

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1350 N. Lakeshore Dr., Chandler, AZ 85226

Kyrene Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

(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 : Mrs. Beth Hill
 Schedule : 7:15 AM to 3:45 PM
 Grades : Pre-K-5
 2004 Enrollment : 782
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2100
 Fax Number : (480) 897-2986
 E-mail : bhill@kyrene.org

Mission

Our purpose is to provide a safe, secure, informative, and creative environment for students, staff, and the community, while promoting a positive self-concept and acceptance of others. We inspire a lifelong quest for knowledge and strive for maximum potential as independent thinkers. Everyone is encouraged to participate in the decision making process. High academic expectations drive high student achievement.

School / Academic Goals

- ü Student Achievement: all students will excel academically, with a primary focus on reading, writing and mathematics.
- ü Safe Schools: students, staff, and community members will feel welcome and are safe in school at all times.
- ü Technology: students will continue to increase their skills and knowledge of technology to communicate and maintain global fluency.
- ü Character Education: the School Council will plan ongoing activities to reinforce character education for students in grades K through 5.

Enrollment

October 1, 2003 School Year Student Enrollment : 717
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 184

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Academic Intervention/Literacy Spec.
- ü Hearing Impaired Preschool
- ü Computer Labs
- ü Reading Fluency Lab
- ü After School Tutoring
- ü On-Site Pre-School

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The staff at Kyrene del Cielo is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff is committed to a supportive, challenging learning environment in which academic excellence is achieved. We promote individual responsibility along with a strong emphasis on student achievement in a traditional and diverse learning community.

Parents

Learning is a partnership of parents, students and school staff. Parents are encouraged to attend school functions, help with homework, monitor learning progress, volunteer their expertise at school, and to serve on school/district committees. We encourage parents and grandparents to be an active part of their child's education.

Transportation Policy

Regular bus transportation is provided for students living within a one-mile radius of the school where hazardous or difficult routes exist and for students who are residents within the school attendance area and live more than one mile from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding Princ./School Downs Syndrome of Arizona	2003
ü President's Award for Educational Excellence	2003
ü President's Award for Educational Improvement	2004
ü President's Award for Educational Excellence	2004

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	131	2007	75509	100	98	100	563	550	521	5	5	13	13	14	23	24	31	33	58	50	31
All Students (Prior Year)	121	1945	75372	98	98	100	558	545	523	3	3	9	10	15	25	32	37	36	55	45	30
Female	60	980	37013	98	98	100	565	552	522	5	4	12	8	14	24	31	31	33	56	51	31
Male	71	1027	38430	100	98	99	561	548	521	4	5	14	16	15	22	19	31	33	60	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	13	288	30486	100	97	99	510	532	505	25	8	18	42	21	29	8	30	32	25	41	21
Asian/Pacific Islander	17	170	1780	94	98	98	591	573	549	0	1	5	6	9	13	6	27	33	88	63	50
American Indian/Alaskan Native	--	40	4075	--	100	100	--	506	486	--	19	28	--	33	34	--	25	26	--	22	12
White	95	1375	35192	100	98	99	568	555	534	2	3	8	9	12	19	31	32	35	58	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	122	1814	65801	100	98	98	570	554	525	2	3	11	11	13	23	26	32	34	61	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411	NC	--	--	NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	124	1751	39040	100	98	99	568	554	534	3	4	8	12	13	19	25	31	34	61	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	131	2005	75492	100	98	100	539	533	519	6	5	12	9	10	16	39	49	47	46	36	24
All Students (Prior Year)	124	1951	75221	100	99	100	543	536	523	0	2	8	5	9	16	57	59	56	38	29	21
Female	60	979	37014	98	98	100	541	536	523	5	4	10	7	8	15	39	48	48	49	40	27
Male	71	1026	38400	100	98	99	537	530	516	6	6	14	10	12	17	40	50	47	44	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	13	291	30438	100	98	99	496	523	508	42	6	17	8	14	21	33	55	47	17	25	15
Asian/Pacific Islander	17	167	1773	94	96	98	553	546	534	0	2	4	0	6	10	19	38	50	81	53	36
American Indian/Alaskan Native	--	40	4081	--	100	100	--	504	498	--	14	25	--	31	26	--	42	40	--	14	8
White	95	1374	35177	100	98	99	544	536	528	2	4	8	8	8	13	44	49	49	46	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	122	1811	65785	100	98	98	542	536	522	1	3	10	8	9	16	42	50	49	49	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302	NC	--	--	NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	124	1747	39164	100	98	99	542	536	528	3	4	8	8	9	13	42	48	48	48	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	131	1993	75053	100	98	99	682	650	597	4	4	7	4	7	12	69	71	72	24	18	9
All Students (Prior Year)	123	1913	73654	100	97	99	549	544	530	1	4	9	9	9	13	79	76	70	12	11	7
Female	60	973	36872	98	97	99	710	682	621	3	3	5	3	3	9	59	70	74	34	24	12
Male	71	1020	38109	100	98	99	657	618	573	4	6	10	4	10	14	76	72	69	15	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	13	284	30235	100	95	98	553	634	575	17	5	9	17	8	14	67	75	70	0	13	6
Asian/Pacific Islander	17	166	1768	94	95	98	739	711	651	0	3	3	13	3	5	38	57	72	50	37	19
American Indian/Alaskan Native	--	39	4044	--	98	99	--	590	550	--	9	13	--	9	17	--	71	66	--	11	4
White	95	1373	35028	100	98	99	689	651	613	3	4	6	1	6	10	72	72	73	24	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	122	1801	65428	100	97	98	692	659	604	3	3	6	3	6	11	69	72	73	25	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077	NC	--	--	NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	124	1736	38950	100	98	99	688	657	618	3	4	5	4	6	9	68	71	73	25	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	117	2065	76019	99	98	100	529	534	499	5	4	14	27	25	39	16	13	14	52	58	33
All Students (Prior Year)	139	2076	76230	100	97	100	534	528	498	0	3	12	31	25	38	10	13	12	60	60	37
Female	53	989	37207	100	98	100	534	534	499	4	2	12	23	25	41	19	14	14	54	58	33
Male	64	1073	38677	97	98	100	525	535	498	6	5	15	30	25	38	14	12	13	50	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	11	294	29458	100	97	100	492	513	480	10	5	20	40	39	48	30	14	12	20	42	20
Asian/Pacific Islander	12	156	1673	100	98	99	539	563	531	0	1	4	25	14	29	17	10	14	58	74	53
American Indian/Alaskan Native	--	52	4735	--	100	100	--	505	466	--	15	28	--	35	49	--	13	10	--	38	13
White	87	1403	35880	98	97	100	537	541	515	1	3	7	25	21	32	16	13	16	57	63	45
Students with Disabilities	NC	185	9786	NC	99	100	NC	471	457	NC	25	39	NC	52	40	NC	7	7	NC	16	13
Students without Disabilities	110	1880	66233	99	98	99	534	539	503	3	2	11	25	23	39	17	13	14	55	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	12	278	35714	--	--	--	482	497	480	27	8	20	36	48	47	18	15	12	18	29	20
Non-Economically Disadvantaged	105	1787	40266	--	--	--	533	540	513	3	3	9	26	22	33	16	12	15	55	62	43

