

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1331 East Redfield Road, Tempe, AZ 85283

Kyrene Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mr. Spencer Fallgatter
 Schedule : 7:15 AM to 3:40 PM
 Grades : Pre-K-5
 2004 Enrollment : 435
 Web Address : www.kyrene.org
 Phone Number : (480) 783-3300
 Fax Number : (480) 831-0817
 E-mail : sfallg@kyrene.org

Mission

Kyrene del Norte School is a model school in the district that exemplifies dedication and professionalism to all. We are a school that applies principles that nurture the disciplines of education, learning and positive relationships. The staff strives to help students understand and reach their full potential. Our school helps enable students to be individuals who will make strong and positive impacts in the areas of education, their community, their families and future business world.

School / Academic Goals

- ü Increase math achievement by providing students 90 minutes of math instruction a day. Scott Foresman/Addison Wesley math program is used for 60 minutes of instruction. Accelerated Math is used for the balance of the time to focus on math strands.
- ü Integrate technology into the daily work and learning opportunities for both the students and staff. Two computer labs ensure opportunities for students to have access to technology. In addition, two to three computers are located in each classroom.
- ü Everyday we provide 90 minutes of reading through the 'Success For All' reading program. Eight week assessments and regrouping of students by skill leveling will enhance the opportunity for all students to maximize reading growth and skills.
- ü We provide various school opportunities for our community to meet the diverse needs of our neighborhood students. We have both a Head Start and Montessori program operating on our site. We also have five 1st-3rd primary grade multiage classrooms.

Enrollment

October 1, 2003 School Year Student Enrollment : 413
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 101

Instructional Programs

- ü Success For All Reading
- ü On-site Special Education Resource
- ü All-day and Half day Kindergarten Class
- ü Extended Kindergarten
- ü Montessori Preschool-Kindergarten
- ü Head Start Preschool
- ü Gifted Resource

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	4 hours 56 minutes
First Day of School :	9/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Kyrene del Norte has open lines of communication between the parents and teachers. Communication can occur on a daily and weekly basis in order to share student progress, praise or concerns. Parents are encouraged to call whenever they have any questions. Staff will respond to parent questions and concerns within the next business school day.

Parents

Parents can support their child's education by ensuring regular and on time attendance. They can also show support by helping insure that students complete their classroom assignments. Parents should direct any concerns to the teacher in a positive and timely manner. We also encourage the parents to participate in the regularly scheduled parent-teacher conferences throughout the year.

Transportation Policy

The district, within certain parameters, provides bus transportation to Kyrene del Norte School. Specific information regarding the district's transportation policy may be obtained by calling the Transportation Department at (480) 783-4230.

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	66	2007	75509	92	98	100	548	550	521	2	5	13	18	14	23	39	31	33	41	50	31
All Students (Prior Year)	80	1945	75372	100	98	100	537	545	523	1	3	9	25	15	25	41	37	36	33	45	30
Female	31	980	37013	94	98	100	544	552	522	0	4	12	13	14	24	52	31	33	35	51	31
Male	35	1027	38430	90	98	99	551	548	521	3	5	14	23	15	22	29	31	33	46	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	14	288	30486	88	97	99	547	532	505	0	8	18	14	21	29	50	30	32	36	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	40	1375	35192	91	98	99	554	555	534	0	3	8	18	12	19	38	32	35	45	52	39
Students with Disabilities	16	193	9708	76	99	100	510	497	489	6	24	32	44	33	27	38	23	24	13	20	17
Students without Disabilities	50	1814	65801	98	98	98	560	554	525	0	3	11	10	13	23	40	32	34	50	52	33
Limited English Proficient Students	--	41	16928	--	100	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	256	36411				518	516	503	0	10	19	37	25	29	42	36	32	21	28	20
Non-Economically Disadvantaged	47	1751	39040				560	554	534	2	4	8	11	13	19	38	31	34	49	53	39

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	66	2005	75492	92	98	100	531	533	519	2	5	12	14	10	16	52	49	47	33	36	24
All Students (Prior Year)	79	1951	75221	100	99	100	525	536	523	1	2	8	11	9	16	70	59	56	18	29	21
Female	31	979	37014	94	98	100	531	536	523	0	4	10	19	8	15	45	48	48	35	40	27
Male	35	1026	38400	90	98	99	530	530	516	3	6	14	9	12	17	57	50	47	31	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	14	291	30438	88	98	99	533	523	508	0	6	17	0	14	21	71	55	47	29	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	40	1374	35177	91	98	99	533	536	528	3	4	8	15	8	13	43	49	49	40	38	31
Students with Disabilities	16	194	9707	76	100	100	519	501	495	0	26	33	13	21	21	69	36	33	19	17	13
Students without Disabilities	50	1811	65785	98	98	98	534	536	522	2	3	10	14	9	16	46	50	49	38	38	26
Limited English Proficient Students	--	40	16905	--	100	100	--	NA	489	--	NA	34	--	NA	28	--	NA	32	--	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	258	36302				520	515	507	0	12	18	11	16	21	79	54	46	11	18	14
Non-Economically Disadvantaged	47	1747	39164				535	536	528	2	4	8	15	9	13	40	48	48	43	39	31

