

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1330 E. Dava Dr., 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)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Ana Celia Gomez del Castillo
Schedule : 07:15 AM to 03:45 PM
Grades : Pre-K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-3100
Fax Number : (480) 345-2052
E-mail : agomez@kyrene.org

Mission

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 de los Ninos encourages and fosters a caring, active and unified community of teachers, staff, parents, and community members, who work respectfully and collaboratively to support a strong educational foundation for all children.

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 Increase student proficiency in reading, writing, and mathematics while providing differentiated learning environments.
- ü Implementation of a Professional Learning Community that focuses on learning to ensure high levels of learning for all students.
- ü Teach, advocate, and model the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Enrollment

October 1, 2005 School Year Student Enrollment : 418
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 82

Instructional Programs

- Ü All Day Kindergarten
- Ü Art, Music, PE
- Ü English Language Learner
- Ü Extended Day Kindergarten
- Ü Gifted Education
- Ü Preschool
- Ü Special Education
- Ü Technology Based Learning

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

We believe that parents want the best educational experience for their child. We provide the best learning experience to all of our students. We provide instruction that is based on state and district standards. Our high expectations are reflected in our vision statement, Ninos School, a Professional Learning Community, with a 'Whatever It Takes' attitude, standing firmly on common ground, in the pursuit of all students learning at high levels.

Parents

We recognize that parents are the most important variable that directly affects a child's success at school. There is no question about it. Success at school begins at home. We hope that every parent will become involved in their child's education. A child's educational journey is an exciting one! We are delighted to take part in this journey, but we cannot do this alone. Working together we make a difference. "Alone we can do so little, together we can do so much!"

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
Ü 21st Century Community Learning Center Grant	2001
Ü City of Tempe School Garden Grant	2003
Ü Beaumont Foundation Technology Grant	2004
Ü NAEYC Accreditation for Kids Club	2005