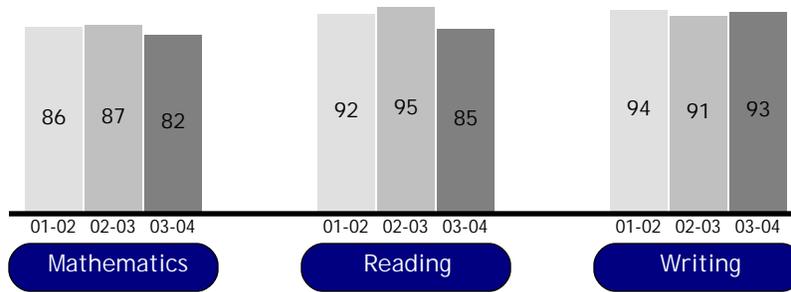
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2069	76020	98	98	100	514	516	503	10	10	25	12	18	23	61	51	40	16	21	12
All Students (Prior Year)	139	2074	76202	100	97	100	527	519	505	3	6	19	14	16	24	54	56	46	29	23	11
Female	52	992	37213	100	98	100	515	519	504	12	9	22	15	18	23	56	51	42	17	22	13
Male	64	1074	38666	97	98	100	513	513	501	9	12	29	9	18	22	66	50	38	16	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	10	294	29442	91	97	99	493	506	494	20	17	37	30	27	26	50	42	31	0	13	6
Asian/Pacific Islander	12	157	1672	100	98	99	516	530	513	17	8	12	8	11	19	42	48	49	33	33	20
American Indian/Alaskan Native	--	52	4735	--	100	100	--	510	489	--	22	48	--	24	25	--	45	24	--	8	3
White	87	1405	35890	98	97	100	519	518	511	2	7	15	11	16	20	70	53	48	16	23	18
Students with Disabilities	NC	185	9784	NC	99	100	NC	488	485	NC	48	58	NC	22	19	NC	27	19	NC	2	4
Students without Disabilities	109	1884	66236	98	98	99	517	518	504	6	8	23	13	18	23	64	52	42	17	22	13
Limited English Proficient Students	--	44	15198	--	100	100	--	480	483	--	80	59	--	10	25	--	10	14	--	0	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	11	278	35703	--	--	--	495	499	494	36	23	37	9	28	26	36	41	31	18	7	6
Non-Economically Disadvantaged	105	1791	40274	--	--	--	516	518	509	8	9	17	12	16	20	64	52	47	16	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	117	2061	75673	99	98	100	556	581	530	9	5	12	22	16	25	62	69	58	8	10	4
All Students (Prior Year)	137	2048	74692	99	96	99	535	528	502	3	6	18	19	19	27	56	60	47	22	15	8
Female	53	990	37099	100	98	100	559	603	548	8	2	8	15	11	22	73	74	64	4	13	6
Male	64	1069	38441	97	97	99	554	561	513	9	6	16	27	21	29	53	66	52	11	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	11	293	29305	100	96	99	527	561	507	10	4	16	30	20	31	60	70	51	0	6	2
Asian/Pacific Islander	12	155	1665	100	97	99	580	622	573	0	3	6	17	8	16	75	69	67	8	20	10
American Indian/Alaskan Native	--	52	4707	--	100	100	--	521	492	--	8	19	--	27	33	--	63	46	--	2	1
White	87	1403	35760	98	97	99	561	586	550	5	3	9	23	15	21	64	71	64	8	10	6
Students with Disabilities	NC	185	9706	NC	99	100	NC	486	462	NC	24	36	NC	31	32	NC	44	31	NC	2	1
Students without Disabilities	110	1876	65967	99	98	99	564	588	536	6	3	10	20	15	25	66	71	60	8	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	12	277	35541	--	--	--	525	531	504	36	12	17	0	24	31	55	60	50	9	4	2
Non-Economically Disadvantaged	105	1784	40091	--	--	--	559	588	550	6	4	9	24	15	21	63	71	64	8	11	6