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	65	1993	75053	90	98	99	616	650	597	3	4	7	8	7	12	82	71	72	8	18	9
All Students (Prior Year)	77	1913	73654	97	97	99	533	544	530	5	4	9	13	9	13	75	76	70	7	11	7
Female	30	973	36872	91	97	99	642	682	621	0	3	5	7	3	9	83	70	74	10	24	12
Male	35	1020	38109	90	98	99	594	618	573	6	6	10	9	10	14	80	72	69	6	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	14	284	30235	88	95	98	611	634	575	0	5	9	7	8	14	93	75	70	0	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	40	1373	35028	91	98	99	620	651	613	5	4	6	8	6	10	78	72	73	10	18	11
Students with Disabilities	16	192	9625	76	99	100	583	531	530	0	19	21	19	20	21	81	58	55	0	2	4
Students without Disabilities	49	1801	65428	96	97	98	627	659	604	4	3	6	4	6	11	82	72	73	10	19	10
Limited English Proficient Students	--	39	16765	--	98	100	--	NA	525	--	NA	17	--	NA	20	--	NA	60	--	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	18	257	36077				617	597	566	0	10	10	11	13	16	89	71	69	0	7	5
Non-Economically Disadvantaged	47	1736	38950				616	657	618	4	4	5	6	6	9	79	71	73	11	19	12

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	67	2065	76019	94	98	100	508	534	499	6	4	14	47	25	39	12	13	14	35	58	33
All Students (Prior Year)	80	2076	76230	98	97	100	502	528	498	4	3	12	45	25	38	15	13	12	36	60	37
Female	29	989	37207	97	98	100	508	534	499	3	2	12	41	25	41	24	14	14	31	58	33
Male	38	1073	38677	93	98	100	508	535	498	8	5	15	51	25	38	3	12	13	38	59	34
African American	10	145	3817	100	97	100	494	496	475	0	11	23	70	43	47	10	14	11	20	32	18
Hispanic	17	294	29458	85	97	100	484	513	480	18	5	20	53	39	48	12	14	12	18	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	28	1403	35880	93	97	100	524	541	515	4	3	7	36	21	32	11	13	16	50	63	45
Students with Disabilities	13	185	9786	93	99	100	482	471	457	15	25	39	69	52	40	0	7	7	15	16	13
Students without Disabilities	54	1880	66233	95	98	99	514	539	503	4	2	11	42	23	39	15	13	14	40	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	19	278	35714				488	497	480	5	8	20	74	48	47	5	15	12	16	29	20
Non-Economically Disadvantaged	48	1787	40266				516	540	513	6	3	9	36	22	33	15	12	15	43	62	43

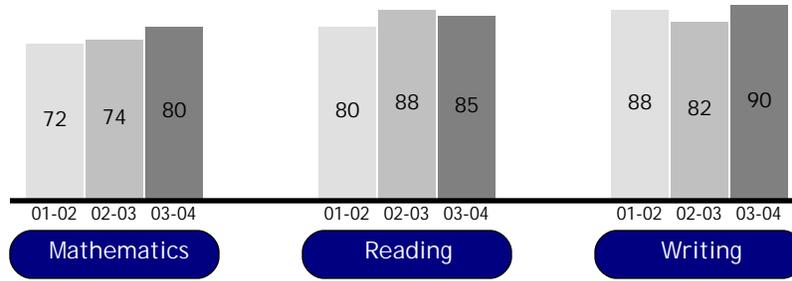
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2069	76020	94	98	100	507	516	503	11	10	25	29	18	23	48	51	40	12	21	12
All Students (Prior Year)	81	2074	76202	99	97	100	516	519	505	11	6	19	20	16	24	50	56	46	20	23	11
Female	29	992	37213	97	98	100	513	519	504	3	9	22	24	18	23	66	51	42	7	22	13
Male	38	1074	38666	93	98	100	502	513	501	16	12	29	32	18	22	35	50	38	16	20	12
African American	10	146	3819	100	97	100	501	501	494	10	23	37	30	26	26	60	46	31	0	6	6
Hispanic	17	294	29442	85	97	99	492	506	494	35	17	37	29	27	26	35	42	31	0	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	28	1405	35890	93	97	100	509	518	511	0	7	15	36	16	20	46	53	48	18	23	18
Students with Disabilities	13	185	9784	93	99	100	491	488	485	31	48	58	38	22	19	31	27	19	0	2	4
Students without Disabilities	54	1884	66236	95	98	99	510	518	504	6	8	23	26	18	23	53	52	42	15	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	19	278	35703				500	499	494	16	23	37	32	28	26	47	41	31	5	7	6
Non-Economically Disadvantaged	48	1791	40274				509	518	509	9	9	17	28	16	20	49	52	47	15	23	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	67	2061	75673	94	98	100	558	581	530	3	5	12	17	16	25	76	69	58	5	10	4
All Students (Prior Year)	78	2048	74692	95	96	99	514	528	502	9	6	18	24	19	27	57	60	47	9	15	8
Female	29	990	37099	97	98	100	566	603	548	3	2	8	7	11	22	90	74	64	0	13	6
Male	38	1069	38441	93	97	99	552	561	513	3	6	16	24	21	29	65	66	52	8	7	3
African American	10	144	3791	100	96	99	556	544	506	0	14	18	30	20	29	70	60	50	0	5	3
Hispanic	17	293	29305	85	96	99	523	561	507	12	4	16	18	20	31	71	70	51	0	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	28	1403	35760	93	97	99	567	586	550	0	3	9	18	15	21	75	71	64	7	10	6
Students with Disabilities	13	185	9706	93	99	100	490	486	462	15	24	36	31	31	32	54	44	31	0	2	1
Students without Disabilities	54	1876	65967	95	98	99	575	588	536	0	3	10	13	15	25	81	71	60	6	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	19	277	35541				543	531	504	5	12	17	11	24	31	84	60	50	0	4	2
Non-Economically Disadvantaged	48	1784	40091				564	588	550	2	4	9	19	15	21	72	71	64	6	11	6