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	71	1893	80010	100	98	99	459	481	447	11	3	10	11	8	18	52	47	53	25	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	934	38935	100	99	99	469	483	447	12	2	9	9	8	19	44	49	55	35	41	17
Male	28	959	40974	100	98	98	444	480	448	11	4	11	14	9	18	64	46	52	11	41	19
African American	15	150	4201	100	96	99	432	447	430	7	7	17	20	17	23	67	59	51	7	17	9
Hispanic	24	296	34545	100	98	99	433	459	432	29	6	14	8	14	24	50	56	53	13	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	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	25	1214	35142	96	99	99	500	490	465	NA	2	5	12	5	11	36	45	56	52	47	28
Students with Disabilities	13	252	10161	100	91	93	443	447	419	31	16	28	23	22	28	23	40	36	23	21	8
Students without Disabilities	58	1641	69849	100	100	100	463	486	451	7	1	7	9	6	17	59	49	56	26	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	40	397	39029	100	97	98	438	452	432	15	10	14	18	16	25	55	54	52	13	20	9
Non-Economically Disadvantaged	31	1496	40981	100	99	100	487	489	462	6	1	6	3	6	13	48	46	54	42	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	71	1871	79438	100	97	98	456	479	451	8	2	9	25	12	24	54	63	56	13	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	929	38775	100	98	99	463	484	457	7	2	7	23	9	22	51	65	58	19	25	13
Male	28	942	40560	100	96	97	444	474	446	11	3	12	29	16	25	57	61	54	4	20	9
African American	15	147	4178	100	94	98	438	454	439	7	5	13	47	27	29	40	58	52	7	10	6
Hispanic	24	292	34297	100	97	98	435	462	434	21	4	14	21	19	31	58	65	50	NA	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	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	25	1203	34887	96	98	98	482	485	471	NA	1	4	20	9	15	48	64	63	32	26	18
Students with Disabilities	13	231	9588	100	83	88	426	447	416	31	10	30	31	29	32	23	48	34	15	13	5
Students without Disabilities	58	1640	69850	100	100	100	462	483	456	3	1	7	24	10	23	60	65	59	12	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	40	385	38685	100	94	97	437	452	435	15	6	14	33	25	32	45	59	50	8	9	5
Non-Economically Disadvantaged	31	1486	40753	100	98	99	479	486	467	NA	1	5	16	9	16	65	64	62	19	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	72	1898	79971	100	99	99	447	454	423	6	3	8	24	25	41	61	64	49	10	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	938	38974	100	99	99	461	469	437	5	2	5	16	17	33	64	70	57	16	12	4
Male	28	960	40895	100	98	98	427	440	410	7	4	10	36	33	47	57	58	41	NA	5	2
African American	15	151	4203	100	96	99	446	429	411	NA	8	11	20	32	45	80	56	43	NA	5	2
Hispanic	24	299	34481	100	99	99	418	440	410	13	3	10	29	34	46	58	60	43	NA	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	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	26	1211	35150	100	99	99	465	459	437	4	2	5	27	22	35	50	67	56	19	9	5
Students with Disabilities	13	257	10258	100	92	94	388	412	377	31	11	23	31	44	51	23	42	25	15	3	1
Students without Disabilities	59	1641	69713	100	100	100	461	461	429	NA	1	5	22	22	39	69	68	52	8	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	40	401	38994	100	98	98	424	430	409	10	6	10	28	36	47	60	54	41	3	3	1
Non-Economically Disadvantaged	32	1497	40977	100	99	100	476	461	437	NA	2	5	19	22	34	63	67	56	19	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	73	2050	80147	100	98	99	496	515	482	7	3	11	10	7	17	58	44	49	26	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	987	39281	100	99	99	482	516	483	14	2	9	11	7	17	51	44	50	23	47	24
Male	38	1063	40780	100	98	98	508	515	482	NA	3	12	8	7	17	63	44	48	29	46	24
African American	15	191	4249	100	97	99	476	483	464	13	9	17	13	16	22	60	51	48	13	24	13
Hispanic	27	339	33494	100	98	99	490	498	466	7	4	15	15	12	23	56	53	49	22	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	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	24	1270	36122	100	99	99	514	522	501	4	1	5	NA	5	10	58	41	50	38	52	35
Students with Disabilities	14	234	10295	100	89	92	473	474	443	21	14	33	29	22	26	21	44	33	29	20	8
Students without Disabilities	59	1816	69852	100	100	100	501	520	488	3	1	7	5	5	16	66	44	51	25	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	41	405	38371	100	97	97	480	484	465	10	9	15	17	13	23	56	57	49	17	22	13
Non-Economically Disadvantaged	32	1645	41776	100	99	100	515	523	498	3	1	6	NA	6	11	59	41	49	38	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	73	2024	79686	100	97	98	479	494	470	7	3	11	15	12	24	73	72	57	5	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	980	39163	100	98	99	467	498	475	14	2	9	17	10	22	66	73	60	3	15	10
Male	38	1044	40438	100	97	97	491	490	465	NA	4	13	13	13	25	79	71	54	8	12	7
African American	15	187	4228	100	95	98	462	472	458	13	8	15	13	19	28	73	69	53	NA	4	4
Hispanic	27	335	33299	100	97	98	474	479	452	7	4	17	26	19	32	63	70	47	4	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	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	24	1254	35914	100	98	98	499	502	489	NA	1	5	8	8	15	79	74	67	13	17	14
Students with Disabilities	14	211	9808	100	80	87	455	462	432	21	15	35	36	27	32	36	52	30	7	6	3
Students without Disabilities	59	1813	69878	100	100	100	485	498	475	3	1	8	10	10	23	81	74	61	5	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	41	393	38095	100	94	97	469	471	452	10	8	17	22	24	32	66	62	48	2	7	3
Non-Economically Disadvantaged	32	1631	41591	100	98	99	493	500	486	3	2	6	6	9	16	81	74	65	9	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	73	2042	80372	100	98	99	485	501	475	NA	1	4	34	14	30	64	79	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	989	39452	100	99	99	492	513	488	NA	1	3	31	9	22	66	83	72	3	8	3
Male	38	1053	40836	100	98	98	478	489	464	NA	2	6	37	19	37	63	76	56	NA	3	1
African American	15	192	4264	100	97	99	479	480	465	NA	4	5	33	25	35	67	70	59	NA	2	1
Hispanic	27	339	33608	100	98	99	471	487	462	NA	2	6	44	21	36	56	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	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	24	1260	36213	100	98	99	501	506	489	NA	1	2	29	11	22	67	82	72	4	6	3
Students with Disabilities	14	230	10526	100	87	94	453	461	427	NA	5	15	79	41	53	21	53	31	NA	2	1
Students without Disabilities	59	1812	69846	100	100	100	492	506	482	NA	1	3	24	10	26	75	83	69	2	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	41	400	38521	100	96	98	479	480	461	NA	2	6	44	29	38	54	67	55	2	3	1
Non-Economically Disadvantaged	32	1642	41851	100	99	100	492	506	489	NA	1	3	22	10	22	78	82	72	NA	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	82	2071	79306	100	98	99	520	551	504	12	3	13	12	7	20	46	41	49	29	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1006	38845	100	99	99	526	553	505	13	3	11	4	6	20	52	42	50	30	48	18
Male	36	1065	40383	100	98	98	513	549	504	11	3	14	22	9	19	39	39	47	28	48	19
African American	12	157	4171	100	99	98	471	517	485	25	10	20	25	13	26	50	48	44	NA	28	10
Hispanic	22	315	32673	100	97	99	507	531	487	18	5	18	18	11	25	45	50	46	18	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	11	47	4034	100	94	97	498	523	479	18	11	22	9	11	29	55	49	43	18	30	7
White	34	1375	36234	100	98	99	551	556	523	3	2	6	6	6	13	41	39	52	50	52	28
Students with Disabilities	16	231	10286	100	87	91	474	486	462	44	23	41	19	24	27	25	41	27	13	12	5
Students without Disabilities	66	1840	69020	100	100	100	531	559	510	5	1	9	11	5	18	52	41	52	33	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	45	335	37437	100	96	97	502	515	486	18	10	19	18	16	26	49	51	46	16	23	9
Non-Economically Disadvantaged	37	1736	41869	100	98	100	542	558	521	5	2	7	5	6	14	43	39	51	46	53	27

