

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1050 E Carver Rd, 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	Highly Performing

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

School Overview

Principal/Administrator : Mr. Ken Helling
 Schedule : 07:15 AM to 03:45 PM
 Grades : K-5
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1900
 Fax Number : (480) 831-0616
 E-mail : khelli@kyrene.org

Mission

Kyrene School District Mission Statement: 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.

CI Waggoner Mission Statement: We strive to empower our parents, staff and students to continually provide an environment that develops students who enjoy learning, fosters people committed to cooperation and creates opportunities to be lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü We will challenge and support each student through differentiated content, products and instructional strategies across all curriculum areas.
- ü We will collaborate as a staff and community to ensure we have a work environment that promotes and achieves high staff productivity and positive staff morale.
- ü We support and promote advanced Technology instruction through the use of KTCP (Kyrene Teachers with Technology Program).

Enrollment

October 1, 2005 School Year Student Enrollment : 702
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 98

Instructional Programs

- Ü Gifted
- Ü Structured English Immersion
- Ü Special Education Program
- Ü K-3 Literacy Program
- Ü All Day Kindergarten
- Ü Art, Music, PE
- Ü Technology Based Learning
- Ü Literacy/Math Specialists

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Waggoner is committed to a partnership with parents to provide a quality education for all students. The staff is dedicated to meeting the learning needs of each child. Staff communicates regularly with parents and is available to meet with parents.

Parents

Parents are encouraged to recognize & support their child's learning by communicating frequently with their child's teacher; assisting their child with homework; becoming informed about the school & participating in school events and on school teams.

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 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
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3rd 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	110	1893	80010	96	98	99	491	481	447	NA	3	10	5	8	18	46	47	53	48	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	934	38935	96	99	99	491	483	447	NA	2	9	4	8	19	47	49	55	49	41	17
Male	63	959	40974	95	98	98	491	480	448	NA	4	11	6	9	18	46	46	52	48	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	15	296	34545	88	98	99	461	459	432	NA	6	14	13	14	24	60	56	53	27	24	9
Asian/Pacific Islander	17	171	2068	100	98	99	520	503	474	NA	1	4	NA	5	10	24	36	50	76	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	70	1214	35142	99	99	99	492	490	465	NA	2	5	3	5	11	49	45	56	49	47	28
Students with Disabilities	13	252	10161	76	91	93	475	447	419	NA	16	28	8	22	28	77	40	36	15	21	8
Students without Disabilities	97	1641	69849	99	100	100	493	486	451	NA	1	7	5	6	17	42	49	56	53	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	397	39029	83	97	98	459	452	432	NA	10	14	20	16	25	67	54	52	13	20	9
Non-Economically Disadvantaged	95	1496	40981	98	99	100	496	489	462	NA	1	6	3	6	13	43	46	54	54	47	27

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	107	1871	79438	93	97	98	491	479	451	1	2	9	7	12	24	62	63	56	31	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	929	38775	96	98	99	496	484	457	NA	2	7	2	9	22	62	65	58	36	25	13
Male	60	942	40560	91	96	97	486	474	446	2	3	12	10	16	25	62	61	54	27	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	15	292	34297	88	97	98	461	462	434	7	4	14	13	19	31	67	65	50	13	13	5
Asian/Pacific Islander	17	170	2063	100	97	99	514	492	475	NA	1	3	NA	9	15	53	61	63	47	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	66	1203	34887	93	98	98	493	485	471	NA	1	4	6	9	15	61	64	63	33	26	18
Students with Disabilities	10	231	9588	59	83	88	NA	447	416	NA	10	30	NA	29	32	NA	48	34	NA	13	5
Students without Disabilities	97	1640	69850	99	100	100	492	483	456	1	1	7	6	10	23	60	65	59	33	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	385	38685	83	94	97	464	452	435	NA	6	14	7	25	32	87	59	50	7	9	5
Non-Economically Disadvantaged	92	1486	40753	95	98	99	495	486	467	1	1	5	7	9	16	58	64	62	35	26	17