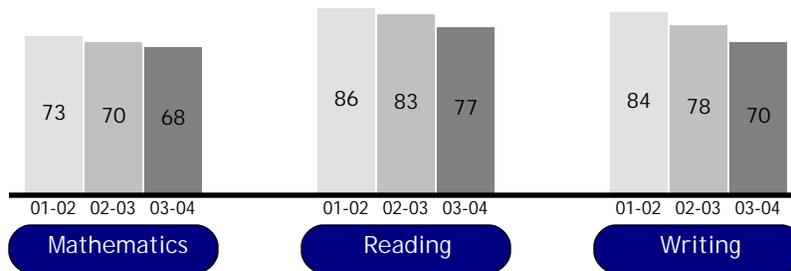
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	68	58	44	97	71	67	50	87	70	NA	58
	Language	100	63	56	39	99	62	60	43	91	61	60	50
	Mathematics	100	74	68	52	96	82	75	57	92	78	76	64
3	Reading	97	69	64	43	98	76	70	47	98	75	NA	55
	Language	97	75	70	50	97	79	72	54	99	76	72	61
	Mathematics	97	75	71	50	100	84	76	54	99	84	78	61
4	Reading	98	76	69	47	99	78	73	52	98	79	NA	56
	Language	98	70	63	45	98	70	65	48	99	72	66	52
	Mathematics	98	79	74	52	98	81	77	57	99	82	78	61
5	Reading	98	75	67	46	95	75	71	50	97	75	NA	55
	Language	98	62	61	43	97	69	65	46	97	65	65	49
	Mathematics	98	76	78	54	96	81	82	57	97	82	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Continuous School Improvement Plan
- Ü Report Progress on Targeted Goals
- Ü Parent Satisfaction Survey
- Ü Character Education

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.91
Other Professional Staff	5.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	5	0	0
4 to 6 years	2	6	0	0
7 to 9 years	1	6	0	0
10 or more years	1	24	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 29
 Core academic classes taught by Highly Qualified (NCLB) teachers. 81
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Classroom Computers on Internet
- Ü On-line Library
- Ü Televised Morning Announcements

Extracurricular Activities

- Ü Student Council
- Ü Lunchtime Sports/Homework Helpers
- Ü After School Enrichment
- Ü Seaquest
- Ü After School Tutoring
- Ü Reading Fluency Lab
- Ü DARE
- Ü Evening Music Performances Grades 1-5

Social Services

- Ü Crisis Prevention Counselors
- Ü Life Skills
- Ü Health Assistants
- Ü Adopt -A -Family/Food Drives

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students increased their performance on District Assessments in the areas of Reading/Language and Math. Scores on State and National assessments are consistently higher than state averages.
- ü Cielo's Safety committee met monthly during the school year. All safety drills were practiced and feedback provided to staff/stds. The annual Parent Satisfaction Survey indicated that 91% of the parent community felt that Cielo was a Safe school.
- ü Increased use of SmartBoards in classrooms. Increased use of computer labs. The Parent survey indicated 90% feel that students' academic needs are being met in the areas of Computers/Technology.
- ü A revised Character Education program was successfully implemented. Students were reinforced for exhibiting specific character traits throughout the school year. A monthly Character Cafe was established (lunch with the Principal).

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	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	75	75
Grades 3-4	85	80
Grades 4-5	65	75

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

Cielo has a Safety Committee that updates the safety plan yearly. They arrange the practice of all safety drills. Visitors must sign-in at the front office and get a visitors badge. The majority of the school doors are kept locked throughout the school day. 'Safety' is an ongoing topic at all staff meetings where 'Best Practices' are discussed with faculty members.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Beth Hill	(480) 783-2100
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Christie Winkelman	(480) 783-4053
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Annette Flegenheimer	(480) 783-2100
Student Health/Nurse	C. Klepper	(480) 783-2100

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.