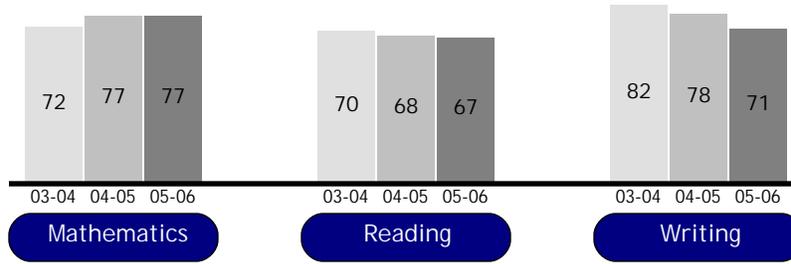
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2042	79000	100	97	98	494	518	489	9	2	10	20	11	24	61	68	58	11	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	995	38774	100	97	99	502	522	494	7	1	7	13	8	22	70	70	61	11	20	10
Male	36	1047	40150	100	96	98	484	514	485	11	3	12	28	14	25	50	65	55	11	18	8
African American	12	155	4153	100	97	98	459	491	476	17	6	13	42	26	30	42	61	53	NA	6	4
Hispanic	22	312	32508	100	96	98	480	503	472	9	3	15	27	16	33	59	72	49	5	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	11	44	4016	100	88	96	474	494	467	18	5	14	18	23	37	64	66	46	NA	7	2
White	34	1355	36135	100	97	98	522	524	508	3	1	4	9	8	14	65	68	67	24	22	15
Students with Disabilities	16	202	9991	100	76	88	450	473	449	31	13	33	38	39	36	19	41	29	13	7	2
Students without Disabilities	66	1840	69009	100	100	100	505	523	495	3	1	6	15	8	22	71	71	62	11	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	45	324	37234	100	93	97	479	490	472	11	6	15	29	23	33	56	65	50	4	6	3
Non-Economically Disadvantaged	37	1718	41766	100	97	99	512	524	505	5	1	5	8	9	16	68	68	65	19	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	82	2066	79611	100	98	99	504	525	496	10	2	7	28	24	37	61	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1008	39016	100	99	99	519	539	511	9	1	4	15	14	29	74	82	66	2	3	1
Male	36	1058	40519	100	97	98	485	513	482	11	2	10	44	33	44	44	64	46	NA	1	0
African American	12	154	4188	100	97	98	469	511	486	17	3	9	33	37	40	50	59	50	NA	1	0
Hispanic	22	318	32855	100	98	99	497	513	481	5	3	10	41	29	43	55	68	47	NA	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	11	46	3992	100	92	96	492	496	478	18	7	10	27	41	46	55	50	44	NA	2	0
White	34	1372	36380	100	98	99	525	529	511	9	1	4	18	21	30	71	75	65	3	2	1
Students with Disabilities	16	228	10664	100	85	94	441	472	440	38	9	23	38	57	54	25	33	22	NA	0	1
Students without Disabilities	66	1838	68947	100	100	100	519	532	504	3	1	4	26	20	34	70	77	61	2	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	45	333	37626	100	96	98	488	502	479	13	5	10	33	38	45	53	56	45	NA	1	0
Non-Economically Disadvantaged	37	1733	41985	100	98	100	524	530	511	5	1	4	22	21	30	70	76	65	3	2	1