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	114	1898	79971	99	99	99	453	454	423	2	3	8	25	25	41	65	64	49	8	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	938	38974	98	99	99	469	469	437	2	2	5	15	17	33	69	70	57	15	12	4
Male	66	960	40895	100	98	98	440	440	410	2	4	10	33	33	47	62	58	41	3	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	17	299	34481	100	99	99	429	440	410	6	3	10	24	34	46	65	60	43	6	3	1
Asian/Pacific Islander	17	173	2067	100	99	99	486	475	449	NA	1	4	6	16	28	76	64	60	18	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	70	1211	35150	99	99	99	452	459	437	NA	2	5	31	22	35	61	67	56	7	9	5
Students with Disabilities	17	257	10258	100	92	94	408	412	377	6	11	23	47	44	51	47	42	25	NA	3	1
Students without Disabilities	97	1641	69713	99	100	100	459	461	429	1	1	5	22	22	39	68	68	52	9	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	18	401	38994	100	98	98	421	430	409	6	6	10	28	36	47	67	54	41	NA	3	1
Non-Economically Disadvantaged	96	1497	40977	99	99	100	458	461	437	1	2	5	25	22	34	65	67	56	9	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th 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	136	2050	80147	100	98	99	526	515	482	1	3	11	4	7	17	45	44	49	49	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	987	39281	100	99	99	532	516	483	1	2	9	3	7	17	42	44	50	54	47	24
Male	69	1063	40780	100	98	98	519	515	482	1	3	12	6	7	17	48	44	48	45	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	23	339	33494	96	98	99	501	498	466	4	4	15	9	12	23	57	53	49	30	31	14
Asian/Pacific Islander	14	193	2103	100	99	99	553	542	515	NA	3	4	NA	2	8	43	31	44	57	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	87	1270	36122	100	99	99	533	522	501	NA	1	5	2	5	10	39	41	50	59	52	35
Students with Disabilities	12	234	10295	92	89	92	508	474	443	8	14	33	8	22	26	58	44	33	25	20	8
Students without Disabilities	124	1816	69852	100	100	100	527	520	488	1	1	7	4	5	16	44	44	51	52	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	405	38371	96	97	97	493	484	465	8	9	15	8	13	23	64	57	49	20	22	13
Non-Economically Disadvantaged	111	1645	41776	100	99	100	533	523	498	NA	1	6	4	6	11	41	41	49	56	52	33

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	131	2024	79686	96	97	98	501	494	470	2	3	11	8	12	24	73	72	57	18	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	980	39163	99	98	99	504	498	475	2	2	9	8	10	22	74	73	60	17	15	10
Male	65	1044	40438	94	97	97	498	490	465	2	4	13	9	13	25	71	71	54	18	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	23	335	33299	96	97	98	481	479	452	4	4	17	9	19	32	83	70	47	4	7	3
Asian/Pacific Islander	13	191	2097	93	98	99	497	501	490	NA	3	5	15	8	13	77	71	68	8	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	84	1254	35914	98	98	98	510	502	489	NA	1	5	6	8	15	69	74	67	25	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	123	1813	69878	100	100	100	502	498	475	1	1	8	7	10	23	74	74	61	18	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	21	393	38095	81	94	97	477	471	452	10	8	17	14	24	32	76	62	48	NA	7	3
Non-Economically Disadvantaged	110	1631	41591	100	98	99	506	500	486	NA	2	6	7	9	16	72	74	65	21	15	13