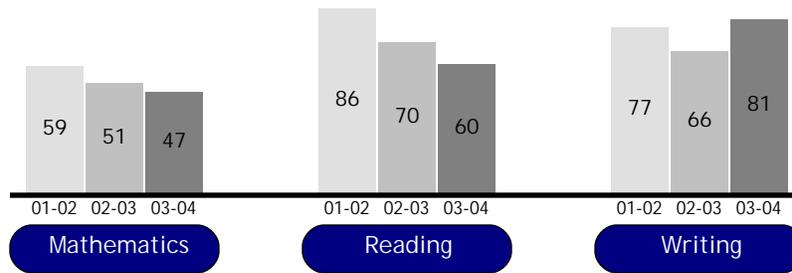
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	59	58	44	91	70	67	50	97	68	NA	58
	Language	96	52	56	39	100	63	60	43	100	50	60	50
	Mathematics	95	75	68	52	100	78	75	57	100	77	76	64
3	Reading	94	50	64	43	99	62	70	47	92	62	NA	55
	Language	94	52	70	50	100	60	72	54	92	63	72	61
	Mathematics	96	63	71	50	100	70	76	54	92	73	78	61
4	Reading	94	65	69	47	92	59	73	52	91	72	NA	56
	Language	94	56	63	45	95	54	65	48	96	61	66	52
	Mathematics	94	65	74	52	95	68	77	57	96	74	78	61
5	Reading	90	65	67	46	100	67	71	50	96	64	NA	55
	Language	90	50	61	43	97	53	65	46	96	54	65	49
	Mathematics	90	78	78	54	95	80	82	57	93	79	83	63

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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Target and Review School Academic Goals
- Ü School Safety Issues
- Ü School Climate
- Ü Other Issues Discussed As Needed

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	30.00
Other Professional Staff	.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	0	2	0	0
7 to 9 years	3	4	0	0
10 or more years	3	13	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 18
 Core academic classes taught by Highly Qualified (NCLB) teachers. 48
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Internet Connections in Each Classroom
- Ü Two Labs of 30 Computers (each)
- Ü 13 Classrooms Have Wireless Computers
- Ü Fully Supported and Staffed Media Center

Extracurricular Activities

- Ü Brownie Troops
- Ü Girl Scouts
- Ü Boy Scouts
- Ü Chess Club
- Ü Kyrene Community Education Programs

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü After School City Child Care Program
- Ü Head Start Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We have completed our 13th year using the 'Success For All' reading program for K-5. This program provides 90 minutes of focused reading instruction each day. Students are assessed every eight weeks and regrouped, as needed, into skill reading groups.
- ü We have five multi-age classrooms of 1st, 2nd and 3rd graders. In addition to learning the required objectives, students develop a sense of community and cooperative learning with the assistance of their teachers for three consecutive years.
- ü This year, with the support of the Kyrene School Community Education Department, our school will be providing the community with the opportunity to participate in a Montessori program for preschoolers and kindergarten aged students.
- ü Our school continues to be "at or above" the national, state and district averages on all of the major assessments such as Stanford 9, AIMS, and the Kyrene School District's math and language arts tests.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	47	58
Grades 3-4	84	78
Grades 4-5	79	87

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

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

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

School Safety

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

Kyrene del Norte promotes and provides a safe environment by training a group of our students as conflict managers. These children assist with non-physical conflicts on the playground during recess time. Also, each week we focus on a school-wide life skill theme that is incorporated throughout the week in as many classroom lessons as possible. We maintain monthly discipline and referral logs, which we use to help us analyze student behavior patterns.

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

1

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

Contacts

	Name	Phone Number
School Site Council	Spencer Fallgatter	(480) 783-3300
Transportation Policy	Stan Peterson	(480) 783-4230
Community Resources	Christine Winkelmann	(480) 783-4053
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Family-Teacher Organization	(480) 783-3300
Student Health/Nurse	Ginger Donahue	(480) 783-4043

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.