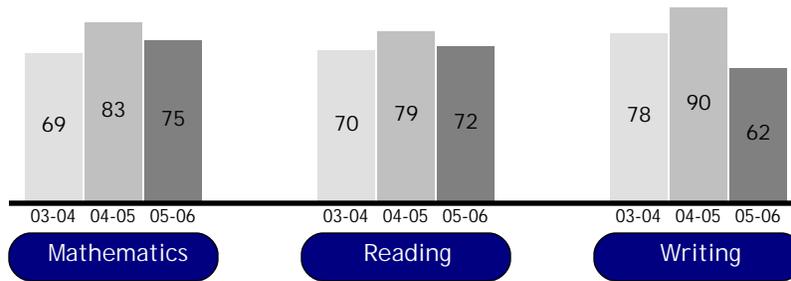
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	51	NA	58	100	55	60	47	89	41	65	46
	Language	100	40	60	50	100	52	58	47	89	37	65	48
	Mathematics	100	62	76	64	100	63	66	50	89	44	73	52
3	Reading	99	57	NA	55	100	45	59	44	100	54	68	46
	Language	99	62	72	61	100	43	57	44	100	50	63	46
	Mathematics	99	71	78	61	99	51	67	51	100	59	75	52
4	Reading	93	70	NA	56	100	54	63	48	100	58	68	52
	Language	100	56	66	52	100	54	63	49	100	52	70	52
	Mathematics	100	67	78	61	100	62	70	53	100	65	76	58
5	Reading	97	73	NA	55	100	57	65	50	100	63	75	56
	Language	100	65	65	49	100	56	65	50	100	58	73	54
	Mathematics	100	82	83	63	100	56	67	49	100	58	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)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Parent and Community Involvement
- Ü Tax Credit Donations
- Ü School Safety Issues
- Ü Review Student Assessment Data
- Ü After School Clubs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	30.34
Other Professional Staff	1.50	Teacher Aide	6.90

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	1	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Internet Linked Classrooms
- Ü State of the art Technology Labs
- Ü Multimedia Center/Library
- Ü Wireless School Wide Environment

Extracurricular Activities

- Ü Adult Community Enrichment Classes
- Ü Before School Child Care Program
- Ü After School Child Care Programs
- Ü Student Council
- Ü After School Enrichment Clubs
- Ü Title 1 Summer Intervention
- Ü After School Tutoring

Social Services

- Ü Access to Family Resource Center
- Ü National Free/Reduced Breakfast Program
- Ü Character Education Programs
- Ü National Free/Reduced Lunch Program
- Ü Health Services
- Ü Prevention Services
- Ü Healthy Kids Dental Program
- Ü Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of Beaumont Foundation technology grant (\$96,200), which provided wireless laptops, projection systems and cameras for instructional use in 1st and 2nd grade classrooms.

- ü Title IV mini grant in the amount of \$10,000 that funded a Solution Center during students' lunch period.

- ü Recipient of Arizona K-12 Character Counts! grant in the amount of \$1,500, which funded counseling and follow-up for students.

- ü Niños Kids Club received National Association for the Education of Young Children (NAEYC) accreditation. Our site is the first Kyrene Kids Club site to receive this highly-sought after and prestigious distinction.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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

Our safety and school crisis committees work closely with the administration to ensure the safety of our students and staff. Lock-down drills, monthly fire drills, and emergency evacuation drills are conducted throughout the year. A parent phone tree is available in the event of an emergency or crisis situation. A Safe Schools Healthy Students Grant awarded to the Kyrene School District in 2003 provides prevention services to our students.

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) :

2

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	Ana Celia Gomez del Castillo	(480) 783-3100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Gentz	(480) 783-4029
School Nutrition Programs	Maxine Boyd	(480) 783-3196
Parent Organization	Stacey Powers	(480) 783-3100
Student Health/Nurse	Deana Contreras	(480) 783-3184

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.

Footnotes

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

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

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

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

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

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

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** 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.