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	136	2042	80372	100	98	99	514	501	475	2	1	4	9	14	30	79	79	64	10	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	989	39452	100	99	99	533	513	488	1	1	3	3	9	22	79	83	72	16	8	3
Male	69	1053	40836	100	98	98	496	489	464	3	2	6	14	19	37	80	76	56	3	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	24	339	33608	100	98	99	503	487	462	NA	2	6	13	21	36	88	77	57	NA	1	1
Asian/Pacific Islander	13	191	2098	93	98	99	519	517	500	8	2	2	NA	6	16	62	77	75	31	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	87	1260	36213	100	98	99	522	506	489	NA	1	2	10	11	22	79	82	72	10	6	3
Students with Disabilities	13	230	10526	100	87	94	464	461	427	8	5	15	31	41	53	62	53	31	NA	2	1
Students without Disabilities	123	1812	69846	100	100	100	518	506	482	2	1	3	7	10	26	81	83	69	11	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	25	400	38521	96	96	98	478	480	461	8	2	6	28	29	38	56	67	55	8	3	1
Non-Economically Disadvantaged	111	1642	41851	100	99	100	522	506	489	1	1	3	5	10	22	85	82	72	10	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	107	2071	79306	96	98	99	576	551	504	NA	3	13	6	7	20	25	41	49	69	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1006	38845	96	99	99	576	553	505	NA	3	11	9	6	20	22	42	50	70	48	18
Male	61	1065	40383	97	98	98	575	549	504	NA	3	14	3	9	19	28	39	47	69	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	18	315	32673	90	97	99	558	531	487	NA	5	18	6	11	25	44	50	46	50	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	77	1375	36234	99	98	99	577	556	523	NA	2	6	5	6	13	22	39	52	73	52	28
Students with Disabilities	10	231	10286	71	87	91	NA	486	462	NA	23	41	NA	24	27	NA	41	27	NA	12	5
Students without Disabilities	97	1840	69020	100	100	100	581	559	510	NA	1	9	1	5	18	25	41	52	74	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	335	37437	NC	96	97	NC	515	486	NC	10	19	NC	16	26	NC	51	46	NC	23	9
Non-Economically Disadvantaged	98	1736	41869	99	98	100	580	558	521	NA	2	7	5	6	14	22	39	51	72	53	27

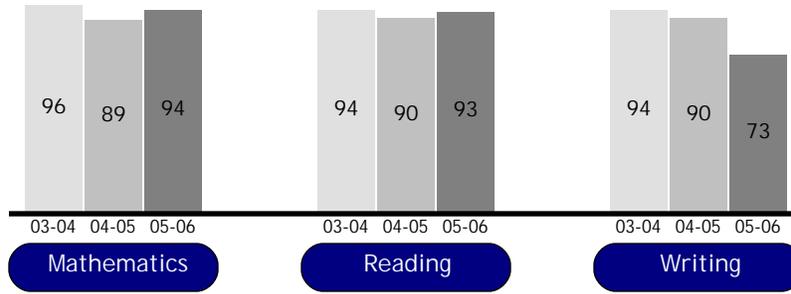
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2042	79000	91	97	98	538	518	489	NA	2	10	9	11	24	56	68	58	35	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	995	38774	92	97	99	533	522	494	NA	1	7	11	8	22	55	70	61	34	20	10
Male	57	1047	40150	90	96	98	542	514	485	NA	3	12	7	14	25	58	65	55	35	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	18	312	32508	90	96	98	511	503	472	NA	3	15	11	16	33	78	72	49	11	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	72	1355	36135	92	97	98	541	524	508	NA	1	4	7	8	14	57	68	67	36	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	97	1840	69009	100	100	100	539	523	495	NA	1	6	6	8	22	59	71	62	35	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	324	37234	NC	93	97	NC	490	472	NC	6	15	NC	23	33	NC	65	50	NC	6	3
Non-Economically Disadvantaged	94	1718	41766	95	97	99	539	524	505	NA	1	5	10	9	16	54	68	65	36	22	14

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	109	2066	79611	98	98	99	538	525	496	1	2	7	19	24	37	75	72	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1008	39016	100	99	99	546	539	511	NA	1	4	23	14	29	73	82	66	4	3	1
Male	61	1058	40519	97	97	98	531	513	482	2	2	10	16	33	44	77	64	46	5	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	20	318	32855	100	98	99	522	513	481	NA	3	10	20	29	43	75	68	47	5	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	76	1372	36380	97	98	99	543	529	511	1	1	4	16	21	30	80	75	65	3	2	1
Students with Disabilities	14	228	10664	100	85	94	440	472	440	7	9	23	79	57	54	14	33	22	NA	0	1
Students without Disabilities	95	1838	68947	98	100	100	550	532	504	NA	1	4	11	20	34	84	77	61	5	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	333	37626	100	96	98	491	502	479	NA	5	10	50	38	45	50	56	45	NA	1	0
Non-Economically Disadvantaged	97	1733	41985	98	98	100	544	530	511	1	1	4	15	21	30	78	76	65	5	2	1

