

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

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 Overview

Principal/Administrator : Mrs. M. Beth Hill
 Schedule : 07:15 AM to 03:45 PM
 Grades : Pre-K-5
 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 will be 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, 2005 School Year Student Enrollment : 739
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 111

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 :	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

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

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 Outstanding Princ./School Downs Syndrome of Arizona	2003
ü President's Award for Educational Excellence	2004
ü President's Award for Academic Achievement	2005
ü President's Award for Academic Excellence	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	108	1893	80010	96	98	99	508	481	447	NA	3	10	3	8	18	41	47	53	56	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	934	38935	96	99	99	514	483	447	NA	2	9	NA	8	19	43	49	55	57	41	17
Male	55	959	40974	95	98	98	502	480	448	NA	4	11	5	9	18	38	46	52	56	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	14	296	34545	100	98	99	500	459	432	NA	6	14	NA	14	24	57	56	53	43	24	9
Asian/Pacific Islander	11	171	2068	92	98	99	499	503	474	NA	1	4	9	5	10	36	36	50	55	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	73	1214	35142	96	99	99	515	490	465	NA	2	5	1	5	11	37	45	56	62	47	28
Students with Disabilities	NC	252	10161	NC	91	93	NC	447	419	NC	16	28	NC	22	28	NC	40	36	NC	21	8
Students without Disabilities	99	1641	69849	100	100	100	511	486	451	NA	1	7	1	6	17	39	49	56	60	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	14	397	39029	100	97	98	485	452	432	NA	10	14	NA	16	25	57	54	52	43	20	9
Non-Economically Disadvantaged	94	1496	40981	95	99	100	512	489	462	NA	1	6	3	6	13	38	46	54	59	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	108	1871	79438	96	97	98	497	479	451	NA	2	9	6	12	24	59	63	56	34	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	929	38775	96	98	99	505	484	457	NA	2	7	4	9	22	53	65	58	43	25	13
Male	55	942	40560	95	96	97	489	474	446	NA	3	12	9	16	25	65	61	54	25	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	14	292	34297	100	97	98	495	462	434	NA	4	14	7	19	31	50	65	50	43	13	5
Asian/Pacific Islander	11	170	2063	92	97	99	478	492	475	NA	1	3	18	9	15	64	61	63	18	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	73	1203	34887	96	98	98	503	485	471	NA	1	4	3	9	15	59	64	63	38	26	18
Students with Disabilities	NC	231	9588	NC	83	88	NC	447	416	NC	10	30	NC	29	32	NC	48	34	NC	13	5
Students without Disabilities	99	1640	69850	100	100	100	499	483	456	NA	1	7	5	10	23	59	65	59	36	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	14	385	38685	100	94	97	473	452	435	NA	6	14	14	25	32	71	59	50	14	9	5
Non-Economically Disadvantaged	94	1486	40753	95	98	99	501	486	467	NA	1	5	5	9	16	57	64	62	37	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	113	1898	79971	100	99	99	474	454	423	1	3	8	14	25	41	70	64	49	15	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	938	38974	100	99	99	484	469	437	2	2	5	11	17	33	69	70	57	18	12	4
Male	58	960	40895	100	98	98	464	440	410	NA	4	10	17	33	47	71	58	41	12	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	14	299	34481	100	99	99	452	440	410	7	3	10	14	34	46	79	60	43	NA	3	1
Asian/Pacific Islander	12	173	2067	100	99	99	469	475	449	NA	1	4	25	16	28	67	64	60	8	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	76	1211	35150	100	99	99	480	459	437	NA	2	5	13	22	35	67	67	56	20	9	5
Students with Disabilities	14	257	10258	100	92	94	432	412	377	NA	11	23	43	44	51	57	42	25	NA	3	1
Students without Disabilities	99	1641	69713	100	100	100	479	461	429	1	1	5	10	22	39	72	68	52	17	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	14	401	38994	100	98	98	445	430	409	7	6	10	7	36	47	86	54	41	NA	3	1
Non-Economically Disadvantaged	99	1497	40977	100	99	100	478	461	437	NA	2	5	15	22	34	68	67	56	17	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	123	2050	80147	99	98	99	521	515	482	NA	3	11	6	7	17	46	44	49	48	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	987	39281	100	99	99	522	516	483	NA	2	9	7	7	17	47	44	50	47	47	24
Male	63	1063	40780	98	98	98	521	515	482	NA	3	12	5	7	17	46	44	48	49	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	11	339	33494	100	98	99	509	498	466	NA	4	15	9	12	23	55	53	49	36	31	14
Asian/Pacific Islander	14	193	2103	93	99	99	515	542	515	NA	3	4	7	2	8	57	31	44	36	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	89	1270	36122	100	99	99	526	522	501	NA	1	5	4	5	10	42	41	50	54	52	35
Students with Disabilities	16	234	10295	94	89	92	491	474	443	NA	14	33	19	22	26	50	44	33	31	20	8
Students without Disabilities	107	1816	69852	100	100	100	526	520	488	NA	1	7	4	5	16	46	44	51	50	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	13	405	38371	100	97	97	493	484	465	NA	9	15	8	13	23	69	57	49	23	22	13
Non-Economically Disadvantaged	110	1645	41776	99	99	100	524	523	498	NA	1	6	5	6	11	44	41	49	51	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	123	2024	79686	99	97	98	503	494	470	NA	3	11	7	12	24	73	72	57	20	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	980	39163	100	98	99	506	498	475	NA	2	9	8	10	22	72	73	60	20	15	10
Male	63	1044	40438	98	97	97	500	490	465	NA	4	13	6	13	25	75	71	54	19	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	11	335	33299	100	97	98	485	479	452	NA	4	17	27	19	32	64	70	47	9	7	3
Asian/Pacific Islander	14	191	2097	93	98	99	482	501	490	NA	3	5	21	8	13	71	71	68	7	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	89	1254	35914	100	98	98	509	502	489	NA	1	5	3	8	15	72	74	67	25	17	14
Students with Disabilities	16	211	9808	94	80	87	485	462	432	NA	15	35	25	27	32	56	52	30	19	6	3
Students without Disabilities	107	1813	69878	100	100	100	506	498	475	NA	1	8	5	10	23	76	74	61	20	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	13	393	38095	100	94	97	485	471	452	NA	8	17	31	24	32	54	62	48	15	7	3
Non-Economically Disadvantaged	110	1631	41591	99	98	99	505	500	486	NA	2	6	5	9	16	75	74	65	20	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	123	2042	80372	99	98	99	503	501	475	2	1	4	14	14	30	78	79	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	989	39452	100	99	99	507	513	488	2	1	3	12	9	22	78	83	72	8	8	3
Male	63	1053	40836	98	98	98	499	489	464	2	2	6	16	19	37	78	76	56	5	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	11	339	33608	100	98	99	424	487	462	18	2	6	45	21	36	36	77	57	NA	1	1
Asian/Pacific Islander	14	191	2098	93	98	99	509	517	500	NA	2	2	7	6	16	79	77	75	14	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	89	1260	36213	100	98	99	512	506	489	NA	1	2	9	11	22	84	82	72	7	6	3
Students with Disabilities	16	230	10526	94	87	94	485	461	427	NA	5	15	44	41	53	50	53	31	6	2	1
Students without Disabilities	107	1812	69846	100	100	100	506	506	482	2	1	3	9	10	26	82	83	69	7	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	13	400	38521	100	96	98	494	480	461	NA	2	6	31	29	38	54	67	55	15	3	1
Non-Economically Disadvantaged	110	1642	41851	99	99	100	504	506	489	2	1	3	12	10	22	81	82	72	5	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	135	2071	79306	99	98	99	556	551	504	1	3	13	6	7	20	40	41	49	53	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1006	38845	98	99	99	553	553	505	3	3	11	8	6	20	40	42	50	49	48	18
Male	70	1065	40383	100	98	98	558	549	504	NA	3	14	4	9	19	40	39	47	56	48	19
African American	10	157	4171	100	99	98	NA	517	485	NA	10	20	NA	13	26	NA	48	44	NA	28	10
Hispanic	13	315	32673	100	97	99	530	531	487	NA	5	18	23	11	25	38	50	46	38	34	10
Asian/Pacific Islander	19	177	2147	95	99	99	586	579	539	NA	3	5	NA	4	10	32	28	46	68	65	40
American Indian/Alaskan Native	--	47	4034	--	94	97	--	523	479	--	11	22	--	11	29	--	49	43	--	30	7
White	93	1375	36234	100	98	99	556	556	523	1	2	6	5	6	13	41	39	52	53	52	28
Students with Disabilities	10	231	10286	100	87	91	NA	486	462	NA	23	41	NA	24	27	NA	41	27	NA	12	5
Students without Disabilities	125	1840	69020	99	100	100	563	559	510	NA	1	9	4	5	18	40	41	52	56	53	21
Limited English Proficient Students	--	30	10291	--	97	96	--	516	458	--	13	38	--	17	34	--	47	26	--	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	335	37437	100	96	97	502	515	486	NA	10	19	31	16	26	54	51	46	15	23	9
Non-Economically Disadvantaged	122	1736	41869	99	98	100	562	558	521	2	2	7	3	6	14	39	39	51	57	53	27

