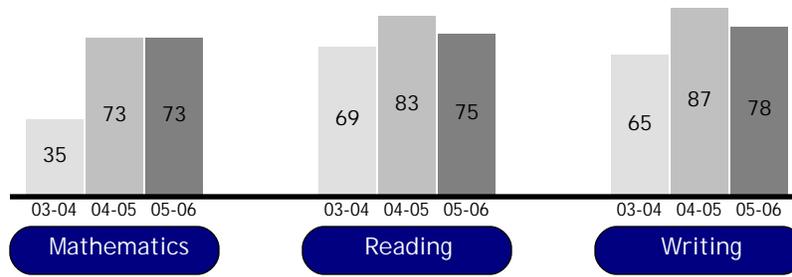
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	413	2351	79179	97	98	98	536	550	519	3	3	11	22	13	27	67	72	58	8	12	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	1144	38974	98	99	99	542	555	524	2	2	8	20	11	25	68	74	61	11	13	5
Male	216	1207	40124	97	98	97	531	545	513	4	5	13	24	15	28	66	69	54	6	11	4
African American	62	180	4243	98	99	98	521	525	506	8	7	14	27	22	32	55	64	51	10	6	3
Hispanic	95	349	30987	98	99	98	517	531	498	3	5	17	36	22	36	59	67	45	2	6	1
Asian/Pacific Islander	15	158	1832	100	99	99	562	565	543	NA	4	4	7	8	17	80	70	69	13	19	10
American Indian/Alaskan Native	18	55	4573	82	92	96	492	504	494	11	13	16	44	33	41	44	51	42	NA	4	1
White	223	1609	37467	98	98	98	551	557	539	1	2	5	14	10	17	74	74	70	11	14	8
Students with Disabilities	44	187	8567	81	86	88	485	483	467	11	21	39	61	47	38	25	30	22	2	1	1
Students without Disabilities	369	2164	70612	100	100	99	542	555	524	2	2	7	17	10	25	72	75	62	9	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	128	347	33345	96	97	96	510	518	499	7	7	17	40	30	36	48	59	46	5	3	1
Non-Economically Disadvantaged	285	2004	45834	98	99	99	548	555	533	1	2	7	14	10	19	75	74	67	10	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	412	2353	79734	97	98	99	558	579	554	0	0	3	21	10	19	78	88	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	1148	39243	98	99	99	567	592	568	1	0	2	12	5	12	87	93	85	1	1	1
Male	216	1205	40413	97	98	98	549	566	541	NA	1	4	29	15	26	71	84	70	NA	0	0
African American	62	181	4285	98	100	99	547	560	548	NA	NA	3	24	18	22	74	82	74	2	1	0
Hispanic	94	351	31254	97	99	99	549	567	539	NA	1	5	28	15	25	72	85	70	NA	NA	0
Asian/Pacific Islander	14	157	1837	93	98	99	576	597	579	NA	NA	1	14	6	9	86	93	87	NA	1	2
American Indian/Alaskan Native	18	54	4613	82	90	97	537	544	535	NA	4	4	39	24	29	61	72	67	NA	NA	0
White	224	1610	37668	99	98	99	565	583	569	0	0	1	17	8	13	83	90	85	NA	1	1
Students with Disabilities	42	190	8943	78	87	92	500	515	495	2	5	11	62	43	51	33	52	38	2	1	1
Students without Disabilities	370	2163	70791	100	100	100	564	584	561	NA	0	2	16	7	15	84	92	83	NA	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	128	348	33718	96	97	97	539	553	538	NA	1	5	32	22	26	67	77	69	1	0	0
Non-Economically Disadvantaged	284	2005	46016	98	99	100	566	584	567	0	0	2	16	8	14	83	90	84	NA	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	97	65	NA	56	96	63	66	51	98	72	75	56
	Language	98	58	65	48	96	58	63	47	98	65	68	50
	Mathematics	98	76	84	66	96	68	70	52	97	76	78	58
7	Reading	99	67	NA	54	98	62	66	50	93	76	76	54
	Language	99	71	77	58	98	61	68	52	97	75	76	58
	Mathematics	100	76	80	62	98	60	66	50	93	75	76	54
8	Reading	100	66	NA	55	99	64	68	51	98	70	75	58
	Language	100	67	70	52	99	63	66	50	97	63	70	56
	Mathematics	100	67	75	61	100	64	69	53	96	68	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Community Surveys
- Ü Safe Schools
- Ü Community & School Relations
- Ü Oversee General Tax Credit Funds
- Ü Character Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	65.00
Other Professional Staff	5.20	Teacher Aide	11.14

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	5	0	0
4 to 6 years	10	9	0	1
7 to 9 years	4	0	0	0
10 or more years	18	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	244
Teachers with Emergency Certification.	17
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Hands Across the Border
- Ü After School Enrichment Clubs
- Ü National Junior Honor Society
- Ü Summer Enrichment Programs
- Ü Yearbook Club
- Ü Student Council
- Ü Middle School Athletics
- Ü Students Against Destructive Decisions

Social Services

- Ü Prevention Services
- Ü National Free Reduced Lunch Program
- Ü Health Services
- Ü National Free Breakfast Program
- Ü Character Education Programs
- Ü After School Learning Lab
- Ü Social Worker
- Ü Access to District Family Resource Ctr

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Kyrene Middle School Site Based Council was selected as a 2004 Diversity Award Winner by the City of Tempe Human Relations Commission. The award was given to KMS in recognition of the KMS Caring Majority program.

- ü For the past three years, Kyrene Middle School earned the Excelling school label from the Arizona Department of Education. An Excelling label is the highest distinction given and is defined as a school that demonstrates optimal student performance.

- ü The 2006 eighth grade class at Kyrene Middle School had 132 students receive the Presidential Achievement Award.

- ü For the 11th consecutive year, Kyrene Middle School has played an active role in supporting the March of Dimes WalkAmerica event. This past school year, 2005-2006, KMS students raised over \$10,000 at various events for the March of Dimes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	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

KMS recognizes the importance of teaching young adolescents personal responsibility. KMS participates in the Character Counts program, a national character education program. At KMS our character education programs helps to ensure a safe and healthy learning environment. KMS has a Safe Schools Prevention Specialist, a Social Worker 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) :

44

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	Susan Poole	(480) 783-1000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4175
School Nutrition Programs	Kachana Sullivan	(480) 783-1096
Parent Organization	Marcy Cavaretta	(480) 783-1000
Student Health/Nurse	Sylvia Warren	(480) 783-1084

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 1162 Copies = \$452.00

** 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.