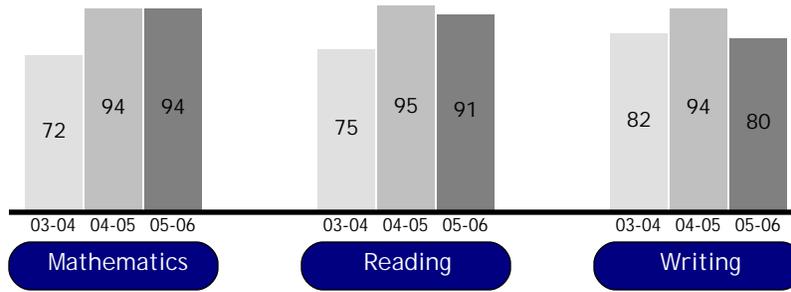
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	80	NA	58	98	68	60	47	100	72	65	46
	Language	98	74	60	50	98	66	58	47	100	76	65	48
	Mathematics	97	89	76	64	99	72	66	50	100	82	73	52
3	Reading	93	81	NA	55	98	63	59	44	91	73	68	46
	Language	96	81	72	61	98	59	57	44	97	70	63	46
	Mathematics	94	86	78	61	98	67	67	51	94	80	75	52
4	Reading	95	78	NA	56	97	65	63	48	95	72	68	52
	Language	94	72	66	52	97	69	63	49	99	70	70	52
	Mathematics	95	87	78	61	97	74	70	53	98	79	76	58
5	Reading	94	74	NA	55	98	68	65	50	89	79	75	56
	Language	95	66	65	49	98	71	65	50	97	82	73	54
	Mathematics	94	87	83	63	98	77	67	49	95	86	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Solicitation of Tax Incentive Donations
- Ü Allocation of Tax Incentive Donations
- Ü Review School Improvement Plan
- Ü Kyrene School District Issues
- Ü Waggoner Management Team Issues
- Ü Parent Satisfaction Surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	53.10
Other Professional Staff	1.50	Teacher Aide	8.11

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	4	6	0	0
7 to 9 years	4	2	0	0
10 or more years	14	10	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	43%

Resources Available at School Site

Special Facilities

- Ü Internet & District Network Classes
- Ü Technology Production Lab
- Ü Library
- Ü Announcement/Media Room

Extracurricular Activities

- Ü Student Council
- Ü Elements of Music
- Ü Intramural Lunchtime Sports
- Ü Chess Club
- Ü Hip Hop Dance
- Ü After School Childcare
- Ü Homework Club

Social Services

- Ü Prevention Services
- Ü Access to District Family Resource Cntr
- Ü School Psychologist
- Ü Character Education Programs
- Ü Jewish Community Services
- Ü Native American Education
- Ü National Free/Reduced Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Waggoner continually ranks among the top schools on District and State testing.

- ü Waggoner has earned the distinction of an 'Excelling' school by the State of Arizona.

- ü Featured as a model school for site-based shared decision making in the nationally published book, Leadership Through Collaboration--Alternatives to the Hierarch, by Jeanne Bazler and Michael Koehler.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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

Safety is an essential factor. Students and staff participate in monthly emergency drills. We are aware of district guidelines promoting safety within the school. A schoolwide PRIDE program maintains character development along with the 'Six Pillars of Character,' which include trustworthiness, responsibility, fairness, caring and citizenship.

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) :

0

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	Ken Helling	(480) 783-1900
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Carol Carillo	(480) 783-1996
Parent Organization	Doreen Garlid/Peg Consoer	(480) 783-1900
Student Health/Nurse	Lelia Johnson	(480) 783-1984

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.