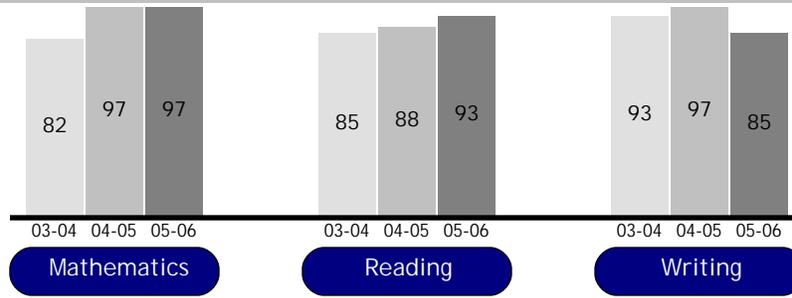
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2042	79000	99	97	98	532	518	489	NA	2	10	6	11	24	65	68	58	29	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	995	38774	98	97	99	531	522	494	NA	1	7	5	8	22	69	70	61	26	20	10
Male	70	1047	40150	100	96	98	533	514	485	NA	3	12	7	14	25	61	65	55	31	18	8
African American	10	155	4153	100	97	98	NA	491	476	NA	6	13	NA	26	30	NA	61	53	NA	6	4
Hispanic	13	312	32508	100	96	98	526	503	472	NA	3	15	8	16	33	62	72	49	31	9	3
Asian/Pacific Islander	19	176	2142	95	98	99	542	530	510	NA	3	4	5	8	14	68	61	67	26	28	16
American Indian/Alaskan Native	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	93	1355	36135	100	97	98	532	524	508	NA	1	4	5	8	14	65	68	67	30	22	15
Students with Disabilities	10	202	9991	100	76	88	NA	473	449	NA	13	33	NA	39	36	NA	41	29	NA	7	2
Students without Disabilities	125	1840	69009	99	100	100	536	523	495	NA	1	6	2	8	22	66	71	62	31	20	10
Limited English Proficient Students	--	30	10199	--	97	95	--	467	439	--	23	35	--	23	47	--	50	18	--	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	324	37234	100	93	97	498	490	472	NA	6	15	15	23	33	77	65	50	8	6	3
Non-Economically Disadvantaged	122	1718	41766	99	97	99	536	524	505	NA	1	5	5	9	16	64	68	65	31	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	135	2066	79611	99	98	99	541	525	496	1	2	7	14	24	37	80	72	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1008	39016	98	99	99	547	539	511	2	1	4	11	14	29	80	82	66	8	3	1
Male	70	1058	40519	100	97	98	535	513	482	NA	2	10	17	33	44	80	64	46	3	1	0
African American	10	154	4188	100	97	98	NA	511	486	NA	3	9	NA	37	40	NA	59	50	NA	1	0
Hispanic	13	318	32855	100	98	99	534	513	481	NA	3	10	15	29	43	85	68	47	NA	1	0
Asian/Pacific Islander	19	176	2149	95	98	100	552	540	519	NA	2	4	NA	16	24	89	78	70	11	5	2
American Indian/Alaskan Native	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	93	1372	36380	100	98	99	540	529	511	1	1	4	16	21	30	78	75	65	4	2	1
Students with Disabilities	10	228	10664	100	85	94	NA	472	440	NA	9	23	NA	57	54	NA	33	22	NA	0	1
Students without Disabilities	125	1838	68947	99	100	100	544	532	504	NA	1	4	13	20	34	82	77	61	6	2	1
Limited English Proficient Students	--	30	10362	--	97	97	--	463	438	--	17	22	--	43	57	--	40	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	333	37626	100	96	98	520	502	479	NA	5	10	31	38	45	69	56	45	NA	1	0
Non-Economically Disadvantaged	122	1733	41985	99	98	100	543	530	511	1	1	4	12	21	30	81	76	65	6	2	1

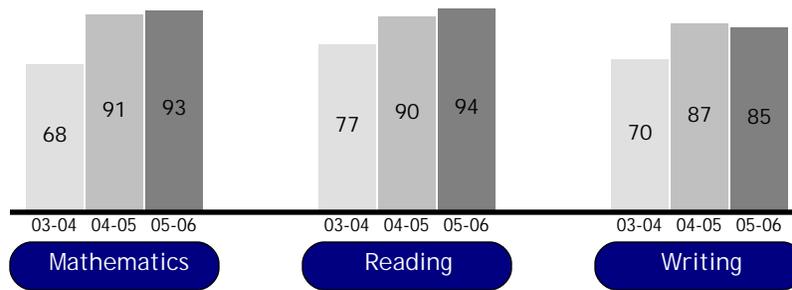
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	70	NA	58	97	65	60	47	90	75	65	46
	Language	91	61	60	50	97	71	58	47	90	78	65	48
	Mathematics	92	78	76	64	98	72	66	50	90	79	73	52
3	Reading	98	75	NA	55	99	66	59	44	94	80	68	46
	Language	99	76	72	61	99	66	57	44	98	72	63	46
	Mathematics	99	84	78	61	99	76	67	51	94	83	75	52
4	Reading	98	79	NA	56	99	69	63	48	99	72	68	52
	Language	99	72	66	52	99	69	63	49	99	75	70	52
	Mathematics	99	82	78	61	99	78	70	53	99	80	76	58
5	Reading	97	75	NA	55	100	68	65	50	99	83	75	56
	Language	97	65	65	49	100	67	65	50	99	84	73	54
	Mathematics	97	82	83	63	100	69	67	49	99	80	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)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.64
Other Professional Staff	2.40	Teacher Aide	12.63

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	4	3	0	0
7 to 9 years	4	1	0	0
10 or more years	15	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	5%

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
- Ü Access to District Family Resource Center
- Ü Prevention Services
- Ü National Free/Reduced Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 92% 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 89% 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 & Asst Principal).

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 visitor's 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Beth Hill	(480) 783-2100
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	April Farrell	(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.

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.